

# Talent Scouting Program as One of Models to Prepare Teacher of Vocational High Schools

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**Abstract** - This research aims to know the preparation process of Vocational High School teacher through Talents Scouting Program especially in several aspects such as suitable approach method and its effectiveness in Vocational High Schools. This research used observational method by using 40 school samples in Eastern Part of Indonesia which had been selected by purposive technique. Data were obtained through questionnaire, documentation and interview. These data were then analyzed by statistical descriptive method. Results showed that the implementation of program is suitable method to overcome the limitation of productive teachers supply in Vocational High School, especially those in Eastern Part of Indonesia. It is proved to be effective in school programs, especially in learning process. This program also brings benefits to both participants and appointed Vocational High Schools which will be discussed in detail.

Index Terms - talent scouting, productive teacher, vocational high school

## 1. Introduction

For years, vocational education has given a significant contribution to the employment in the world of work. Its role is to equip students with specific professional competences so that they can have enough provision to do well in their future work. Wolf [9] even argued that vocational education is greatly needed as it gives valuable and important contribution to any country educational provision. In line with this, recently, the Indonesian government has launched a policy to increase the number of vocational senior high schools (SMK) to 70% versus 30% with general senior high school (SMA). This policy must be followed by an increase in the component of the education system at the school. Those components that influence the policy are an increasing number of vocational schools, provision of teachers, and procurement of the necessary learning tools.

Related to this, one of the most important components is the preparation of professional teachers who have the relevant competence to run vocational expertise. Vocational teacher should be professional as they have vital roles in determining the quality of future work force [2]. Results of observation that conducted in 2014 at several vocational schools in West Sulawesi showed that there are only 2 schools that manage 6 areas of vocational expertise. These schools had 21 teachers who responsible for about 25 classes. In South Sulawesi, other results showed that there

were only 3 SMK with 15 areas of vocational expertise and 53 teachers who had to manage 69 classes [7]. It is clear from these results that they have not met the educational standards that have been set by national education ministry.

Furthermore, the direction of vocational education policy in Indonesia under Law No. 20 of 2003 on National Education System chapter 15, explains that vocational education is secondary education that prepares students primarily for work in a particular field [4]. According to Government Regulation No. 19 year 2005 about National Education Standards Article 26, paragraph 3, the competency standards of secondary vocational education aims to improve intelligence, knowledge, personality, noble character and skills of students to live independently and to pursue their further education in accordance with their previous vocational program [3]. It is also in line with efforts to establish national educational vision. One of the visions that must be realized is to increase the professionalism and accountability of educational institutions as a civilizing centre of knowledge, skills, experience, attitudes and basic values based on national and global standards.

One of the pillars of the policy of the Ministry of Education and Culture is equity and expanding access to education at all types and levels of education, including vocational education. In fact, it shows that some Vocational School (SMK) is still experiencing various obstacles in implementing their learning activities, especially in meeting the needs of educators (teachers) productive areas, buildings, furniture, equipment, facilities and infrastructure, teaching materials etc [5].

To overcome these obstacles, the Directorate of Education and Education Personnel (P2TK) has implemented many programs. One of these programs is Talent Scouting Program which carried out as a vocational teacher collaborative fulfillment program. Talent Scouting program is a vocational assistance programs conducted by the Institute of Higher Education such as LPTK (*Lembaga Penyedia Tenaga Kependidikan* – institution that provides teacher and other education staffs in Indonesia) that manage engineering education faculty and have the experience and competence to provide guidance and services in the field to improve the quality of Human Resources (HR) of SMK, improving the quality of learning, innovation and development tools learning, build a learning resource, helping extra-curricular activities and school administrative arrangement.

Based on above description, it is necessary to evaluate the effectiveness of the Talent Scouting program that has

already run for two years. To see the effectiveness and benefits of the program it is necessary to study several aspects which are: (1) the suitable approach method of *Talents Scouting* program that can be implemented in Vocational High Schools, (2) effectiveness *Talents Scouting* Program in Vocational High Schools, (3) participants' respond on *Talents Scouting* Program, and (4) benefits that can be obtained by appointed Vocational High Schools.

Vocational Teacher talent scouting program is one of vocational assistance program that conducted by LPTK as an institution that provide teacher and other education staffs to fulfill productive vocational teachers' needs in every SMK.

Productive subjects in SMK are all subjects that have function to equip students with all competence required in the world of work. These prospective teachers should have adequate skill and competence that required by SMK based on the expertise that conducted in each SMK [7].

This program aims to meet the shortage of productive teachers in SMK with the following tasks: (1) to meet the needs of teachers for vocational subjects especially in productive subjects in SMK both in cities and districts in Indonesia, (2) providing services to SMK through Talent Scouting Program in order to improve quality for both schools administration and learning, and (3) increase vocational high school education services in the district / city.

It is expected that through this program, the demand of professional teachers in productive class in vocational high school can be fulfilled. In addition, the participants who graduated from vocation education institution can use this opportunity to improve their skill in teaching as it is something that can be obtained through experience [1]. Moreover, the basic needs of those teacher and their learning tools can also be improved.

In the first batch, there were about 390 participants who graduated from 10 LPTK in Indonesia. They will work as SMK teachers in productive subjects in 33 Provinces of Indonesia [10]. The criteria of targeted Vocational High School are : (1). The school must be registered in P2TK (Directorate of Education and Education Personnel) *Dikmen* (Ministry of Education and Culture) as school that has shortage in the number of teachers who teach in productive subjects. (2). The school should have already submitted a letter to LPTK that they need more teachers in the above subjects.

The main principle of this program is an assisting program that conducted by any educational institution that has already have the experience and competence to provide guidance and services in the field of improving human resources in SMK, especially in the quality improvement activities of curricular and non-curricular learning.

The scope of this activity is to meet the need of vocational teachers especially those who teach in productive subjects. Its activities should be done in accordance with the plans that have been prepared by each institution and have been approved by the Directorate of Education and Education Personnel (*P2TK*).

Evaluation is an integral part of the overall educational program that cannot be separated to achieve the expected goals of education. Farida Yusuf Tayibnapis [8] stated that

the evaluation process is the extent to which educational goals can be achieved. Moreover, Stufflebeam [6] defines evaluation as follows: "*Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impacts in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena*".

From above definition it can be concluded that the evaluation is the process of collecting and presenting relevant data to be transformed into information as input for decision makers to assess the quality or fitness of a program, process, performance results, and the impact that is designed to achieve a goal in order to provide accountability.

## 2. Research Method

This research is an evaluation research that aims to collect information about the implementation of Talent Scouting Program in SMK that has been held in 2013.

Samples of this research are all participants and SMKs that have been involved in the first batch that came from four provinces in Sulawesi and one province in Kalimantan. Data are collected from committee database, SMK principal and participants.

Data collection methods that have been used in this research are documentation, questioner, and observation. Data were then analysed by using descriptive statistic. The results will then be discussed and concluded in the last part of this paper.

## 3. Results and Discussion

### Implementation of Talent Scouting Program

Approach method that has been conducted in this research was firstly done by analyzing data about the shortage number of teachers in SMK especially in targeted provinces. Data were obtained from Directorate Education and Education Personnel (*P2TK*) of Education, Ministry of Education and Culture, and other relevant stake holders. The process can be described in fig. 1.

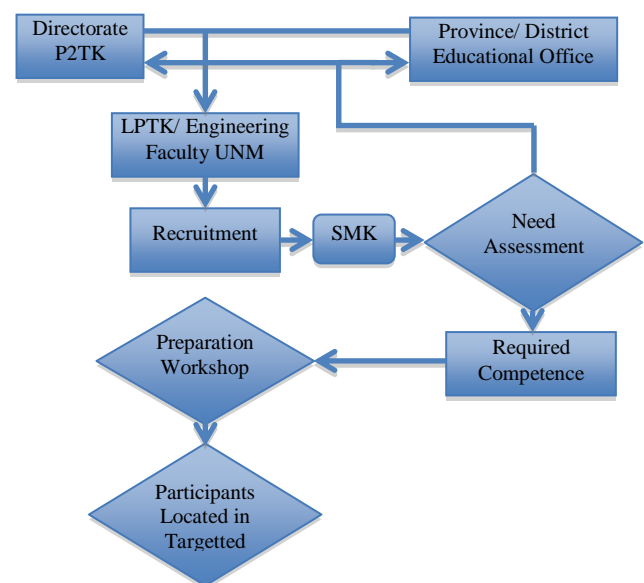


Fig. 1. Approach Method

Need analysis was conducted by analyzing the number of SMK teacher especially who teach in productive subjects in targeted SMK in five Provinces. This activity was carried out to find out which schools that have not enough teachers to teach in productive subjects. The results will then be used to determine the number of required competence in selected SMK.

This activity begins with registration information distribution followed by Talent Scouting program selection based on required competence. Each participant was asked to fill in questionnaire and letter of willingness to be placed in any targeted SMK. This activity is carried out in several stages, namely: Registration of participants, portfolio test, written test and interview. After the recruitment process, the committee set the number of applicants who passed the selection. The comparison between registered and selected participant can be shown in fig. 2.

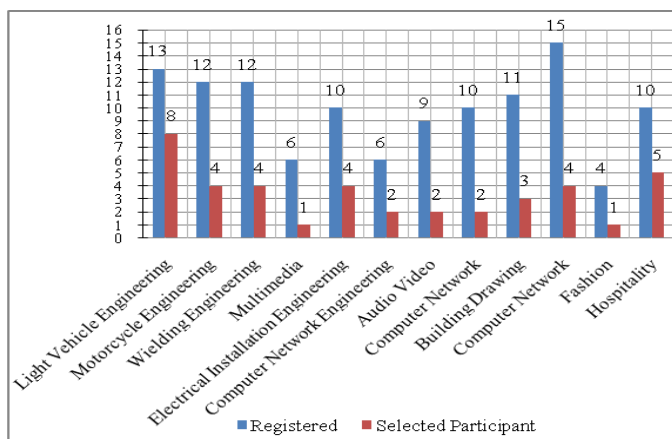


Fig. 2. Comparison Between Registered and Selected Participants

Preparation Workshop is held in two stages. The first phase took place in Engineering Faculty State University of Makassar and the second phase took place in Cisarua Bogor West Java. This briefing aims to provide knowledge and insight development for participants in carrying out their tasks in targeted SMK, both in the field of productive learning process and school administrative management activities.

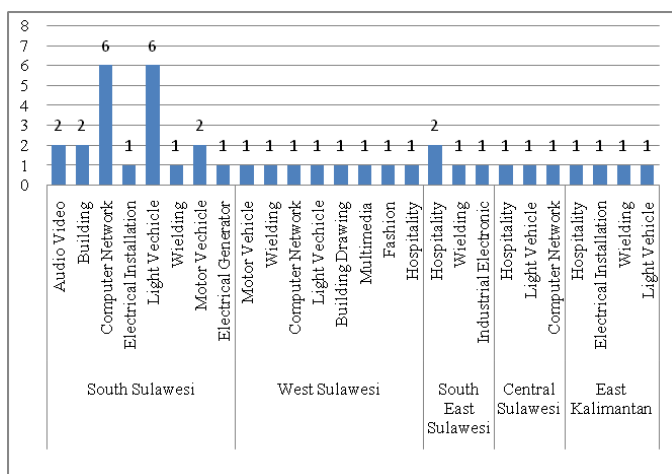


Figure 3. The number of participants for each competence

Before departure process, activities before departure begin with the observation location. At the time of departure, the participants went to the location Talent Scouting accompanied by the supervisor.

Implementation of monitoring and evaluation was conducted in April 2013 by some appointed lecturer. The purpose of the monitoring was to see the extent to which program activities Talent Scouting takes place.

Distribution of participants in several targeted provinces is presented in the fig. 3.

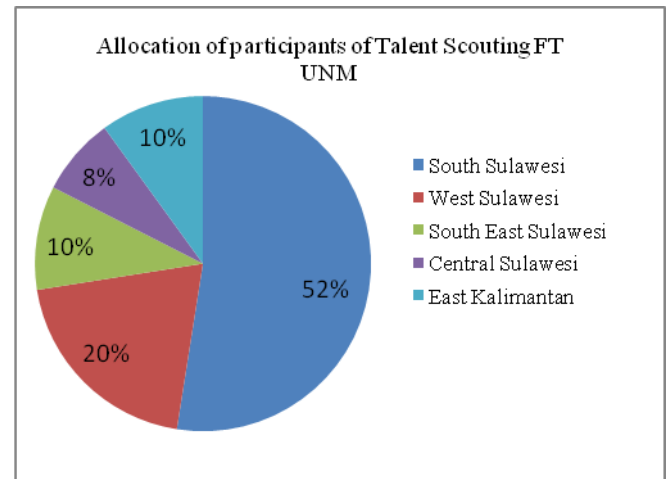


Figure 4. Distribution of Participants in Each Provinces

Based on participant activity reports which were about 40 people who follow the Talent Scouting program, some of the activities done in school during the program can be described below:

#### a. SMK Profile

Based on profile of SMK that build based on collaboration between *P2TK Kemendikbud* and Engineering faculty of Makassar State University, there are about 5 provinces in the eastern part of Indonesia that have been selected to join this talent scouting program. They are South Sulawesi, West Sulawesi, South East Sulawesi, Central Sulawesi and East Kalimantan. Within these provinces, there are about 40 SMK that spreading in 27 districts and cities.

The implementation of this program was conducted in 5 months and had given advantages to all appointed SMKs. This program had helped SMKs in overcoming their shortage teacher problem especially in productive subjects. . It can be seen from the comparison of the number of teachers to the number of students who are still far from the ideal ratio of each program and grade levels of expertise.

#### b. Orientation and observation

Some observation activities were carried out by participants as follows:

- 1). Participants were placed to each SMK by their supervisors and accepted by respective SMK principals.
- 2). Make friends with the principal, teacher tutors, and other school staff.
- 3). Recognize the school, school buildings, rooms, and other facilities.
- 4). Learn the school rules, discipline teachers, staff discipline employees and so on, especially the teaching tasks that had to be performed by the participants of Talent Scouting Program.

- 5). Make friends with the students, especially the classes that to be taught directly.
- 6). Studying models and learning strategies that have been implemented in accompanied schools.
- 7). Observe the implementation of learning process that be conducted by teacher and Talent Scouting participants by paying attention to:
  - a) The ways of teaching or teaching methods
  - b) How teachers manage the classroom
  - c) The assessment in the learning process
- 8). Plan the next Talent Scouting program activities which include ;
  - a) teaching activities (face to face activities)
  - b) non-teaching activities (non-face to face activities)

Evaluations were conducted in this study to determine the effectiveness of implemented Talent Scouting Program by Engineering Faculty UNM. CIPP evaluation model (Context, Input, Process, and Product) was used as the model in evaluation.

Talent Scouting program which is one of the fulfillment of Productive vocational teachers in Indonesia program are carried out by the Faculty of Engineering, Makassar State University in collaboration with the Directorate of Teachers and Education Personnel (*P2TK*) Ministry of Education and Culture. Fulfillment productive vocational teachers program that implemented was based on the needs of vocational school teachers in Indonesia, including the new SMK productive teacher needs. In addition, the relevance of implementing Talent Scouting program is also very high. Engineering faculty of Makassar State University as one of *LPTK* institutions especially in vocational field has already produced many vocational teachers. This makes it suitable to implement this program.

Input of this program is students who have already in the last semester of their study with several conditions such as have already finished all subjects related to teaching and learning. They can also use this program as substitutes to their final subjects which are Field Work (*KKN*, *Kuliah Kerja Nyata*) and Field Experience Program (*PPL*, *Program Pengalaman Lapangan*) subjects. Some of the participants were fresh graduates. Total participant who passed the selection process were about 40 people which studied in Bachelor program (*SI*) in Engineering Faculty, Makassar State University from various expertise program study.

Talent scouting program implementation process has a significant role in the school program, especially in the teaching and learning process. The activities that were conducted by participants in Talent Scouting program are as follows:

1. Preparation of the learning
2. Implementation of the learning activities
3. The implementation of teacher professionalism
4. Structuring School Administration System
5. Structuring learning media
6. Structuring Library
7. Settling Laboratory School
8. Structuring the school environment to be more clean and healthy

#### c. Talent Scouting Program Effectiveness

Based on above description, the implementation of Talent Scouting program in the school is very effective, because it has given significant role in all school activities. It can be seen from the result of supervising process in the school during monitoring activity. All principals from partner SMKs stated that this program gives significant contribution in learning process both in theory and practical classes. About 95 % of principals said that this program has also given important role in improving school administration as all participants had good ability in information and computer technology. Most of them helped to improve documentation in the schools from manual filing system to computer based system.

#### d. Benefits of Talent Scouting Program

Talent scouting program is considered to be very helpful for schools that have been participated in this program. They had been given help in term of productive teacher and school administration. Most of the principal of these schools even stated that they were still willing to get a vocational teacher assistant from Talent Scouting program in case it is still continues for the next period. The presence of a companion teacher Talent Scouting program is helpful in the completion of the tasks performed by existing teachers, mainly because almost all productive vocational teacher assistant has the ability to accomplish tasks as a professional teacher, although their status only as teacher assistants.

The success of the program because it is supported by all SMK Principal's willingness to provide the facilities required by SMK teacher assistant. This has implications for the successful planning and implementation of learning in the classroom. According to the students at the school, most teachers can perform the task well, especially in organizing the learning process.

### 4. Conclusion

Talent Scouting Program to fulfill productive vocational teachers received recognition from various parties, such as: students, alumni, schools and Head of the Education Department. Talent Scouting Program can be done well and should be continued so that the alumni of Engineering Faculty under *LPTK* can be accepted in designated schools. This makes them less difficult to obtain jobs as teachers.

Therefore, Talent Scouting Program is very effective because of some schools where the program implemented requested that participants of this program after completing his studies can be back again to becoming a teacher and taught in schools such as honorary teachers. This was welcomed by the participants so that some participants have now returned to duty as a professional teacher in their previous SMK.

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