

Development of human resources In the perspective of the career development of teachers at the State Vocational School in Makassar City

Sudarmi¹, Syamsul Sunusi², Agus Syam³

STIM Lasharan Jaya Makassar

E-mail: sudarmi978@gmail.com¹, syamsulsunusi@gmail.com²,

agussyam76feunm@gmail.com³

(Received: March-2019; revised: April -2019; published: June -2019)

ABSTRACT

This research was conducted to answer the problem of "how to develop the career of state vocational school teachers in Makassar City". Thus, this study aims to determine the career development of teachers in the State Vocational School in Makassar City. This research is a descriptive study that provides an overview of Career Development of Vocational School Teachers in Makassar City, with a total sample of 73 people. Data collection techniques used are, observation and questionnaire. Data analysis used is; descriptive statistical analysis. The results of the study showed that the career development of the teachers of State Vocational Schools in Makassar City was still in the less category. While supporting factors, namely; 1) teacher's pedagogic competence, 2) the implementation of duties and responsibilities by the teacher professionally, 3) the teacher focuses on carrying out duties in carrying out the duties and responsibilities, 4) the existence of Subject Teachers' Consultation (MGMP), and 5) availability of adequate facilities and infrastructure. While the inhibiting factors of teacher career development are; 1) MGMP is not routinely carried out 2) MGMP funds are not prepared by the government, 3) unclear workload between functional tasks and administrative duties, 4) absence of regulations, especially legal issues that can protect teachers, 5) promotion does not automatically, 6) school management that is not good, 7) the absence of reward commensurate with teacher performance, and 8) inadequate facilities and infrastructure.

Keywords: Human Resources; Homestay; Career Development; Development.

INTRODUCTION

Career development is highly expected by every employee, because with this development will get better rights than what was previously obtained both material and non-material for example, increase in income, repair facilities and so on. While the rights are not material, for example social status, feeling of pride and so on. In the practice of career development more is an implementation of a career plan in this case career development is personal enhancements made by someone to achieve a career plan (Gu, Tang, Wang, & Zhou, 2019; Phillips, 1996; Rudolph, Zacher, & Hirschi, 2019; Sarmiento & Butler, 2011; Tekavc, Wylleman, & Cecić Erpič, 2015).

The teacher as the implementer who directly engages in the teaching and learning process, requires development so that the implementation of his main tasks including the teaching and learning process can run smoothly (De Smul, Heirweg, Van Keer, Devos, &

Vandavelde, 2018; Hamilton, 2016; Reeves, 2017; Shieh, 2012; Viegas et al., 2018). The teacher is the spearhead in the implementation of the teaching and learning process which is expected to improve the teaching and learning process and be able to solve problems found in the world of education in general and the quality of the teaching and learning process in particular.

The teacher as a professional in the field of education, in addition to understanding things that are philosophical and conceptual, he must also be able to understand and implement things that are technical in nature (Niswaty, Rusbiati, Jamaluddin, & Salam, 2017; Saggaf, Nasriyah, Salam, & Wirawan, 2018)(Kamaluddin, Haerul, Akib, & Salam, 2018; Saggaf et al., 2018; Saggaf, Salam, & Rifka, 2017; Salam, Akib, & Daraba, 2018). In the process of interaction with teaching and learning, the teacher must have at least two basic capital, namely the ability to design the program and the skills to communicate it to students (Djamarah, 2004, p. 54). Because of the importance of the role of teachers in the teaching and learning process, attention to welfare, including in career development, is very important.

On the other hand, normatively structural career development should refer to rules that prioritize professionals. Teacher career development that can guarantee the implementation of professional duties and responsibilities must refer to the principles namely; 1) proportionality, namely the principle that prioritizes career development based on the proportions of the concerned, 2) professionalism, namely the teacher as a professional position can be carried out professionally based on one's ability to carry out their duties and responsibilities, and 3) effectiveness, namely principles that emphasize effectiveness career development based on input, output and outcome in carrying out their duties and responsibilities.

The results of the study show that the functional careers of the Vocational School teachers in Makassar City run regularly. This means that the teacher's functional career is very much determined by the teacher concerned. Every teacher who will rise in rank is required to collect a number of credit numbers required in that rank.

Four teacher functional levels are; 1) First teacher (group III / a and class III / b), 2) Young teacher (class III / c and class III / d, 3) Middle teacher (group IV / a, class IV / b, and group IV / c, and 4) Main Teacher (group IV / d and class IV / e (Regulation of the Minister of National Education Number 38 of 2010). This functional career emphasizes teacher professionalism. The demands of teacher teaching hours are 24 hours per week and activities other productive related to teacher positions.

METHOD

This research is a descriptive study that provides an overview of Career Development of Vocational School Teachers in Makassar City. Career development is intended as a development that aims to improve the general knowledge and personality of the teacher to support the implementation of basic tasks, both structural careers and functional careers by paying attention to the principles of career development. Data analysis in this study uses data analysis techniques in the site developed by Miles Huberman. Data that has been collected is made in the matrix. In the matrix will be presented descriptive data fragments around certain events or experiences that block the data before and after. After the data is entered into the matrix then a checklist is made (Miles, Huberman, & Saldana, 2014).

RESULT AND DISCUSSION

Based on the results of the study, it was obtained information that the career development of the teachers of State Vocational Schools in Makassar City, especially structural careers in the unfavorable category. These results indicate that the implementation of the structural career development of the State Vocational School teachers in Makassar City is not in accordance with normative references, only prioritizing aspects of subjectivity, namely; 1) closeness, 2) kinship, and 3) groups, so that the development of the teacher's career cannot be carried out properly.

The teacher's structural career should include; homeroom teacher, student council supervisor, curricular and extracurricular coach, vice principal, and headmaster (Widiyanti, Solehuddin, & Saomah, 2017). The incompatibility of normative references in the development of a teacher's career is caused by the dominant factor of the poll. In fact, Law No. 14 of 2005 concerning Teachers and Lecturers regulated in market 32 paragraphs 1 and 4 which read: (1) Teacher development and development includes professional development and career and career development (2) Guidance in paragraph (1) includes assignments, promotions, and promotions.

Based on paragraph 4 of the Act, the career coaching of teachers includes assignments, promotions and promotion. All of them are ideally tasted by every teacher. In addition, the Decree of the Minister of Administrative Reform Number 84/1993 concerning the Functional Position of Teachers and Creditors and the Joint Decree of the Minister of Education and Culture and Head of BAKN Number 0433 / P / 1993 and Number 25 of 1993 concerning Implementation Guidelines for Teacher's Functional Position and Credit Numbers in principle it aims to foster career rank and teacher professionalism.

The policy includes requiring teachers to carry out four activities which are their task areas and only for those who succeed in performing their duties properly are given credit numbers. The use of credit numbers as one of the requirements for career improvement selection aims to give fairer and more professional appreciation of promotion which is a professional recognition of promotion which is a profession recognition and then provides an increase in welfare. Career development is really needed so that the teacher does not feel boredom in carrying out his work.

At present, the recognition of teachers as professionals is increasingly evident. Recognition of the position of the teacher as a professional serves to raise the dignity and role of the teacher as an agent of learning to improve the quality of national education. Actuality of the duties and functions of persons with teacher professions is based on principles; 1) have talent, interest, soul calling, and idealism, 2) have a commitment to improve the quality of education, faith, devotion, and noble character, 3) have academic qualifications and educational background in accordance with the task field, 4) have the necessary competencies in accordance with the field of duty, 5) having responsibility for the implementation of professional duties, 6) earning income determined according to work performance, 7) having the opportunity to develop professionalism on an ongoing basis with lifelong learning, 8) having guaranteed legal protection in carrying out professional duties and 9) have professional organizations that have the authority to regulate matters relating to teacher professionalism.

On the other hand, the normative principle of the development of the teacher's career should refer to rules that prioritize professionals. Teacher career development that can guarantee the implementation of professional duties and responsibilities must refer to the principles

namely; 1) proportionality, namely the principle that prioritizes career development based on the proportions of the concerned, 2) professionalism, namely the teacher as a professional position can be carried out professionally based on one's ability to carry out their duties and responsibilities, and 3) effectiveness, namely principles that emphasize effectiveness career development based on input, output and outcome in carrying out their duties and responsibilities.

To be a good teacher, a number of competencies must be possessed by the teacher, namely: 1) Mastering educational foundations, 2) Mastery of material / subject matter, 3) Ability to process teaching and learning activities programs, 4) Ability to manage classes, 5) Ability to manage teaching and learning interactions, 6) Ability to use media and learning resources, 7) Ability to assess student learning outcomes / achievements, 8) Ability to recognize and administer education administration, 9) Ability to understand principles and interpret research results for teaching purposes, 10) Know and organize school administration.

The figure of the teacher who was able to carry out the tasks mentioned above was actually given a motto by our Father of Education, Ki Hajar Dewantara, *ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*. To be able to carry out the first function, it means that the teacher must have a complete personality with reliable academic and professional abilities. To be able to carry out the second function, the teacher needs to understand and love students. Whereas in order to be able to carry out the third function, the teacher must continue to monitor the learning process continuously and encourage the learning spirit of the students.

CONCLUSION

The career development of teachers at the State Vocational School in Makassar City in the low category can be seen from proportional, professional and effective assa. Factors supporting teacher career development are; 1) teacher's pedagogic competence, 2) the implementation of duties and responsibilities by the teacher professionally, 3) the teacher focuses on carrying out duties in carrying out the duties and responsibilities, 4) the existence of Subject Teachers' Consultation (MGMP), and 5) availability of adequate facilities and infrastructure . Whereas the inhibiting factors of career development for teachers of state vocational schools in Makassar are; 1) MGMP is not routinely carried out 2) MGMP funds are not prepared by the government, 3) unclear workload between functional tasks and administrative duties, 4) absence of regulations, especially legal issues that can protect teachers, 5) promotion does not automatically, 6) school management that is not good, 7) the absence of reward commensurate with teacher performance, and 8) inadequate facilities and infrastructure.

REFERENCES

- De Smul, M., Heirweg, S., Van Keer, H., Devos, G., & Vandeveldel, S. (2018). How competent do teachers feel instructing self-regulated learning strategies? Development and validation of the teacher self-efficacy scale to implement self-regulated learning. *Teaching and Teacher Education*, 71, 214–225. <https://doi.org/https://doi.org/10.1016/j.tate.2018.01.001>
- Djamarah, S. B. (2004). *Pola komunikasi orang tua dan anak dalam keluarga (sebuah*

perspektif pendidikan Islam). Rineka Cipta.

- Gu, Y., Tang, T., Wang, H., & Zhou, W. (2019). Sustainable career development of new urban immigrants: A psychological capital perspective. *Journal of Cleaner Production*, 208, 1120–1130. <https://doi.org/https://doi.org/10.1016/j.jclepro.2018.10.210>
- Hamilton, E. R. (2016). Picture This: Multimodal representations of prospective teachers' metaphors about teachers and teaching. *Teaching and Teacher Education*, 55, 33–44. <https://doi.org/https://doi.org/10.1016/j.tate.2015.12.007>
- Kamaluddin, L. O. A., Haerul, H., Akib, H., & Salam, R. (2018). *Analysis Of Factors Influencing Student Learning Achievement*.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis: A method sourcebook. In *CA, US: Sage Publications*.
- Niswaty, R., Rusbiati, S., Jamaluddin, J., & Salam, R. (2017). The Influence of Teacher's Reinforcement for Students Motivation. *International Conference on Education, Science, Art and Technology*, 148–152.
- Phillips, R. C. (1996). The Army Civilian Training, Education, and Development System (ACTEDS) Plan for Historians. *Army History*, (37), 11–14. Retrieved from <http://www.jstor.org/stable/26304358>
- Reeves, T. D. (2017). Pre-service teachers' data use opportunities during student teaching. *Teaching and Teacher Education*, 63, 263–273. <https://doi.org/https://doi.org/10.1016/j.tate.2017.01.003>
- Rudolph, C. W., Zacher, H., & Hirschi, A. (2019). Empirical developments in career construction theory. *Journal of Vocational Behavior*, 111, 1–6. <https://doi.org/https://doi.org/10.1016/j.jvb.2018.12.003>
- Saggaf, M. S., Nasriyah, N., Salam, R., & Wirawan, H. (2018). *The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office Administration Expertise Package*.
- Saggaf, M. S., Salam, R., & Rifka, R. (2017). The Effect of Classroom Management on Student Learning Outcomes. *International Conference on Education, Science, Art and Technology*, 98–102.
- Salam, R., Akib, H., & Daraba, D. (2018). Utilization of Learning Media In Motivating Student Learning. *1st International Conference on Social Sciences (ICSS 2018)*. Atlantis Press.
- Sarmiento, F. O., & Butler, D. R. (2011). Where Do Mountain Geographers Publish?: Disciplinary Trends and Career Development Choices. *Mountain Research and Development*, 31(1), 61–67. Retrieved from <http://www.jstor.org/stable/mounresedeve.31.1.61>
- Shieh, R. S. (2012). The impact of Technology-Enabled Active Learning (TEAL) implementation on student learning and teachers' teaching in a high school context. *Computers & Education*, 59(2), 206–214. <https://doi.org/https://doi.org/10.1016/j.compedu.2012.01.016>

- Tekavc, J., Wylleman, P., & Cecić Erpič, S. (2015). Perceptions of dual career development among elite level swimmers and basketball players. *Psychology of Sport and Exercise, 21*, 27–41. <https://doi.org/https://doi.org/10.1016/j.psychsport.2015.03.002>
- Viegas, C., Pavani, A., Lima, N., Marques, A., Pozzo, I., Dobboletta, E., ... Alves, G. (2018). Impact of a remote lab on teaching practices and student learning. *Computers & Education, 126*, 201–216. <https://doi.org/https://doi.org/10.1016/j.compedu.2018.07.012>
- Widiyanti, W., Solehuddin, M., & Saomah, A. (2017). Profil perilaku narsisme remaja serta implikasinya bagi bimbingan dan konseling. *Indonesian Journal of Educational Counseling, 1*(1), 15–26.