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**REFORMULATING THE PARADIGM OF
TECHNICAL AND VOCATIONAL EDUCATION**

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PENGANTAR

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Seminar Internasional ini dengan tema **“Reformulasi Paradigma Pendidikan Teknologi dan Kejuruan”** merupakan sarana komunikasi ilmiah yang bertujuan untuk mendapatkan konsep-konsep ilmiah dalam rangka mengoptimalkan peran Pendidikan Teknologi dan Kejuruan dalam Pembangunan Nasional dimasa datang.

Prosiding ini merupakan himpunan makalah utama dan makalah paralel, namun karena kesulitan teknis, maka yang dibukukan hanya halaman pertama dari masing-masing makalah yang berisikan judul dan abstrak, sedangkan prosiding lengkap disiapkan dalam bentuk CD yang telah dijadikan dalam format PDF. Kepada bapak-bapak dan ibu-ibu yang memerlukan makalah cetaknya secara lengkap untuk keperluan tertentu, dapat mencetak makalahnya sendiri dan melampirkannya beserta prosiding ini.

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Sie Makalah/Prosiding

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INTERNATIONAL SEMINAR

Reformulating the Paradigm of Technical and Vocational Education



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**SAMBUTAN DEKAN
FAKULTAS TEKNIK UNIVERSITAS NEGERI MAKASSAR**

Pertama-tama marilah kita panjatkan puji dan syukur kehadirat Tuhan Yang Maha Kuasa karena atas Taufiq dan HidayahNya maka Seminar Internasional yang merupakan rangkaian kegiatan Konvensi Nasional Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) VI, dan Temu Karya XVII FT/FTK/FPTK-JPTK Universitas se Indonesia telah berlangsung lancar dan sukses.

Kegiatan seminar international ini diselenggarakan pada Fakultas Teknik Universitas Negeri Makassar pada tanggal 4 Mei 2012, yang mengangkat tema utama "**Reformulasi Paradigma Pendidikan Teknologi dan Kejuruan**", dengan enam sub tema yaitu: (1) Pengembangan Kebijakan Pendidikan Teknologi dan Kejuruan, (2) Rekonstruksi Kurikulum Pendidikan Teknologi dan Kejuruan Berbasis Karakter dan Kewirausahaan, (3) Pengembangan Model Pembelajaran Pendidikan Teknologi dan Kejuruan, (4) Evaluasi Pelaksanaan Sertifikasi Guru Pendidikan Teknologi dan Kejuruan, (5) Pengembangan Pendidikan Profesi Guru Teknologi dan Kejuruan, dan (6) Pengembangan Kemitraan LPTK Pendidikan Teknologi dan Kejuruan.

Seminar Internasional ini menampilkan para pakar pendidikan kejuruan, baik dari dalam dan luar negeri. Oleh karena itu, seminar ini dapat lahir ide-ide dan pemikiran inovatif yang cemerlang, dalam usaha mengembangkan dan menggagas paradigma baru Pendidikan Teknologi Kejuruan. Semoga ide-ide yang telah dibahas dalam seminar ini terus menerus dikembangkan untuk memantapkan peran strategis pendidikan kejuruan bagi kemajuan bangsa dan Negara, khususnya dalam mempersiapkan tenaga kerja yang sesuai dengan kebutuhan dunia kerja.

Pada kesempatan ini saya atas nama Pimpinan Fakultas Teknik UNM dan selaku Ketua Panitia Penyelenggara Seminar International ini menyampaikan terima kasih dan penghargaan yang setinggi-tingginya kepada para nara sumber, khususnya Prof. Dr. Nor Aishah Buang dan Prof. Madaya, Dr. Rohizan Mohammad Yasin (Universitas Kebangsaan Malaysia) dan Dr. Ing. Joachim Dittrict (Jerman) yang telah hadir dan menyumbangkan pemikirannya dalam seminar ini. Saya juga mengucapkan selamat kepada peserta yang makalahnya telah dipilih untuk disajikan dalam seminar ini.

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Wassalam

Dekan FT-UNM,

Prof. Dr. H. Husain Syam, M.TP

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PROFESSIONAL DEVELOPMENT EDUCATION VOCATIONAL HIGH SCHOOL TEACHER KNOWLEDGE CENTURY

Ambiyar
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Abstract:

Role and tasks of educators is one determinant factor for the success of education. Therefore, the professionalism of teachers needs to be developed, in order to carry out their duties professionally. Professionalism emphasizes the mastery of science or its application management capabilities and its strategy. Professionalism is not just knowledge of technology and management, but more of an attitude, professional development is more than a technician not only have high skills but have a required behavior. Basically, a professional teacher is depended upon his or her attitude and maturity comprising of willingness and ability both phisically and intellectually. Professional development of teachers is the responsibility of LPTK as the agency a teacher, teacher managing institutions (Ministry of Education or private foundation), PGRI and community.

Keywords: teachers, professionals, the development of professionalism

Introduction

Background

Education is essentially humanize the man himself. Education should encourage people to get involved in the process of change towards a better life, develop self-confidence, develop curiosity, and have increased knowledge in all his life. Thus education serves to enhance the quality of life and society.

Education is done through a process of interaction between an educator with learners. So that it can achieve educational goals and performing well as expected and in line with the expectations of national education must be supported by several factors and one of them is an educator professionalism.

Role and tasks of educators is one determinant factor for the success of education. Therefore, the existence and improvement of the teaching profession to be a very important discourse.

In fact there are many educators found that Miss-match and Underqualified, especially in educational institutions coupled with the myriad problems of education are not the least, ranging from budget constraints, facilities and infrastructure, education, economic issues, as well as the difficulty of learning stimulate students' interest in the culture has been eroded by globalization and modernization. Lack of professionalism of teachers in providing educational services must also be recognized as an important factor for the success of education.

Professional development of teachers of concern globally, because educators have a duty and a role not only provide the information science and technology, but also shape the attitude and spirit that can survive in the era hiperkompetisi. The task of teachers is to help learners to be able to adapt to the challenges of life and a growing insistence within him. Empowerment of learners include aspects of personality, especially aspects of intellectual, social, and emotional skills. Noble task that becomes difficult because not only have to prepare young teachers entering the century of knowledge, but must be prepared to continue to exist, both as individuals and as a professional.

Professionalism is at stake when facing the demands of learning because it reflects the demands of an increasingly complex needs that come from students, not just the teacher's ability to master a lesson in itself but also other psychic abilities, strategic and productive. Such demands can

only be answered by a professional teacher, that demands the presence of a professional teacher who has never subsided, because the background process and pemanusiaan humanity, he was present as the most reliable subjects.

Purpose

The purpose of this paper is to develop professional education of teachers to make professional teachers so that the existence of professional teachers are expected to educate students to become Human Resources (HR) quality.

Discussion

Definition of Teacher Professionalism

Professionalism comes from the profession in the Indonesian dictionary which is a field of work based on the expertise, so it can be interpreted as the professionalism of teachers in charge of his field of expertise on the basis of special education.

According to Rachman Natawidjaja criteria as a profession can be seen that:

1. There are standards for raw and clear work
2. There are special institutions that produce the culprit with the program and a standard level of education as well as having academic standards and is responsible
3. There is an organization that oversees the actors to maintain and defend its existence
4. There are ethics and codes of conduct that govern the culprit
5. There is a system of rewards for services in a fair and standard
6. There is public recognition of the work as a profession.

To the six above gives an overview of the teaching profession can be seen in convincing professionalism of a teacher.

Criteria for Professional Teachers

To understand the profession, we must recognize by their features. The characteristics of a professional is:

1. Has a special expertise
2. Is a live call
3. Theories have a universal standard
4. Devote themselves to the public and not for yourself
5. Equipped with diagnostic skills and applied competence
6. Have autonomy in carrying out the work
7. Having a code of conduct
8. Clients have a clear
9. Have a strong professional organization
10. Have a relationship with the profession in other areas.

For a professional teacher, he must have certain criteria are positive. Gilbert H. Hunt stated that good teachers must meet seven criteria:

1. Positive qualities in guiding students
2. Adequate knowledge in the subject which fostered
3. Able to convey the subject matter is complete
4. Able to master the learning methodology
5. Able to give real hope to the students

6. Being able to react to the needs of students
7. Able to master classroom management.

Supporting factors Become Teachers

Well be one factor affecting the performance of teachers in improving their quality since the higher the sejahteranya person is likely to improve performance. Professionalism of teachers is not only seen from the ability of teachers to develop and provide a good learning to students, but also to be seen by the government by providing a decent salary and berkelayakan.

Every educator would want to be a professional teacher, active, creative and innovative ". To achieve this of course takes a lot of contributing factors, especially business, embroidery and a sincere desire.

For that as educators should do the following things:

1. Teaching with heart

That is, his heart full of sincerity and earnestness. Any job that does not include the liver will taste bland. And the success of a job can be realized if there is effective communication, communication will be effective when done with all my heart. So the success of an educator to bring their students to success must begin with a communication made with a vengeance. If this is done then the success of an educator are just waiting for the results.

2. Teaching according to the character of the child

The children came with dreams, big goals, and bring hope to build his parents a better future. Therefore, a teacher, including parents, should be a good listener and observer for the children. Teachers need to add knowledge about the development of child psychology and a variety of new findings and methods suitable for application in children. With the right method, effective and fun students will give a very deep impression for students who might not be forgotten throughout his life.

3. Teaching in accordance with its time

As an educator should be able to see far ahead, because the students are educated today will have a life of several years to come with conditions that may be very different at this time. Therefore, they must be equipped with enough stock.

4. Structuring classes

The atmosphere in the classroom will affect the comfort of the students in learning. In a tired and tense atmosphere, the brain will shrink, their absorption rate slightly. Based on the above principles, it is well-known concept of joyful learning. A fun learning, but that does not mean relaxing, not fun serius. Yang emphasized is the method which has been prepared for the material absorbed optimally. This is always done to create a conducive learning atmosphere.

5. Always improve the quality of self

In order to be good educators for learners should be an educator continually hone and improve themselves as educators. It can be reached by various means such as training, educational training, educational seminars, to share and exchange experiences with fellow educators and observers of the world of education. Note that the results of the activity itself must be applied to improve the quality of the students are of course adapted to existing conditions.

Toward Teachers as Noble Profession

The image of teachers has long been regarded as a noble profession even dubbed the unsung heroes - who once led to a confused understanding of the teaching profession because of the relatively low esteem. Guru spoofed synonymous with selfless social work. Modern education requires and demands of the professional educators who are, ie who has the expertise and skills that are high in the field. Professionalism is a must. Profesional attitude and professionalism is often referred to in the world of education is limited to the technical capabilities and expertise related to skills associated with the educational practices;

1. Mastering the teaching materials.
2. Managing the teaching and learning program.
3. Control of classroom management.
4. Using the media and teaching resources.
5. Control of educational foundations.
6. Managing the teaching and learning interactions.
7. Assess student achievement.
8. Know the function and BP service program.
9. Know the school administration and officiating.
10. Understanding the principles of research and interpret them for teaching.

People who are professionals in the field of education is a person who has high personal commitment, serious in his work, is responsible for the job, do not harm others, he bekeja completely with excellent quality results for pribadi commitment and personal moral responsibility, and awarded in the form of a reasonable fee and to be able to live decent human. Professional educators as a "professional teacher" demanded output benefit, which is not mere material gain money but moral and social benefits.

Professional competence of teachers according to Idochi (2003) which is reflected in the ideal image of a future teacher, namely: (1) teachers who are aware of and responsive to the changing times, (2) a qualified professional, (3) rational, democratic and national perspective, (4) moral high and have faith. Aware of and responsive to the changing times meant keguruannya not follow regular patterns, progress in the mastery of basic and instrumental keimuan. So teachers are expected to master the "great curiosity of the views and predictions intellect" and have the ability to think. Professional teacher is the teacher know in depth about what he teaches, is able to teach in an effective, efficient, innovative, and fun and steady personality. Teacher of high moral standing and faithful, his behavior is driven by noble values.

Shah's (1995) in Idochi (2003) details the professional competence of teachers in three aspects: (1) cognitive competence, (2) affective competencies, and (3) psychomotor competencies. The first aspect involves the mastery of educational knowledge, knowledge of subject material being taught, and the ability to transfer knowledge to students in order to learn effectively efficiently. Competencies into two, namely the attitudes and feelings related to self-teaching profession, which includes the self concept, self-efficacy of self-acceptance and a view of the quality of a teacher himself. Meanwhile aspects including psychomotor competencies include general and specific physical skills such as non-verbal expressions and verbal.

Professional development of teachers

Professional development of educators is an activity undertaken to increase or enhance the knowledge, skills, attitudes and personality are intact so that each should have the characteristics of

educational personnel in accordance with the diterinternalisasi main task in everyday life. The purpose of this professional development is to produce something useful for the achievement of educational goals.

Law No. 14 Year 2005 on Teachers and Lecturers of article 1, paragraph 1 states "teachers are professional educators" with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on formal education, primary education and secondary education. Meanwhile, in Article 7 paragraph 1 mentioned the teaching profession is a specialized area of work is carried out based on the following principles: (a) have the talents, interests, vocation, and idealism, (b) is committed to improving the quality of education, faith, devotion, and noble character, (c) has the academic qualifications and educational background in accordance with its duty, and (d) having the necessary competence in accordance with its duties. Thus the criteria required of professional teachers of the law there are four points (a through d).

Supriadi (1998) explained that to become a professional teacher is required to have five things: (1) Teachers are committed to students and their learning, (2) Teachers have control over in-depth material / subjects that they teach and how to teach to students, (3) Teachers are responsible to monitor student learning outcomes through various means of evaluation, (4) Teachers are able to think systematically about what he does and learn from experience, (5) the teacher should be a part of the learning community within the profession.

Sajidan (2011) proposed seven indicators of professional teachers, namely: (1) continue to build teaching skills (teachingskill), (2) to develop itself by increasing mastery of content knowledge he taught, (3) dynamically to changes in the curriculum (dynamic curriculum), (4) using the tools of learning / instructional media is good (good learning using equipment / Media), (5) mastery of technology and communications, (6) professional attitudes of teachers and professors (professional attitude) is good, and (7) teachers should be role models (best practises) for learners.

Arifin (2000) argued that professional teachers Indonesia are required to have: (1) a strong science base as a manifestation of the technology and knowledge society in the 21st century, (2) mastery of professional tips and practical education based on research that is science education as a science praxis is not only a mere concepts. Education is a process that occurs in the field and scientific, and educational research should be directed at public education praxis Indonesia, (3) continuous development of professional skills, the teaching profession is a profession that develops between a continuous and sustainable LPTK with educational practice. Stunt profession and science teacher education program due to breakdown of pre-service and in-service due to a rigid or bureaucratic considerations of management education is weak.

With the requirements of teacher professionalism, the need for a new paradigm for the delivery profile of the professional teacher Indonesia, namely: (1) has matured and developed personalities, (2) a strong mastery of knowledge, (3) the skills to awaken students to the science and technology, and (4) continuous professional development. The fourth aspect is a unified whole that can not be separated and coupled with other efforts to influence the professional development of the teaching profession.

Another dimension of teacher professional development pattern are (1) the close relationship between higher education with high school coaching, (2) improve the form of recruitment of prospective teachers, (3) inservice training program linked to the practice field, (4) improve the educational quality of educator candidates; (5) the implementation of supervision, (6) improving the quality of management education based on the School Based Management (SBM) or

International Standard for Organization (ISO), (7) involve the participation of the community based on the concept of link and match; (8) empowerment tools and textbooks supporting educational tools; (9) public recognition of the teaching profession; (10) the need for the inaugural Teaching Certificate program through legislation, and (11) competition in a positive professional with a decent welfare provision.

In connection with the execution of supervision, professionalism superintendent of education is crucial to have in order for them to benefit education and teaching. Usefulness of the regulatory implications that can be seen from the tasks they perform. To that end, should be examined whether the personnel who guided has changed to the better after receiving guidance from supervisors. Change for the better indicator of the person being mentored is a professional supervisor. Although the change is of course comes from the self-guided personnel, inspectors only act as facilitators influencing the *dimbimbingnya* school personnel (mainly teachers) was to make change for the better.

Another case of the professional development of teachers is the way further education. For teachers who do not have the educational qualifications of S1, of course, would be expected to follow, while teachers who are expected to follow the program S1 S2 or S3.

In terms of professional development of teachers has been undertaken by the government, began training in some studies, supervision or oversight of the school, (6) improvement of school management (SBM or ISO), (7) involving the participation of the community with the *prakerin*; (8) making textbooks and supporting educational tools; (9) public recognition of the teaching profession with a certified teacher, and so forth. Teacher professional development course not only the responsibility of the Ministry of Education, but also as a producer of educational personnel LPTK, PGRI, and society.

Closing

Earnest efforts need to be implemented to realize the teachers are professional, well-being. This is a necessary condition for creating systems and practices of quality education, where quality education is one of the main conditions for prosperity and progress of a nation.

In order to achieve high quality in education, the role of teachers is very important even very major. To that end, the professionalism of teachers should be enforced by way of the fulfillment of the terms of competency to be mastered by every teacher, whether in the field of material science expertise and mastery of the methodology. Teachers should be responsible for his duties and must develop himself with fellow teachers through participation and development of teachers' professional organization. To achieve the condition of professional teachers, the teachers have to make the orientation of the quality and professionalism of teachers as their work ethic and made it a cornerstone orientation behavior in the tasks of his profession. Therefore, teachers' professional code of ethics should be upheld.

During its development, it was realized that the teaching profession has not been in an ideal position as expected, but must continue to strive towards the best.

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