

Vocational Teachers' Interest in Participating in Competency Certification Program from National Professional Certification Board

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ABSTRACT

This study aims to obtain the level of interest of vocational school teachers in the implementation of the competency certification program organized by the National Professional Certification Agency. Moreover, this competency certification is part of what is required in the era of globalization to produce quality graduates. This study uses a qualitative approach with a survey method. This research was conducted at a vocational school in Bekasi. Data was collected using interviews, documents, and questionnaires. The data analysis process uses the Miles and Huberman model through the process of data reduction, data presentation, drawing conclusions and triangulation. The results of the study concluded that there were 40% of schools encouraged teachers to take part in competency certification test training. Teachers need competency improvement activities such as training in mastery of competency certification test materials and also difficulties in keeping up with all developments in knowledge and technology. The table data shows that there are 60% of teachers interested in competency certification and desire to take the competency certification test.

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1. INTRODUCTION

Changes in human life that are increasingly advanced and marked by advances in science and technology certainly provide changes to the demands of education. The demands of the business world for graduates are very high, especially for students who graduate from vocational schools and are ready to work after graduation. Therefore, to meet the standards for the quality needs of graduates according to current global conditions, teachers as implementers in carrying out teaching activities must have qualified competencies, as stated in the Law on Teachers and Lecturers No. teachers must have, namely personality competence, pedagogic competence, social competence, and professional competence. This is in line with Article 39 Paragraph (2) of Law Number 20 of 2003 concerning the National Education

System, which states that educators are professionals. So, the position of teachers and lecturers as professionals has a vision of realizing the implementation of quality learning.

One of the competency quality improvements is competency certification that the government has launched. As in Law No. 20 of 2003, article 40 concerns educators and teaching staff who are obliged to have a professional commitment to improving the quality of education. In implementing the obligations of educators and improving the quality of education, educators/teachers must always train their skills so that they are not left behind by technological developments and times. Especially for educators who are in vocational education institutions or vocational high schools.

The government responded to this problem by issuing Presidential Instruction Number 9 of 2016 concerning the revitalization of Vocational High Schools. It is hoped that all Vocational Schools in Indonesia in the future can produce graduates who are competent and ready to work as needed. The Ministry of Education and Culture established a work unit for the Directorate of Vocational Development. Vocational coaching support is given to all fields starting from the revitalization of vocational schools, namely the addition of programs in vocational schools. To improve the governance of vocational school students on graduate certification and job improvement, a competency certification training program was built for teachers in vocational schools.

The government provides an independent institution called the National Professional Certification Agency, which works to ensure the quality of competence and recognition of workers in all professional sectors in Indonesia through a work competency certification process for workers, both from job training graduates and from work experience by Article 18 paragraph (5) of Law Number 13 of 2003 Article 18 paragraph 5 concerning the establishment of an independent national professional certification body as referred to in paragraph (4) is regulated by Government Regulation no. 23 of 2004 concerning the National Agency for Professional Certification. In carrying out its duties, the National Professional Certification Agency grants license to Professional Certification Institutions in Vocational Schools.

However, the results of observations at 15 State Vocational High Schools in the Bekasi district turned out to be 6 State Vocational High Schools that already have a Professional Certification Agency license. This means that 40% of Vocational Schools are ready to support teachers in carrying out competency certification. So there are still a few teachers at Bekasi Regency Vocational Schools who are not yet interested in conducting competency certification tests. This can be interpreted that many teachers of State Vocational Schools in the Bekasi district do not yet have a competency certificate from the National Professional Certification Agency. Schools must consider this problem so that there is a lot of interest in teachers from schools that do not have a Professional Certification Institute to join the competency certification program because competency certification is part of developing a professional identity. The competency certification test through LSP in Vocational Schools influences the professional quality of teachers (Budiyanto & Suyanto, 2020) so that the competence of ideal Vocational Schools teachers can be fulfilled. However, Kusumawardhani (2017) shows that there is no strong evidence of the effectiveness of certified teachers on student learning outcomes and teacher performance.

So, every school must support the development of teachers' professional identity to become quality educators (Avidov-Ungar & Forkosh-Baruch, 2018; Tsybulsky & Muchnik-Rozanov, 2019). This identity is the root of teachers' teaching (Richter et al., 2021; Zeng, 2020). Therefore, teachers should continue to participate in continuous professional development (De Vries, Jansen, & van de Grift, 2013). Moreover, in the global era, graduates are required to have creative and innovative skills (Ninlawan, 2015). This means that professional teachers can meet the needs of graduates according to industrial developments. This means that teacher competence is very important in the future in the educational

process (Urunbassarova, Jandildinov, & Uaidullakzy, 2014). The school can give the training to improve their competence (Wahyuni, Agustini, Sindu, & Sugihartini, 2020), like pedagogy competence (Zain, 2021; Budaghyan, 2015). Thus, instructional education in vocational education can be structured according to needs (Deutscher & Winther, 2018). This means that teacher competence has a very important role as a manifestation of facing and developing education according to 21st-century skill standards.

From several previous studies, this research gap is directed at studying teacher interest in competency certification organized by the National Professional Certification Agency. However, the news appears in the concept of teachers' perceptions related to their interest in certification of these competencies and is also understood as a form of their need to improve their ability to face any global challenges. So the purpose of this research is to determine the extent of teachers' interest in SMK towards competency certification organized by the National Professional Certification Agency. The results of this study are expected to provide input to schools to encourage and help teachers improve their competencies so that teachers in SMK can have the four competencies that have been mandated in Law Number 14 of 2005 concerning Teachers and Lecturers. They can also meet the standards of the challenges of 21st-century education.

2. METHODS

A qualitative approach through the survey is a method in this study. It studies the vocational school phenomenon and explores the teacher's interest in competence certification. The study is understood as the context of the phenomenon being studied for scientific analysis (Creswell, 2012). The research was conducted at a vocational school in Bekasi. The participants were teachers at 25 SMK in Bekasi (M=52 and F=48). Participants were selected with the criteria that 1) teachers had not taken the certification competency test, 2) the teacher had failed to take the competency certification test, and 3) the teacher had not participated in any training activities or preparation for the competency certification test.

Data were collected using interviews, documents, and questionnaires. The document is taken from school report notes related to teacher competency improvement activities such as training, seminars, or workshops as preparation for the certification competency test. Interviews were conducted with principals from 15 vocational schools in Bekasi related to information on the implementation of competency certification test activities for teachers. Interviews were conducted from September to October 2021. While the questionnaires were given to 100 teachers in 15 vocational schools (M=52 and F=48). Questionnaire questions are closed. The questions are designed to find out the needs and difficulties of teachers related to the competency certification process. The process of data analysis using the Miles and Huberman model through the process of data reduction, data presentation, drawing conclusions and triangulation (Miles & Huberman, 1994). The reduction process is carried out through data collection by the focus of the research problem and data selection according to the criteria for research needs. Then proceed with the process of presenting data through data analysis and presenting data in the findings table, then the results of data analysis have concluded a form of answering research problems related to teacher interest in competency certification.

3. FINDINGS AND DISCUSSION

The results of the document data analysis found that 6 vocational schools that already had a Professional Certification Institute license had a training program as a form of preparation for the

teacher competency certification test. Meanwhile, 9 vocational schools have not held training activities to prepare teachers to conduct competency certification tests. Thus, teachers in schools who do not yet have a Professional Certification Institute license do not yet have an interest in the benefits of competency certification. This is in line with data from interviews conducted with 15 people. The results of the interview concluded that 60% of schools had not encouraged teachers to take competency certification tests, and schools focus on handling the process of providing education during the Covid-19 pandemic.

From the 2015-2019 Strategic Plan data at the Directorate General of Teachers and Education Personnel, it shows that 50% of teachers in state vocational schools have been certified and 28% in private vocational schools. Therefore, schools must help increase the awareness of vocational school teachers to have competency certification so that their professionalism can meet the standards of today's global challenges. Because competency certification must not only be owned by teachers but students who have graduated from vocational schools or vocational colleges are also required to have competency certificates, and many businesses require job seekers to have competency certificates to support their expertise data. While the results of the questionnaire are presented in the following table;

Table 1. Needs and Difficulties of Teachers' Interest for Competency Certification

Indicators of Teacher's Interest		Statements	Yes	No
1	Needs	Teachers need recognition of competence through national competency certification	60%	40%
2		Teachers need more information on national competency certification	65%	35%
3		Teachers need to increase competence according to global standards and 21st-century education.	55%	45%
4		Teachers need skills to carry out teaching that is relevant to the global era.	35%	65%
5		Teachers need competency certification to meet the demands of school and government policies	50%	50%
6	Difficulties	Teachers find it difficult to understand competency test training materials.	75%	25%
7		Teachers find it difficult to master technology and the development of global knowledge.	65%	35%
8		Teachers find it difficult to keep up with the needs of the business world's skills challenges in the era of globalization.	80%	20%
9		Teachers feel they do not need competency certification.	50%	50%
10		Teachers who have experienced test failures feel less motivated to take the certification test again	60%	40%

Table 1 shows that there are 53% of need competency certification, and 47% do not know the need for competency improvement. Overall, it can be seen that teachers need recognition of their professionalism both through certification of national competencies, teaching skills and competencies that are relevant to the global era as well as a form of fulfilling obligations from the implementation of school and government policies. Policies are related to performance measurement. However, there is little information regarding the function of the certification. So teachers at vocational schools in Bekasi, especially teachers who are in school and have not yet received a license, have a high interest in competency certification tests.

From this high interest, of course, they have difficulties. The difficulties faced by teachers related to this competency certification are 66%. Some of these difficulties are understanding competency test material, mastering technology, the rhythm of global skill challenges that continue to grow, thinking that competency certificates are not needed for their careers, and teachers who have taken competency certification tests but failed to cause decreased motivation. Overall the data shows that there is 60% interest of teachers in competency certification and their desire to take the competency certification test.

From the findings, it can be seen that the professional level of teachers is good even though they face various obstacles. The teacher's interest in competency certification can be said to be a manifestation of the essence of a professional educator. They strive to become educators who are relevant to the times marked by all kinds of scientific and technological advances. In recent years, many educators have turned to professional learning networks to define the present and future of teacher learning in the digital age (Trust, Krutka, & Carpenter, 2016). So, the results of this study also provide great benefits and have a significant effect on understanding the concept of competency certification. The urgency of the current competency certification as part of the realization of improving the quality of educators and graduates. This is certainly a medium for facing and accepting global changes that continue to demand higher quality human resources.

The obligation of educators, especially teachers in vocational schools, in improving the quality of education is to always train their skills so that they are not left behind by technological developments and times. This is especially true for educators in vocational education institutions. The teacher is a professional with the main responsibility of educating, teaching, guiding, directing, training, assessing, and understanding students. Teachers are the main pillar in ensuring the quality of education in every country. Therefore, teachers are required to be professional by meeting certain competencies and gaining recognition as educators through teacher certification. Educator certificates are given to teachers who have met the standards of the teaching profession, which is meant through teacher certification, it can be understood the feasibility of teachers as learning agents who can realize national education goals (Fildzah & Widyastono, 2020).

4. CONCLUSION

The results of the study concluded that teachers in vocational schools have a fairly good interest in obtaining competency certification organized by the National Professional Certification Board. Their interest in increasing competence is quite large. Moreover, it is known that there are 40% of schools that encourage teachers to take part in competency certification test training. Teachers need competency improvement activities such as training in mastery of competency certification test materials and also difficulty keeping up with all developments in science and technology. In terms of the need for competency certification, it can be seen that 53% of teachers are interested in taking the competency certification test. Due to the challenges and the changing rhythm of 21st-century skills, needs for teaching and learning processes continue to advance and develop. This of course, requires teachers to have skills that are relevant to the development of globalization. Meanwhile, on the difficulty aspect, 66% of teachers experienced difficulties and did not understand the competency certification process

to pass. So the results of this study have implications for schools that are required to provide complete information regarding the development of teacher competency demands and one of them is competency certification as a professional teacher profession. Schools can also use the results of this research as a guide in designing teacher competency development programs. So, schools are advised to continue to facilitate the needs of teacher competency development through current educational developments so that they can meet the quality needs of school graduates. Therefore, this research can still be developed by further researchers to analyze the impact of teachers who already have competency certification on the acceptance of vocational students graduates in the industrial world

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