

ANALYSIS OF VOCATIONAL HIGH SCHOOL TEACHERS' COMPETENCY PROFILES

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ABSTRACT

Educators serving in Vocational High Schools have not met the competency standards. This study aimed to describe: (1) pedagogy, professional, personality, and social competence of teachers in vocational high schools, and (2) the performance of teachers in vocational high schools. This descriptive study was conducted at four vocational high schools in North Morowali that have been nationally accredited. The respondents consisted of 23 principals, vice principals, heads of the study program, and 178 student. The data were collected using documentation and questionnaire. It were further analyzed using descriptive analysis. The results showed that: (1) 66.76% of the teachers have the competence of the teacher's pedagogy with high category, 77.92% of the teachers have the professional competence with high category; 78.66% of the teachers have the personality competence with high category; 79.82% of the teachers have social competence with high category, (2) 75.35% of the teachers have the performance with high category.

Keywords: competences, performance, teachers

INTRODUCTION

The purpose of vocational education is to prepare students to work in a particular field. This is emphasized in the Government Regulation Number 66 the year 2010 about the management and organization of education which states that vocational education has the task to prepare learners to have the capability of entering the world of work to get employment opportunities or work independently. One of the determinant for the success of vocational education is the readiness of teachers and students in the process of learning in the school. If students are not ready, then the learning process will be interrupted. The readiness of students to learn must be balanced with the readiness of teachers for teaching. If the teacher is ready but the students are not ready, the teaching and learning process will be also less conducive.

Sudira [1] states that vocational pedagogy taking place the process of the

formation of one's soul so that concern about and appreciate the work. This process requires vocational middle school teacher's ability to manage the learning process including an understanding of learners, the design and implementation of learning, student assessment, and the development of the learners in the actualize competencies when entered in the real world of work.

Muhammad & Jaafar [2] revealed the personality of a teacher such as responsibility, discipline, learning skills, the ability to think, teaching, assessment, management and communication skills will form a good and effective teacher as well as the leader who lead the students to succeed in the learning process. A teacher as a role model and a professional educator who maintain the quality and the excellence of duties and responsibilities make a variety of changes and progress in accordance with the system of lessons and learning. A vocational education teacher with good personality will has confidence, responsibility, adaptability,

friendly characters, acceptance and result-oriented.

The ability of the vocational high school teachers in socializing with everyone in the community can facilitate the process of developing their competencies in learning. It is recommended that a vocational high school teacher in the North Morowali Regency must also have the ability to communicate and interact effectively with other educators, learners, educational personnel, parents or guardians, and community.

Professional competence is also required by vocational teachers. Professional competence refers to aspects of the educational process involving educators, the study of technologies and related sciences and the acquisition of practical skills in attitudes, understanding and knowledge related to employment in various sectors of economic and social life [3].

Professional competence is a mastery of learning materials including the mastery of curriculum material subjects in schools and scientific substances that overshadow the material, and mastery of the structure and methodology of science. Each sub competence has the following essential indicators: (1) Mastering the scientific substance associated with the field of the study with an essential indicator of understanding the teaching materials that exist in the school curriculum, understanding the structures, concepts and methods of scholarship that are sheltered or coherent with teaching materials; understanding the conceptual relationship between related subjects; and applying the concepts of science in daily life, and (2) Mastering the structure and methods of science with essential indicators of mastering the steps of research and critical

studies to deepen the knowledge or the subject matter of the study.

The performance of a teacher in the process learning also needs to be improved by identifying some factors such as sense of responsibility and inquisitiveness; the students' characteristics such as opportunity to learn and academic work; the teaching factors such as the lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management [4]. If the teachers focus on these factors, their performance can be enhanced to reach the optimum level.

Vocational teachers have to develop their competencies continuously. They should have the attitude and actions that always try to know more deeply from something learned, seen and heard. One way of improving and developing the knowledge and competence of an educator is by training and development of the teaching profession.

Surono [5] concluded that the description of ideal productive teachers on 102 competencies divided into five aspects namely pedagogic competence, subject competence, managerial competence, personality competence, and social competence. An analysis of teacher management policy study in the context of improving educational quality using the description method suggested the need to improve teacher competency by training [6]. This is align with the research by Yuswono et al. [7] which emphasizing the pedagogic competence of teachers.

The main objective of this study is to find reliable information and data about (1) competency of vocational high school teachers in terms of pedagogic, personality, social, and professional competence, and (2)

the vocational high school teachers' performance viewed from four aspects of teacher competencies.

METHOD

This descriptive study utilized questionnaire and documentation to collect the required data in all accredited vocational schools in North Morowali Regency. The study was conducted for two months in February to March 2018. The respondents were principals, vice principals, head of study programs, and students. Data were analyzed using descriptive statistical data analysis. The data analysis were including: (1) presentation of data in the form of graphics and process instrument data, which then becomes data that is ready to be further processed; (2) the data were processed and classified into four categories of very high, high, low, and very low; (3) the data were then presented in the form of frequency distribution, tables, and percentages.

Descriptive analysis is also used to determine the teachers' competencies score for each variable by comparing the total score achieved (empirical) with the highest total score based on the number of item. The teachers' achievement is expressed as a percentage with the highest percentage is 100% and the lowest percentage is 25% (4 to 1 according to the likert scale). Furthermore, the ideal average (Mi) is 62.5% and the ideal deviation (Sdi) is 12.5%. The data interpretation criteria are presented in Table 1.

Table 1. Data Interpretation Criteria

Interval (%)	Category
≥ 81.25	Very High
≥ 62.50	High
≥ 43.75	Low
≥ 25	Very Low

RESULTS AND DISCUSSION

The pedagogic competence of the teachers were measured with 25 items of questions divided into 5 sub-indicators: (1) mastering the characteristics of the learners, (2) organizing learning in the classroom, (3) mastering and developing the curriculum, (4) organizing the results of the assessment of learning, and (5) conducting reflective action to improve the quality of learning.

The results of data obtained on the teachers' pedagogic competence were scaled from 1 to 4. From the calculation, it was identified that that the answers from 23 respondents resulted in the average, median and mode scores of 78.26, 79.00 and 77 respectively. The standard deviation and variant were 10.380 and 107.747 respectively. The minimum and the maximum scores were 25 and 96 with the total score is 1800. The results showed the teachers' pedagogic competence (78.26) is higher than the average criterion (62.5). This finding indicated that the pedagogic aspect of vocational high school teachers in North Morowali Regency was categorized as high. Table 2 shows the aspects of pedagogical competence of vocational teachers in details.

The pedagogic competence of vocational teachers earned a total score 1800 (78.26%) of the possible highest score 2300. Hence, the teachers' pedagogic competence in North Morowali is high.

Teacher pedagogic competence according to students' perception were examined using a questionnaire consisted of 18 items and divided into 5 sub-indicators. From the calculation, it is identified that the answer from 178 students as respondents got the average, median, and mode scores were 48.07, 48.07, and 48 respectively.

The standard deviation and the variant were 8.935 and 79.826. The minimum and the maximum scores were 28 and 70 with the total score of 8556. The results showed that the teachers' pedagogic competence based on the students' perception had the score 48.07. This is higher than the average criterion score (45). This finding indicated that the pedagogic aspect of vocational high school teachers in North Morowali Regency was categorized as high. The details are presented in Table 3.

Pedagogic competence of vocational teachers (productive) get a total score of

8556 and the possible highest score set is 12816. If the percentage of achievement score was calculated, then the pedagogical competence of vocational high school teachers according to the students' perception in North Morowali Regency reached 66.76% (High). This finding revealed that vocational teachers in North Morowali have sufficient pedagogical competence. The teachers' pedagogic competence in the learning process is important and highly recommended especially for the technical and vocational education [8].

Table 2. Aspects of Pedagogical Competence of Vocational Teachers

Aspect	Total score	Highest score set	Achievement (%)	Category
Pedagogical Competence	1800	2300	78.26	High
Mastering the characteristics of students	143	184	77.72	High
Organizing learning that is taught	305	368	82.88	Very High
Mastering and developing the curriculum	285	368	77.45	High
Organizing learning assessment results	676	828	81.64	High
Reflecting to improve the quality of learning	391	552	70.83	High

Table 3. Aspects of Pedagogical Competence of Vocational Teachers According to Students' Perceptions

Aspect	Total score	Highest score set	Achievement (%)	Category
Pedagogical Competence	8556	12816	66.76	High
Mastering the characteristics of students	1132	1424	79.49	High
Organizing learning that is taught	978	1424	68.68	High
Mastering and developing the curriculum	676	1424	47.47	Low
Organizing learning assessment results	2298	3560	64.55	High
Reflecting to improve the quality of learning	3472	4984	69.66	High

Table 3 shows that mastering the characteristics of students has the highest score among the pedagogic competence variables. This finding in line with Fjellström's study which states that teachers must know the ability of students specifically in the provision of learning tasks so that they allow students to freely make decisions to develop their competence [9]. Vocational teachers have to see the progress of technological development that has developed rapidly at this time. This

condition must be overcome by enhancing vocational teacher competencies to support vocational teacher knowledge as exploration and creation through independent, more creative, collaborative and communicative learning in accordance with vocational teachers' teaching competencies, namely teaching design, teaching guidance, research on teaching content, research on teaching methods, career and interpersonal relationship guidance, management support for school and class, cooperation [10].

Professional teachers' competence according to principal respondent, vice principal, and head of study program were examined using questionnaire consisted of 13 items of statement that is divided into 4 sub-indicators (mastering learning materials, linking the competence of skills taught with other relevant aspects, mastering the latest issues related to skill competencies, theoretically and practically). From the calculation, it is identified that the answer of 23 respondents had an average, median and mode scores of 43.43, 44.00 and 38 respectively. The standard deviation and variant of the data were 4.440 and 19.771. The minimum and maximum scores obtained were 36 and 51 with the total score is 999. Based on the data analysis, the teachers' professional competence based on the managements score is 43.43 which is higher than the average criterion of 32.5. This finding indicated that the professional competence aspect of vocational high school teachers in North Morowali Regency is considered as very high. The details are presented in Table 4.

The professional competence of vocational teachers (productive) earns a total score of 999 from 1196 as the highest

possible score. If the percentage of achievement score is calculated, the professional competency aspect of vocational high school teachers in North Morowali Regency reached 83.53% (very good).

The professional competence of teachers according to students' perceptions were assessed using a questionnaire consisted of 10 items of statement that is divided into 4 sub-indicators including mastering learning materials, linking competence of skills taught with other relevant aspects, mastering the latest issues related to skill competencies, theories and practice. Based on the data analysis, it is known that the answers from 178 respondents had an average, median, mode scores of 31.17, 31.00, and 32 respectively. The standard deviation and the variant of the data were 5.291 and 27.994. The minimum and the maximum scores were 17 and 40 with the total score of 5548. Based on the results. It was obtained the score of 31.17 higher than the average criterion of 25. It shows that the professional competence aspects of vocational high school teachers in North Morowali Regency is high. The details are presented in Table 5.

Table 4. Aspects of Professional Competence According to the Principal's Perception, Vice Principal, and Head of A Study Program

Aspect	Total score	Highest score set	Achievement (%)	Category
Professional Competence	999	1196	83.53	Very High
Mastering the learning material being taught	234	276	84.78	Very High
Linking skills competencies taught with other relevant aspects	241	276	87.32	Very High
Mastering the latest issues related to the competence of the skills being taught	145	184	78.80	High
Mastering competency skills in theory and practice	379	460	82.39	Very High

Table 5. Aspects of Professional Competence According to Student's Perception

Aspect	Total score	Highest score set	Achievement (%)	Category
Professional Competence	5548	7120	77.92	High
Mastering the learning material being taught	1549	2136	72.52	High
Link skills competencies taught with other relevant aspects	1638	2136	76.69	High
Mastering the latest issues related to the competence of the skills being taught	1163	1424	81.67	High
Mastering competency skills in theory and practice	1196	1424	83.99	Very High

The professional competence of vocational teachers (productive) get a total score of 5548 and the possible highest score is 7120. Hence, the professional competence aspects of vocational school teachers in North Morowali Regency reached 77.92% (high). The professional competence of teachers is crucial, especially for the teachers in vocational school. Professional competence is the teachers' ability to manage the class room activities which includes mastering the learning materials that are taught, linking the competence of skills taught with other relevant aspects, mastering the latest issues related to the competence of skilled expertise, mastering the competence of expertise in theory and practice. The knowledge and expertise that really matters to most teachers in the post-compulsory sectors is the knowledge of their specific discipline or occupational area. It will give them the credibility they need for their educational role [11].

Teachers' personality according to principal, vice principal, and head of study program were examined using a

questionnaire consisted of 21 items statement that is divided into 3 sub-indicators, a superior personality indicated by upholding the code of professional profession, being a role model for learners. Based on the data analysis from the 23 respondents' feedback, it is obtained an average, median, and mode scores were 74.70, 75.00 and 77 respectively. The data standard deviation and the variant of the data were 5.756 and 33.130. The minimum value obtained and the maximum were 65 and 84 with the total score of 1718.

The data of personality competence of the vocational high school teachers in North Morowali Regency can be done by comparing the average of research result (empirical) with a mean of criterion specified. Based on the calculation results, it was obtained the research (empirical) value of 74.70 which is higher than the average criteria of 52.5. This finding shows that the competency aspect of high vocational school teachers in North Morowali Regency is very high. The details of the teachers' personality competence are presented in Table 6.

Table 6. Aspects of Personality Competence According to Principal's Perception, Vice Principal, and the Head of A Study Program

Aspect	Total score	Highest score set	Achievement (%)	Category
Personality Competence	1718	1932	88.92	Very High
Having a superior personality	1389	1564	88.81	Very High
Upholding the ethics code of teaching profession	161	184	87.50	Very High
Becoming the model for students	168	184	91.30	Very High

The competence of the vocational teachers' (productive) personality earned a total score 1718, while the possible highest score set is 1932. It means that the percentage the personality competence of vocational high school teachers in North Morowali Regency reached 88.92% (very high). Furthermore, teachers' personality competence based on the student's perception was measured using 11 items of statement which is divided into 2 sub-indicators, namely having a superior personality, being a model for learners. Based on the data analysis, it can be

described that the answers from 178 respondents had an average, median and mode scores are 34.70, 35.00 and 35. The standard deviation and the variant of the data were 5.830 and 33.984. The minimum obtained and the maximum score were 16 and 44 with the total score was 6177. Additionally, further analysis showed that the teachers' personality competence (34.70) is higher than the average criteria (27.5). It shows that the vocational high school teachers' personality in North Morowali Regency is considered as high. The details are presented in Table 7.

Table 7. Aspects of Personality Competency According to the Perceptions of Students

Aspect	Total score	Highest score set	Achievement (%)	Category
Personality Competence	6161	7832	78.66	High
Having a superior personality	5042	6408	78.68	High
Becoming a model for students	1135	1424	79.71	High

Vocational teacher personality competence obtained a total score 6161 and the highest score assigned is 7832. Therefore, Vocational high school teachers' personality competence in the North Morowali Regency reached 78.66%. Vocational teacher personality competence is an important thing for a teacher to have. Sirk et al. [12] stated that the professional demands of vocational teachers also feature certain personality characteristics such as strong internal motivation, positive, firmness, personal commitment and awareness of mission/goals. The teachers' personality competence is a superior personal presentation ability to learners, able to uphold the professional code of teachers' ethics and can be a model for learners. Hakim [13] added that teachers' personality competencies with regard to independence, work ethic, as educators, noble character, and stability carried out based on norms,

benefit students who have made positive contributions as an element forming personal competence.

Vocational teachers have to prepare the students to be able to compete in the industrial world, establish access to global education, and improve personal development, especially students' social skills in socializing and associating with co-workers. Increasing the competence and active role of vocational teachers can be performed by applying problem-solving learning models and active thinking, as well as linkages with industries that are in line with employment needs. The active role of vocational teachers is very crucial because it is expected that students can be a future human resources who will contribute to the country [14]. Educators in vocational school need to increase their personality competence, such as wise attitude, integrity, having a strong desire on self - development,

fair, controlling himself when meeting with the work problem, having trace and interest of position as the education leader [15].

Teacher social competence according to principal respondents, vice principal, and head of the study program were examined with 12 statement items divided into 5 sub-indicators, namely being able to communicate well to other teachers, educational staff, parents, learners, and society, be objective and non-discriminatory towards students, able to work with team/co-workers, able to adapt to workplace environment, able to guide students. From the calculation, it is identified that the answers from 23 respondents got the

average, median, and mode scores of 41.78, 41.00, and 41 respectively. The data has a standard deviation and variant of 3.490 and 12.178 respectively. The minimum and the maximum scores were 36 and 47 with the total score of 961. Based on the results, it was obtained a calculation of research results (empirical) of 41.78 which is higher than the average criterion of 30. It shows that the social competence aspects of vocational school teachers in North Morowali Regency as a whole is very high. The aspects of social competence according to school principal's perception, vice principal, and the head of the study program. are presented in Table 8.

Table 8. Aspects of Social Competence According to School Principal's Perception, Vice Principal, and the Head of the Study Program.

Aspects	Total score obtained	Highest score set	Achievement (%)	Category
Social Competence	961	1104	87.05	Very High
Able to communicate well to fellow teachers, education personnel, parents, students, and the community	244	276	88.41	Very High
Be objective and non-discriminatory towards students	164	184	89.13	Very High
Able to work with teams / colleagues	169	184	91.85	Very High
Able to adapt to the workplace environment	164	184	89.13	Very High
Able to guide students	220	276	79.71	High

The social competence of vocational teachers (productive) earned a total score of 961 and a high score set was 1104. If the percentage of achievement score was calculated, the social competency aspect of vocational high school teachers in North Morowali Regency reached 87.05% of the highest score set categorized as very high. Vocational teachers' social competence is an important thing to be owned by a teacher. This is consistent with the results of research by Sirk et al. [12] that teachers must provide support and assistance so that students can solve their personal problems, this has become one of the requirements and the

most important part of teacher professionalism.

Teacher's social competence according to Student's perception Aspects of teacher social competence, there are 10 items of statement that is divided into 4 sub-indicators, that is able to communicate well to fellow teachers, educational staff, parents, learners, and the community; be objective and non-discriminatory towards students; able to work with teams and adapt to workplace environment; able to guide students. From the calculation is known that answers 178 respondents get an average score of 31.93; the middle value of 32.00;

and the most frequent value is 31, The data has a standard deviation of 5.057 and 25,571 variants. The minimum and the maximum scores obtained were 15 and 40 with the total score of 5683. Based on the calculation results, it was obtained research results

(empirical) of 31.93 which is higher than the average criterion of 25. It shows that the social competence aspects of vocational high school teachers in North Morowali Regency as a whole is high. The details are presented in Table 9.

Table 9. Aspects of Social Competence according to Student's Perception.

Aspects	Total score	Highest score set	Achievement (%)	Category
Social Competence	5683	7120	79.82	High
Able to communicate well to fellow teachers, education personnel, parents, students, and the community	2265	2848	79.49	High
Be objective and non-discriminatory towards students	1126	1424	79.07	High
Able to work with teams / adaptation to the work environment	1125	1424	79	High
Able to guide students	1168	1424	82.02	Very High

The social competence of vocational teachers (productive) received a total score of 5683 and a high score set was 7120. If the percentage of achievement score was calculated, then the social competency aspect of vocational high school teachers in North Morowali Regency reached 87.05% of the highest score set categorized as very high. Vocational teachers 'social competence from students' perceptions still needs improvement to improve the quality of educators themselves. This was supported by Sudira [1] who claims that the characteristics of the working world in the XXI century are characterized by (1) critical collaborative problem solving, (2) working through cooperative networks, (3) using high order thinking skills (critical, creative, communicative, collaborative). Social competence is vitally important for a young person seeking to become independent, able to be a competent citizen. The research shows that self-assessment gives learners with necessary skills to cope with challenges, maintain and develop friendly

relations, be efficient in learning process, contributing to the group and community activities.

Performance of teachers according to principal respondent, vice principal, and head of the study program were analyzed with 27 items of statements divided into 4 sub-indicators, namely responsibility, commitment, discipline, and professional development. Based on the results of descriptive statistical analysis, the answers of 23 respondents had the average, median, and mode scores of 88.65, 87.00, and 87 respectively. The data has a standard deviation of 7.969 and 63.510 variants. The minimum and the maximum scores were 77 and 103 with the total score of 2039. Based on the calculation results, it was obtained the research (empirical) score of 88.65 which is higher than the average criterion of 67.5. This shows that the performance aspect of vocational high school teachers in North Morowali Regency as a whole is very high/excellent. The details are presented in Table 10.

Table 10. Aspects of Teacher Performance According to School Principal's Perception, Vice Principal,

and Head of The Study Program.

Aspects	Total score obtained	Highest score set	Achievement (%)	Category
Productive Teacher Performance	2039	2484	82.09	Very High
Responsible	454	552	82.25	Very High
Commitment	954	1104	86.41	Very High
Discipline	456	552	82.61	Very High
Professional Development	175	276	63.41	High

The performance of vocational teachers (productive) earned a total score of 2039 and a high score set was 2448. If the calculated percentage of achievement score, then the social competence aspects of vocational high school teachers in North Morowali Regency reached 82.09% of high scores set by high category.

Performance of teachers according to Student's perception were examined with 27 items statement divided into 4 sub-indicators, namely responsibility, commitment, discipline, professional development. From the calculation, it is known that the answer 178 respondents get

the average, median and mode scores of 81.38, 83.00 and 87 respectively. The data has a standard deviation and variant of 13.469 and 181.411 respectively. The minimum and maximum scores obtained were 44 and 108 with the total score of 14485. Based on the calculation results, it was obtained the research (empirical) score of 81.38 which is higher than the average criterion of 67.5. This shows that the performance aspect of vocational high school teachers in North Morowali Regency as a whole is high. The details are presented in Table 11.

Table 10. Aspects of Teacher Performance According to School Principal's Perception, Vice Principal, and Head of the Study Program.

Aspects	Total score obtained	Highest score set	Achievement (%)	Category
Productive Teacher Performance	14485	19224	75.35	High
Responsible	3398	4272	79.54	High
Commitment	6752	8544	79.03	High
Discipline	3059	4272	71.61	High
Professional Development	1276	2136	59.74	Low

The performance of vocational teachers (productive) received a total score of 14485 and a high score set was 19224. If the percentage of achievement score is calculated, the performance aspect of vocational high school teachers in North Morowali Regency reaches 75.35% of the highest score set. The performance of vocational teachers from students' perceptions still requires improvements to improve the quality of educators and the learning process. The problems related to

the procurement of teachers comes from three matters, namely the non-conformity of teacher qualification with applicant qualifications, unsuitable formation, and teacher mutation not based on teacher qualification. Most teachers have not been able to undertake scientific activities, especially writing scientific papers, many teachers find it difficult to write scientific papers [6]. This is consistent with research which states that teachers who have a high level of performance are teachers who have

high productivity, while teachers with low level of performance will have low productivity [10].

CONCLUSION

Pedagogic competence of vocational high school teachers in North Morowali Regency achieved a total score of 1800 with the percentage of 78.26% from the respondents of principal respondents, vice principals' and Head of Study Program. The total score of 8556 with a percentage of 66.76% with high category is received from the students' respondents. The professional competence of vocational high school teachers in North Morowali Regency achieved the total score of 999 with the percentage of 83.53% categorized as very high category from the respondents of principal respondents, vice principals' and Head of Study Program. The total score 5548 with percentage of 77.92% categorized as high category from the students' respondents. The personality competence of vocational high school teachers in North Morowali Regency scored a total score of 1718 with a percentage of 88.92% considered as very high from the principal respondents, vice principals, heads of study programs). A total score of 6161 with a percentage of 78.66% categorized as high category were received from the students' respondents.

The social competence of Vocational High School teachers in North Morowali Regency scores a total score of 961 with a percentage of 87.05% included in a very high category from the principal, vice principals, heads of study programs. A total score of 5683 with a percentage of 79.82% categorized as high category from the students respondents. The performance of Vocational High School teachers in North

Morowali Regency scored a total score of 2039 with a percentage of 82.09% included in a very high category from the principal, vice principal, head of the study program and a total score of 14485 with a percentage of 75.35 % categorized as high category from the students respondents.

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