

Need analysis for developing a training model for Office Administration Vocational School teachers

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ABSTRACT: The role of a teacher in the teaching and learning process is very important, but there are many teachers lacking competence in mastering pedagogic skills or subject matter. This study aims to identify the need for the development of a training model for Office Administration Vocational Schools (OAVS) teachers in order to increase their competence. This research study was conducted by a survey method using quantitative descriptive analysis. Research subjects consisted of OAVS teachers in Yogyakarta Special Region, Indonesia. Data were collected through a questionnaire and document analysis. Data analysis was done descriptively. The results showed that: a) the OAVS teachers realized that their teaching and learning competence was still low and that it needed to be improved through training, b) the training desired by OAVS teachers included training in the fields of pedagogy and learning material mastery, c) learning aspects that needed to have training included: development and use of learning media, the practice of learning strategy, development of learning materials, classroom action research, evaluation of learning outcomes, and learning theory, d) the form of training desired by OAVS teachers is a combination between theory and practice that is done simultaneously.

1 INTRODUCTION

Vocational education, including Office Administration Vocational Schools (OAVS), is intended to produce graduates who have the competency either to work or to undertake further study. Vocational education is a way of mastering the basic skills, which is essential for fair competition in the job market (Thompson, 1973). According to Prosser and Quigley (1968), vocational education will be effective if the teachers have adequate experience and consistently apply their ability and skill in teaching. Therefore, the OAVS teachers need to have good knowledge, attitudes and skills in order to produce good graduates.

Preparing teachers for the teaching profession is conceived as being a high priority in any country, since this profession is considered to be challenging and is critical to the nation's development and progress in the different domains. As a huge enterprise, education has great importance in building strong and developed societies, and the teacher is one of the primary agents for achieving that. For these reasons, it is always an urgent educational need that teachers should receive adequate educational and professional training in order to possess adequate knowledge and teaching skills and to be able to dedicate themselves to the teaching profession (Boudersa, 2016).

The professional quality of teachers is an absolute requirement for creating a good educational system. Without good teachers there cannot be good education. This means that teachers must continuously improve their knowledge and skills. Various programs have been undertaken either by the government or by non-government institutions in order to improve the competence of teachers in Indonesia. According to Nursyam (2013), a research study on the effectivity of teacher certification held by UNESCO showed no significant differences in teaching quality between those teachers who have received certification and

those who have not. The efforts to improve the educational qualifications of teachers have not yet had any significant impact on the performance of teachers, because most of the further education carried out was not in accordance with their previous educational background, so that the training had very little influence on the improvement of their mastery of the subject matter (Dekawati, 2011; Marfu'ah et al., 2017). In addition, based on information from some OAVS teachers in Yogyakarta, it is known that they rarely have the opportunity for training or professional development. The government training program is often limited to a technical counseling model for the head of the study program, not for the teacher.

Based on the above description, it can be noted that many of the efforts that were made to improve the competence of teachers have not run effectively. The failure is assumed to have resulted from irrelevant training. That is, there has been no specific training model that is operational and practical for increasing the competence of teachers, especially OAVS teachers. Thus, it is important to analyze the need for the development of a training model for OAVS teachers. The results of this study will be used as the basis for developing a training model to increase the competence of OAVS teachers.

Training is closely related to the concept of education. Training is a model of educational process-oriented development of the competence of human resources. Noe (2005) defines training as an activity that is planned by the institution in order to facilitate the employee in learning the competencies of a particular task. Based on this definition, training leads to an improvement in work competency, including knowledge, skills, and attitudes that can support the success of the work.

Along with the above opinion, Dessler (2009) stated that training is an effort to provide the skills that are needed by the employee to do their job. Wexley and Latham (1991) state that training and development refers to a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees. This training and development is an effort planned by the organization in order to facilitate the learning that is related to the behavior needed by an employee in a work unit.

Training is a planned activity and its purpose is to make a change in the participants' behavior. The purpose of the training is to improve the capabilities of the human resources and the participants' understanding of the work that will become their responsibility. Wexley and Latham (1991) argued that the purpose of training is to increase an employee's self-awareness, skills, and motivation. Thus, it can be concluded that the purpose of conducting training is to improve the knowledge, skills, and attitude of the employees in accordance with the needs and the changes that occur in the workplace. According to Kirkpatrick and Kirkpatrick (2006), there are four levels of criteria for evaluating the effectiveness of training: reaction, learning, behavior, and result. Reaction is the degree to which participants find the training favorable, engaging, and relevant to their jobs. Learning is the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment, based on their participation in the training. Behavior is the degree to which participants apply what they have learned during training when they are back on the job, and result is the degree to which targeted outcomes occur as a result of the training and the support and accountability package.

2 METHODS

This study is a survey research that uses a quantitative approach. The population consisted of OAVS teachers in Yogyakarta Special Region, Indonesia. The research subjects were selected based on area; each district of Yogyakarta Special Region was represented by a sample. Based on this technique, 24 teachers were selected to form the sample. Data were collected through a questionnaire and documentation analysis. Data were analyzed using descriptive technique, presented narratively and followed by presentation in data grouping table based on percentage.

3 RESULT

The teacher's competence to be covered in the training was classified into two kinds: professional competence and pedagogical competence. Professional competence is a teacher's mastery of the subject matter to be delivered to the student, as displayed in Tables 1 and 2. Pedagogical competence relates to the strategy of teaching and the learning processes that should be mastered by teachers when delivering subject matter, as displayed in Tables 3 and 4.

3.1 *The need for training*

The results of the data analysis of the need for training materials are summarized in Table 1. This table shows that subjects that are grouped in the basic vocational field (Introduction to

Table 1. The need for training for each of the subjects (N = 24).

Subject matter	Doesn't need (%)	Need (%)	Very need (%)	Not responding (%)
Introduce to business and economic	20.83	54.17	20.83	4.17
Introduce to office administration	25.00	41.67	29.17	4.17
Introduce to accountancy	12.50	62.50	25.00	0.00
Office automation	0.00	25.00	75.00	0.00
Correspondence	0.00	16.67	58.33	0.00
Record and document	0.00	20.83	75.00	4.17
Digital simulation	0.00	16.67	79.17	4.17
Personnel administration	0.00	66.67	33.33	0.00
Finances administration	0.00	54.17	41.67	4.17
Office supplies and equipment	0.00	50.00	50.00	0.00
Public relation and protocol	0.00	37.50	58.33	4.17

Table 2. The training model that is most suitable for each subject (N = 24).

Subject matter	Theory (%)	Practice (%)	Theory & practice (%)	Not responding (%)
Introduce to business and economic	20.85	20.85	37.50	20.85
Introduce to office administration	25.00	20.75	37.50	16.67
Introduce to accountancy	0.00	8.33	75.00	16.67
Office automation	0.00	16.67	83.33	0.00
Correspondence	0.00	12.50	87.50	0.00
Record and document	0.00	12.50	87.50	0.00
Digital simulation	4.17	12.50	83.33	0.00
Personnel administration	8.33	33.33	50.00	8.33
Finances administration	0.00	20.85	79.17	0.00
Office supplies and equipment	4.17	20.85	75.00	0.00
Public relation and protocol	8.33	12.50	79.17	0.00

Table 3. Respondents' opinions about the need for training in various learning aspects (N = 24).

Learning aspect	Does not need (%)	Need (%)	Very need (%)	Not responding (%)
Learning media	0.00	41.67	58.33	0.00
Learning strategy	0.00	54.17	45.83	0.00
Learning material	0.00	58.33	41.67	0.00
Classroom action research	0.00	75.50	62.50	0.00

Table 4. The appropriate learning model for every learning aspect (N = 24).

Subject material	Theory (%)	Practice (%)	Theory and practice (%)
Learning media	4.17	16.67	79.17
Learning strategy	4.17	8.33	87.50
Learning material	4.17	8.33	87.50
Classroom A.R.	0.00	8.33	91.67
Student assessment	0.00	4.17	95.83
Learning theory	0.00	4.17	54.17

Economics and Business, Introduction to Office Administration, and Introduction to Accountancy) have a necessity for training. The mean percentage of the respondents' opinions for those three subjects are 52.78% for the need to be trained and 25.00% for very necessary to be trained. This means that either most teachers lack the competence to master basic vocational subject matters, or they want to improve aspects of their competence through training by third parties.

For the subject matters that are included in the group of basic vocational competencies, namely: Office Automation, Correspondence, Records and Document, and Digital Simulation, most of the respondents expressed that it was either necessary or very necessary to be trained. The mean percentage of the respondents' opinions for those four subjects are: 26.04% for need to be trained, 71.88% for very necessary to be trained, and 2.01% did not respond. These data indicated that the teachers' mastery of the material for basic vocational competencies is still proving to be inadequate, so therefore training is required.

The subject matters that are included in the vocational competency group, namely: Personnel Administration, Finances Administration, Office Supplies and Equipment, and Public Relations and Protocol, also required training. Most respondents expressed that they needed, or even greatly needed, the training. The mean percentage of the respondents' opinions for those four subjects are: 52.08% for need to be trained and 45.83% for very necessary to be trained, while 2.22% did not respond. The data also shows that the teacher does not completely master the teaching materials. Teachers feel that they need training.

3.2 Type of training

The results of the analysis of the data for the type of training are summarized in Table 2. This table shows that, according to the teachers, a model exercise for subjects is different from one subject to another. Most respondents stated that the most appropriate training model for the subject of Office Administration was theory and practice simultaneously. Only a few respondents stated that the most suitable training model was theory. The data shows that the subject matters that should be trained using a model of both theory and practice simultaneously are: Introduction to Accountancy (75.00%), Office Automation (83.33%), Correspondence (87.50%), Records and Document (87.50%), Digital Simulation (83.33%), Personnel Administration (79.17%), Office Supplies and Equipment (75.00%), and Public Relations and Protocol (79.17%).

3.3 The learning aspects that need training

Table 3 shows the results of the data analysis regarding those aspects of learning that required training. This table shows that, according to the teachers, all aspects of learning (learning media, learning strategy, learning materials, classroom action research, student assessment, and learning theory) need to be trained. The detailed data regarding the degree of necessity of various aspects are shown in Table 3.

The data in Table 3 shows that, according to the teachers, all aspects of learning need to be trained. The mean percentage of the respondents' opinions about the need for training for those six aspects of learning are: 49.31% for need to be trained, 50% for very necessary to be trained, and 0.69% did not respond.

3.4 *The training model of learning aspects*

The data regarding the type of training that should be applied toward various learning aspects is presented in Table 4.

The data in Table 4 shows that most of the respondents stated that the most appropriate model of training for those six learning aspects was the use of theory and practice simultaneously. The mean percentage of the respondents' opinions on the training for those six aspects of learning was that it should be delivered in the following models: 2.01% theory, 8.33% practice, and 82.64% theory and practice simultaneously.

4 DISCUSSION

4.1 *The importance of training*

Teacher training usually involves providing training in curriculum subjects for teachers by organizing workshops over a period of time. The main objective of such workshops is to keep teachers up to date in their subject area (Boudersa, 2016).

The eleven areas of training content have different weights, as seen from the indicator of the different number of hours of training needed for each of the subjects. For the basic vocational fields group, each subject is given a weight of 6 hours, basic vocational competency groups between 6–12 hours, and vocational competency groups between 18–24 hours.

The training content in the vocational fields is perceived to cover: Introduction to Economics and Business, Introduction to Office Administration, and Introduction to Accountancy; some of the respondents (16.67%) stated that they do not need training, but most of them (83.33%) expressed that it was either necessary or very necessary to be trained. This is an indicator that either their mastery of the material is still weak, or that the teachers require the development of materials that are expected to be gained through the training program.

For the subject matter included in the basic vocational competency group, namely: Office Automation, Correspondence, Records and Document, and Digital Simulation, all of the respondents (100.00%) expressed that it was either necessary or very necessary to be trained. The proportion of respondents who expressed the need for considerable training was 71.88%, while the rest (28.12%) expressed that it was necessary.

This was almost the same for the basic vocational competency group. The subject material included in this group, Personnel Administration, Financial Administration, Office Supplies and Equipment, and Public Relations and Protocol, also required training. All of the respondents (100.00%) expressed the need for training, and even that it was very necessary. The proportion of respondents who expressed such opinions amounted to 52.08% (need the training) and 47.92% (very necessary to have the training). The data also showed that the mastery of the learning material by the teachers was inadequate or that they were eager to develop material through training. This data is supported by Wexley and Latham (1991), who stated that training is needed to increase an employee's self-awareness, skills, and motivation. Martinet et al. (2000) also stated that industry demands increased knowledge, versatility and autonomy from its personnel. These new expectations are held not only by employers, but also by unions and individuals who want to prepare for the new realities of the workplace, meaning that the vocational education sector must also make the switch to a knowledge-based economy. Vocational education teachers must be aware of the challenges and adapt their educational and pedagogical strategies accordingly. Some aspects of learning, namely: learning media, learning strategy, learning materials, classroom action research, student assessment, and learning theory, are also shown to be important in the training of teachers.

4.2 *The training models*

The incoming data showed that for all subject matters, including learning aspects, the majority of respondents wanted the training model to include theory and practice simultaneously. There was only one aspect that most of respondents required to be organized as a theory

model, and that was learning theory. In a detailed form, the appropriate model of training according to the respondents can be described as follows.

A few respondents (6.43%) stated that for a number of subjects, namely: Introduction to Economics and Business, Introduction to Office Administration, Introduction to Accountancy, Digital Simulation, Personnel Administration, Office Supplies and Equipment, and Public Relations and Protocol, the training should be conducted using the theory model. Of the remainder, 17.42% of respondents stated that the training should preferably be conducted using the practice model, and 70.46% stated that it should be conducted using the theory and practice models simultaneously. This data indicated that the respondents already understood the concept or theory of nearly all of the subjects they are taught. The thing that they needed was the skills related to their respective subjects.

In addition to the material aspects of learning, namely: learning media, learning strategies, learning materials, classroom action research, student assessment, and learning theory, the training models that were desired by the respondents were not much different from the training of material learning. Of the learning aspects, there was one point (learning theory) where almost half of the respondents (41.66%) desired to do training using the theory model. This can be understood because the content of the subject is theory.

Overall, the number of respondents who wanted the training regarding the subject matters and learning aspects to be organized using only the practice model was 8.33%, and those who wanted it to be organized using the theory and practice models simultaneously was 83.33%. In line with this finding, Grollmann (2008) stated that work experience is often required in Technical and Vocational Education and Training (TVET) as a precondition to employment as a vocational teacher. Even in Germany, which maintains the highest formal level in terms of academic requirements for entering the vocational teaching field, there is usually an amount of real work experience prescribed through the university curricula. These findings suggest that training for OAVS teachers should be given in the form of theory and practice simultaneously.

4.3 *Need for training in learning aspects*

For a number of learning aspects, more than half of the respondents stated that it was very necessary to give training. It was considered very necessary to receive training in learning media by 58.33% of respondents, in classroom action research by 62.50%, and in student assessment by 62.50%. Meanwhile, it was considered very necessary to receive training in learning strategy by 45.83% of respondents, in learning materials by 41.67%, and in learning theory by 29.17%. In addition to those who expressed the opinion that training was very necessary, most respondents expressed the need to be trained. The proportion of respondents who expressed that training was needed for learning aspects are as follows: 41.66% for learning media, 54.17% for learning strategies, 58.33% for learning materials, 37.50% for classroom action research, 37.50% for learning student assessment, and 66.67% for learning theory. These findings suggest that training for all aspects of learning, including: learning media, learning strategies, learning materials, classroom action research, assessment of the result of learning, and learning theory, needs to be given to OAVS teachers.

4.4 *The training model of learning aspects*

Most of the respondents stated that training regarding learning aspects should be delivered using theory and practice models simultaneously. For learning media, there were only 4.17% of respondents who chose theory as a model of training, 16.67% chose the practice model, whereas using the practice and theory models simultaneously was chosen by 79.17%. Next, for the aspect of learning strategies, 4.17% chose theory, 8.33% chose the practice model, and 87.50% chose the theory and practice models simultaneously. Similarly to learning strategies, for learning materials there were only 4.17% who chose theory as the training model, 8.33% chose the practice model, and 87.50% chose the theory and practice models simultaneously. For classroom action research, none of the respondents chose theory as the training model,

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8.33% chose the practice model, and 91.67% chose the theory and practice models simultaneously. For student assessment, none of the respondents chose theory as the training model, 4.17% chose the practice model, and 95.83% chose the theory and practice models simultaneously. This finding is in line with Engestron's statement (Oviawe et al., 2017) that the ingredients for effective learning include: (i) ensuring that individuals have access to theoretical and experimental knowledge; (ii) the opportunity to engage in authentic tasks and interaction with others; (iii) the chance to develop critical and intellectual capacities through the application of concept and theory in practice; and (iv) the opportunity to have their thinking and understanding enhanced through the guidance and teaching of others. These findings show that, for a number of aspects of learning, the training model that was considered to be most appropriate by the OAVS teachers was the model that combines theory and practice simultaneously.

5 CONCLUSION

The findings above lead to the following conclusions: (1) the OAVS teachers realize that their teaching and learning competence is still low and that it needs to be improved through training, (2) the training desired by the OAVS teachers includes training in the fields of pedagogy and learning materials mastery, (3) learning aspects that need to be trained include: development and use of learning media, the practice of learning strategy, development of learning materials, classroom action research, evaluation of learning outcomes, and learning theory; (4) the form of training desired by OAVS teachers is a combination between theory and practice that is done simultaneously.

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