

VOCATIONAL EDUCATION TEACHER PROFESSIONAL CHALLENGE IN THE GLOBAL ERA

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Abstract

Professional vocational education teachers who have a tremendous opportunity to enhance the dignity of humanity, making a human adult learners, responsible, able to work so they can support herself and her family. Global phenomenon we can not simply ignore the developing professionalism of vocational education teachers in the present and future. Being a teacher in the global era certainly not easy. There are various requirements that must be met so that he could develop into a professional vocational teacher. Academically, to become a professional teacher, then he must have some trait or characteristic. Traits or characteristics are as follows: (1) must have a foundation, a strong knowledge, (2) must be based on individual competence, (3) has a system of selection and certification, (4) there is cooperation and healthy competition among colleagues, (5) the existence of a high professional awareness, (6) has the principles of ethics (code of ethics), (7) has a system of professional sanctions, (8) the existence of individual militancy, and (9) has a professional organization. Besides, that teachers have the ability to adjust to various forms of global change and the proliferation of science and technology they need to have and develop a range of positive personal characteristics, namely: (1) Competency, (2) Honest, (3) Punctuality, (4) Morality, (5) Kindness, and (6) Humility. In the process of learning, vocational education teachers need to be aware of the existence of multiple intelligence in students that need to be optimal and proportional to the students eventually be able to respond to these global phenomena. With this awareness, teachers will not be easy to give a verdict on which if the students do not have a maximum competence in certain aspects. In essence the intelligence not only covers aspects of intellectual (cognitive) alone, but there are some other intelligence that is conceptually need to be considered by the teacher.

Keywords: Professional teachers of vocational education, global era.

Preliminary

Any modern society can not be separated from the good services of the teachers. Even since ancient times, the teacher has always been a center of public attention when it came to thinking about and developing an effective education system for future generations. Indonesia is very famous in the expression of the Java language: "digugu emulated lan" to illustrate how important the position of the teacher as a catalyst for change in the scientific aspects as well as in the moral field. Even so, of course there are some unscrupulous teachers, if you do not want to say a few persons, who serve as role models inappropriate alias can not be "emulated lan digugu".

Teachers have a tremendous opportunity to change the condition of a child of darkness characters into a smart and smooth and functional literacy alpabetikal which then eventually he could become the pride of the community and the nation's leaders. Such a teacher is certainly not just any teacher of teachers. He must have a high professionalism, so that it can "Ian digugu imitated". A good teacher will always be loved by students and parents. Even good teachers will also be followed and remembered by the public at large.

Characteristics and Professional Demands

Being a vocational education teacher in the global era certainly not easy. This is in line with the development of science and technology very quickly. There are various requirements that must be met so that he could develop into a professional teacher. Academically, to become a

professional teacher, then he must have some trait or characteristic. Traits or characteristics according to Houle (1980) are as follows:

1. Must have a strong knowledge base;
2. Should be based on individual competence;
3. Having a system of selection and certification;
4. There is cooperation and healthy competition among peers;
5. The existence of high professional awareness;
6. Have ethical principles (code of ethics);
7. Having a system of professional sanctions;
8. The existence of individual militancy;
9. Having a professional organization.

Vocational education in order to carry out their duties properly, it needs continuous improvements and reforms carried out in line with the demands of changes in all aspects of life. Therefore, vocational teachers should have an understanding related to:

1. Reconstruction vision of vocational education as an educational the world of job.

With the rapid development of information technology, automation and the development of cyberspace has changed drastically the characteristics of office, manufacturing, and business. It is in the future will have that dichotomy between vocational and academic fields will increasingly lose meaning. For it should be noted regarding: institutional configuration, specialization and grouping specific areas, in relation to the characteristics of the workforce is growing so fast.

2. Revitalization of learning approaches:

All you need to get the emphasis on the revitalization of the learning approach is the assumption about the learning process, the active role of learners and facilitators, as well as the acquisition and development capabilities that are always embedded in the context of a changing and evolving from a set of minimum competencies are performed. Any changes rapidly as the impact of social change also requires changes in mind-set, especially on the part of teachers.

That is why vocational education teachers must have an understanding of:

- Learning by exploration of students
- The subject / interdisciplinary project
- Intrinsic motivation, target students
- Emphasis on creativity
- Grouping based on readiness
- Cooperative learning
- individual learning (treatment based on students' learning style and speed)
- Democratic Education
- The curriculum is integrated with real life (contextual)
- Teachers should be able to inspire the students.

Of the characteristics of professionalism was obvious that the teacher can not come from anywhere without going through the system of professional education and a good selection. Thus, the work of teachers can no longer be used as an effort to sideline, or a job as a moonlighter.

Professional teachers must have integrity, adequate knowledge appropriate to the field, a laudable character, competence, and even had to follow a good education, not just training alone (educated, not just Trained). Of the characteristics that he has at last there is a new recognition and appreciation of the community. Therefore, the certification of teachers in this country, which is still

warm into the public discourse and discussion, should ultimately lead to the recognition and appreciation of the wider community will own teacher professionalism. This happens if after the certificate issued, for teachers who get really shows the performance of professionals who are able to change the quality of learning of the conventional, routine, mechanistic, becomes a process of dialogue, dynamic, democratic, and empowering learners.

If the professionalism of teachers viewed from the eyes of Law Teachers and Lecturers (Law no. 14 of 2005), it is clear law that requires teachers to have the qualifications, competence, and certification. Article 8 of Law no. 14 of 2005 states: "Teachers are required to have academic qualifications, competence, certification of educators, physically and mentally healthy, and have the ability to realize the goal of national education".

Furthermore, the competencies that must be owned by a professional teacher, according to Article 10 paragraph (1) include pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

That teachers have the ability to adjust to various forms of global change and the proliferation of science and technology they need to have and develop a range of positive personal characteristics as described by Laura Cartoff, [http://www. Mindspring.com/~brucec/13car-prof.htm/2007](http://www.Mindspring.com/~brucec/13car-prof.htm/2007) as follows: a) Competency, b) Honesty, c) Punctuality, d) Morality, e) Kindness, and f) Humility.

A good teacher will always be loved by students and parents. Even good teachers will also be followed and remembered by the public at large.

In fact it is difficult to determine which teachers are good and which are not good teachers objectively. To assess the merits of a teacher, in a small way, we can see from their performance in the classroom when teaching and learning process takes place. Barbara MacGilchrist opinion, Kate Myers and Jane Reed (2004:79) in describing the good teacher is not good and is as follows.

Characteristics of good teachers:

1. Things Deeply explain more;
2. Are not quick and not to slow;
3. Do not ignore you (pupils);
4. Give (the pupils) choices;
5. Give you (pupils) ways of remembering Things.

Characteristics of teachers who are not good:

1. Shout
2. Make you sit still for too long
3. Speak too fast

C. Global Phenomenon

Global phenomenon we can not simply ignore the developing professionalism of the teachers in the present and future. This is due to a variety of global phenomena significantly affect the learning process at school. Furthermore a global phenomenon will affect how well the community has a standard of living, lifestyle, patterns of interaction with each other, and migration patterns of work in cyberspace so easily from one country to another without knowing the limits of the territorial and political state. It's all in the end will ask the teachers to prepare learners to be more logical to have a high power, creativity is good, and also the ability to make flexible networking systems work to a variety of global changes. Why teachers need to prepare it? Because of the World Bank study shows that the strength of a nation is determined by several factors: a)

innovation and creativity (45%); b) networking (25%); c) technology (20%), and d) natural resources (10 %).

Global phenomenon today is characterized by the emergence of discourse awareness in all aspects of life and the nation as:

1. Reliance on science and technology (ICT, Bio-technology, Nano technology);
2. Free trade;
3. The phenomenon of global power (Speed, Connectivity, and Intangible);
4. Democratization;
5. Human Rights;
6. The environment;
7. Gender equality, and
8. Multiculturalism.

In the praxis of learning, global phenomena such as the above need to be considered by the teacher. Even the themes of learning must also adopt and adapt in an integrated way and the spirit of a global phenomenon. Of the global phenomenon it is there that a prerequisite for learning in the classroom, but there is also a variable that must be addressed in the learning activities in order to develop teaching materials which have high relevance.

For example, for instance, the issue of democratization which is currently a strong trend globally, teachers need to be considered in any decision-making in managing the classroom. Therefore, have a democratic attitude is an important prerequisite for professional teachers in the global era. So is the reliance on science and technology, for example, is clearly a global phenomenon that must be responded to teachers in the teaching-learning process in the broad sense that the learning process can be run efficiently, relevant, and always actual. Without responding to the global phenomenon it is, all teachers will slip in performance is not contextual, so the learning that takes place will not be able to equip the student to have the competencies relevant to the demands of the global era.

So do we take the issue of multiculturalism, which is currently with the incessant movement and has become a global force, then the teacher must understand and have a good and positive perspective. If the learning process of teachers willing and able to absorb the substance of multiculturalism, and then being able to integrate into any preferred method of learning and pedagogical approaches, you can bet the teacher will be able to instill the understanding and the importance of pluralism, tolerance, empathy, global life to the learners effectively.

Vocational education in order to carry out the mission and vision in relation to its duty to prepare qualified human resources in the global era, it is necessary to subject the three key challenges are:

1. A proactive approach

Vocational education teachers are required to make the students able to: a) active, b) creative, c) critical thinking, d) have the ability and utilize a variety of information, and e) dynamic.

2. Futuristic view

In effect we are doing now is to prepare for the future. Therefore it is necessary to consider the following matters:

- a. The future must be better than the current
- b. Ability to follow the trend is and will happen
- c. The ability to predict future
- d. The ability to see signs of the times

- e. Global insight
- f. Individual insight
- g. Insight into the environment
- h. Insight into the human rights
- i. Insight into quality.

3. Flexibility to adapt to environmental changes

In the face of the future working world full of uncertainty, a person's ability to reconstruct and adapt the knowledge, attitudes and skills appropriate to the experience of facing and the context becomes very important. For this reason it is on the learner needs to be invested: a) keuletan, b) discipline, c) sociable, d) dynamic, e) confidence, f) productive, g) problem-solving skills, h) the ability to communicate, i) the ability to cooperate, j) ability to develop self, k) lifelong learning, and l) have a competitive edge.

Paradigm Changes in Learning

Global era like today would have a significant effect on how the pattern of learning that can empower learners. This happens due to the development of ICT (information and communication technology) is very rapidly from day to day. With the rapid development of ICT vocational education teachers must be able to catch it as a good opportunity for the development of students' learning process. To illustrate how the learning paradigm has shifted, the following matrix we can use to understand and reflect on it.

Changes In Learning

Traditional Learning	New Learning
Teacher Centered	Student Centered
Single Media	Multimedia
Isolated Work	Collaborative Work
Information Delivery	Information Exchange
Factual, Knowledge-Based Learning	Critical Thinking and Informed Decision Making
Push	Pull

Source : ISTE National Education Technology Standards for Teachers (USA) Tony Chen

In addition, it also can be seen that in this global era there is a significant paradigm shift in learning. Teachers need to provide experience to students as much as possible by utilizing a variety of learning environments that support for teachers to be shifted from the transmission model to a constructivist learning model. The final results are expected from such a learning model is the creation of motivation for students to be willing and able to make lifelong learning. This is a very important learning outcomes on students in the global era. Why so? Because of rapid change, so anyone in the global era must continue to learn. This means that lifelong learning is becoming the demands of life in the global era. Therefore, vocational education teachers must have a high power of innovation in the learning process. Being innovative is not easy in the absence of deliberate efforts and full consciousness. To be creative and innovative, teachers need to have the following characteristics: 1) Self confidence, 2) Questioning attitude, 3) Curiosity, 4) Thirst for knowledge, 5) Knowledge, 6) Practical experience, 7) Capability for social interaction and sense of humor, 8) Problem orientation, 9) Sensitivity to possibilities, 10) Persistence, 11) Determination, 12) Ability to

simplify, 13) Sensibility; and 14) Manualdexterity. (<http://www.mol.fi/english/information-society3.html/17/08/2003>).

E. Diverse Intelligence

In the process of learning, teachers need to be aware of the multiple intelligence in students that need to be optimal and proportional to the students eventually be able to respond to these global phenomena. With this awareness, teachers will not be easy to give a verdict on which if the students do not have a maximum competence in certain aspects. In essence the intelligence not only covers aspects of intellectual (cognitive) alone. There are several other intelligence conceptually, then known as multiple intelligence, (Howard Gardner: <http://www.lpride.net/learningstyles.MI.htm/09/08/03>). Multiple intelligence in question is as follows:

1. Visual / spatial intelligence;
2. Verbal / linguistic intelligence;
3. Logical / mathematical intelligence;
4. Bodily / kinesthetic intelligence;
5. Musical / rhythmic intelligence;
6. Interpersonal intelligence;
7. Intrapersonal intelligence.

Thus the professional teacher should be able to develop multiple intelligence in the teaching-learning process. If only teachers are capable of developing multiple intelligence in students in a comprehensive self, of our children, our students will be able to develop into a complete human personality and intellect.

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