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The Vision And Missions Of Indonesian Vocational School Lecturers And Teachers Association (ADGVI) On Graduate's Users Assessment

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Abstract. ADGVI is an Indonesian vocational school lecturers and teachers association that has been established since 2014. However, there have been no real efforts to realize its vision. This study aims to explore its vision and missions related to graduate's users, which in turn could lead ADGVI's service programs to meet the expectations of its members so as to foster trust, consistency, and strong support for the ADGVI programs. The research was conducted for 6 months at the Faculty of Engineering, Yogyakarta State University. The data were collected from vocational school teachers and lecturers (both ADGVI's members and non-members) using a questionnaire. The study was carried out with the following steps: (1) reviewing related literatures as the basis for instrument development, (2) developing the instrument, (3) conducting FGDs by involving stakeholders to obtain inputs for improving the vision statement and the proposed service programs, (4) collecting the data, (5) analyzing the data on the vision and missions which were translated into service programs related to vocational lecturers and teacher professionalism development. The vision formulation was approved by 92.3% of the respondents. However, the vision statement needs to be simplified to make it meaningful and easy to memorize and understood. Almost all mission programs received 100% approval/agreement rating. The program funding is the aspect receiving the least agreement from the members. Regarding the program implementation, it requires hard work from the the ADGVI committee.

1. Introduction

Teacher professional associations play an important role in education policy and planning. Educational associations hold a unique and specific role in advancing society for a reason that teachers have a crucial role in the advancement of education. Teachers greatly contribute to the economic, social and cultural development of the community, and therefore it is very important to give teaching profession a status of great importance for the sake of the quality of education and the advancement of society in general. Furthermore, teacher professional associations must also attain a status of great importance because the teacher association is one of the most committed supporters for improving the quality of education.

The development of professional identity can be seen as a dynamic process, requiring understanding and interpretation of one's own values and experiences influenced by personal, social and cognitive factors [1]. The development of one's professional identity cannot be forced through policy measures but must be developed from within the professional community. Therefore, it is important to build need understanding which in turn resulting in mutually reinforcing bonds within the community.

Vision is a series of words that describe the dreams and core values of an organization. It reflects future thoughts and goals of the founders. Facts have proven that globally successful organizations have a clear



vision of what they want to achieve in the future and they always strive with all their might to ensure that their visions do not stay as mere slogans. They treat their visions as a guideline that directs the organization's steps to achieve what was formulated in the vision. Therefore, the characteristics of a good vision are, among others, easily memorized and understood, challenging, achievable, motivating, able to unite the members, and representing performance of quality [2].

Furthermore, the vision is translated into a series of missions representing the stages to achieve the vision. Therefore, the missions need to be formulated into sentences that are easily understood, specific, committed to maintain quality, focused on customer needs, and flexible.

2. The Association of Indonesian Vocational School Lecturers and Teachers (ADGVI)

One of the main findings in Abdullah's and Treadgold's study conducted in 2007 [3] is that the formation of independent professional associations is indispensable for the survival and vitality of professions throughout the world. Abdullah and Treadgold [3] argue that the right professional associations must meet the following requirements: (1) facilitating members to improve professional skills, (2) establishing individual accreditation procedures, (3) complying with standards recognized as best practitioners, (4) developing, maintaining and fostering relationships between professional associations and the objectives of standardization, (5) promoting applied programs for the development of sustainable professionalism, (6) sharing benefits for all members and overseeing the development of training programs and professional qualification certification.

ADGVI is a professional organization focusing on vocational school educators with a vision of enabling Indonesian people to be intelligent and competitive through vocational education from national, regional, and international perspectives. Furthermore, the vision is translated into operational statements to guide program preparation called missions. The ADGVI missions are: (1) improving the professionalism of vocational educators who uphold academic and professional ethics, (2) developing its role to improve the quality of Indonesian vocational education, (3) providing inputs to government policies on vocational education, (4) developing standards for the implementation of adaptive vocational education towards changes in sciences, technologies, arts, and the demands of the world of work (<http://www.adgvijabar.org/visimisi.php>). However, until this study was proposed, not many missions had been carried out. It is probably due to the incompatibility between the missions and the expectations of the members resulting in low support from its members.

3. Teacher Performance Assessment

Based on the November 2010 *NUPTK* data, around 2.791.204 teachers are expected to improve their professional competences. Based on these needs, the government through *Permenegpan* (government regulations) and *RB* No. 16/2009 stipulates teacher functional positions and credit points. One of the fundamental changes in this regulation is the teacher performance assessment. The teacher performance assessment was previously more administrative in nature. However, after the new regulation took effect, the assessment is more practically, quantitatively and qualitatively oriented so as to make the teachers more eager to improve their performance and professionalism. Michael [4] states that technical and vocational education and training do not merely prepare its students but it should also prepare itself for a constantly changing environment. Furthermore, Michael [4] states that if the teacher carries out professional development and implements quality assurance in learning, the learnings are expected to be more effective and beneficial for both students and teachers.

The elements of teacher performance assessment include: (1) education and training, (2) teaching and learning process, (3) the development of sustainable professionalism and supporting elements. Sustainable professional development consists of 3 activity types: (1) self-development, (2) scientific publications, and (3) innovative works. Self-development activities are the type that carried out by

teachers to improve their competences and professionalism. Self-development activities include assignment based functional trainings and teachers' collective activities, i.e. joint activities to enhance teacher professionalism. Scientific publications include: (1) presentations in scientific forums, (2) scientific publications based on research findings or scientific ideas related to formal education, (3) scientific reviews, (4) popular scientific writings, (5) scientific articles, (6) textbooks, (7) supplementary materials, (8) educational textbook development, (9) translation works, and (10) teacher manual development. Assessment on innovative works include: (1) finding appropriate technology, (2) creating works of art, (3) modifying learning tools, (4) following the development of the standard competence, guidelines, and test items [5].

4. Needs for Lecturers as Professional Teacher Development Agencies

There is a common interest between lecturers from Educational Institution of Education Personnel (Indonesian: *LPTK*) and vocational school teachers: the procurement of qualified teachers. Vocational school teachers are the party who thoroughly understand the wants and needs of teachers in maintaining and developing their own professionalism. *LPTK* lecturers as the agents in preparing the prospective vocational teachers through undergraduate programs (*S1*), preparing the pre-service and in-service teachers (professional teachers) through teacher professional development programs (*PPG*), *PLPG* and post-certification teacher coaching in preparation for teacher competency test (*UKG*), teachers undertaking transfer function through lifelong learning.

Lecturers and vocational teachers are ideal partners to achieve qualified professional teachers. The collaboration between lecturers and teachers will be a force that cannot be ignored in developing professional vocational teachers. Furthermore, it will also be a very meaningful experience for lecturers in fostering vocational teacher candidates. For this reason, it is necessary to establish a communication network to facilitate the accuracy of teacher professional development program according to the needs.

5. Method

This is a case study. Data were collected using questionnaire which was developed based on theoretical studies and was previously discussed in a FGD so as to obtain the data needed by respondents. The FGD involves managers of the sustainable professionalism development for senior teachers, junior teachers, principals, deans, junior lecturers, as well as *ADGVI* founders and administrators. The random sampling technique was used and the questionnaire was distributed directly and through social media such as the Facebook account of Indonesian Teachers Association, The Alumni Association of *FKT/FPTK/FT* of Yogyakarta State University, and the *GPO/SIM PKB* Community.

The data were then analyzed qualitatively using a model proposed by Miles and Hubberman [6] with the following steps: data reduction (selecting the important and relevant data), data description in the form of narration, table, and figures. The analyzed data were then used as the basis to formulate the vision and missions in terms of graduates' users.

6. Results and Discussion

6.1. Vision Formulation

The questionnaire on vision formulation approval/agreement consisted of 7 items with a maximum score of 28 each. It was found out that the agreement rate was within 15-28 range with data distribution presented in Figure 1.

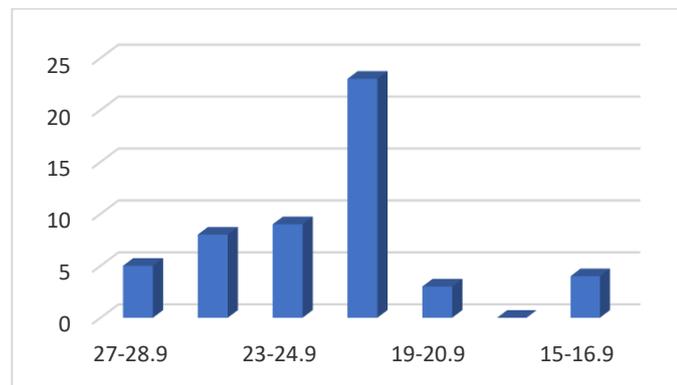


Figure 1. ADGVI's Vision Score Range

Furthermore, the assessment on vision formulation covers 4 categories: strongly disagree, disagree, agree, and strongly agree. Classification criteria are defined as follows: 1. Minimum value = minimum score x number of items = 1 X 7 = 7; 2. Maximum value = maximum score x number of items = 4 X 7 = 28; 3. range (R) = 28-7 = 21 or 21/28 = 75%; 4. category (K) = 4; 5. interval (I) = 75/4 = 18.75

Based on the aforementioned classification criteria, the respondents' assessment on the ADGVI vision formula is presented in Table 1.

Table 1. ADGVI Vision Assessment Category

| No | Range | % | Category |
|-------|---------------|------|-------------------|
| 1 | 25.00 - 43.50 | 0 | Strongly Disagree |
| 2 | 43.75 - 62.25 | 7.7 | Disagree |
| 3 | 62.50 - 81.00 | 50,0 | Agree |
| 4 | 81.25 – 100 | 42.3 | Strongly Agree |
| Total | | 100 | |

In addition to Table 1, the respondents' opinions were also presented in Figure 2.

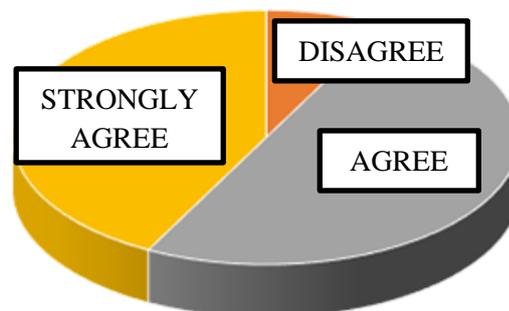


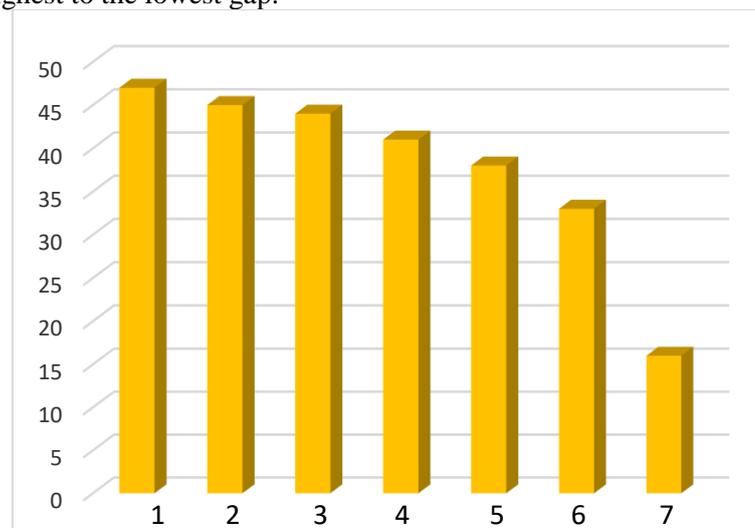
Figure 2. ADGVI's vision category

According to Figure 2, as many as 92.3% of respondents agrees that their expectations for the organization had been represented in the ADGVI's vision.

Table 2. ADGVI's Vission Assessment Aspects

| No. | Aspect | Score | Gap |
|-----|---------------------------------|-------|-----|
| 1 | The importance of the vision | 188 | 16 |
| 2 | The vision formulation | 171 | 33 |
| 3 | Specific | 163 | 41 |
| 4 | Easy to understand | 160 | 44 |
| 5 | Meaningful | 159 | 45 |
| 6 | Motivating | 166 | 38 |
| 7 | Easy to understand and memorize | 157 | 47 |

The gap shows the discrepancy of opinion between the vision creator and the respondents. The greater the gap, the greater the opinion difference between the founders and the members. Aspect number 7 (easy to understand and memorize) has the biggest gap (47). It means that the members of ADGVI did not perceive the vision statement as a statement that was easy to understand and memorize. According to Table 2, a priority scale was made in the form of a bar graph (see Figure 3). The bar graph presents the gap from the highest to the lowest. The vision formulation can be refined through successive improvements from the highest to the lowest gap.

**Figure 3.** The Priority Scale of Vision Improvement

The members' expectations and dreams have not been fully represented in the vision statement. To effectively improve the vision statement, each aspect should be addressed according to the priority scale (see Figure 3). The priority scale shows the most urgent aspect to the least one. Some members think that the vision statement is not meaningful, difficult to understand, and not specific. However, the members give positive responses to some aspects, i.e. the importance of the vision statement, the vision statement formulation, and the motivating vision statement, all of which have low gap values.

Based on the open questionnaire, the respondents' inputs to improve ADGVI's vision are: (1) becoming the vocational educator organizations capable of developing the Indonesian people to be intelligent vocational human resources; (2) being the protector and developer of vocational competencies of its members, (3) developing competent and certified vocational lecturers and teachers in the era of Industry

4.0 (4) possessing intelligence, moral, and national characters, (5) promoting ADGVI to vocational school lecturers and teachers.

Based on the above inputs and analysis, there following suggestions are made to optimize the function of the ADGVI vision: (1) to promote the ADGVI's vision and missions, (2) to establish the role of ADGVI in facilitating and maintaining the development of its members' competencies, (3) to simplify the vision statement as to make it easy to memorize and understand, (4) to establish the training target (not only certified teachers and lecturers but also teachers and lecturers who are in the process of achieving professional certification).

6.2. The ADGVI Missions

6.2.1. *Self-development Services*. The data were collected using a questionnaire consisting of 17 items. It was found out that the agreement rate was within 51 to 68 with data distribution presented in Figure 4.

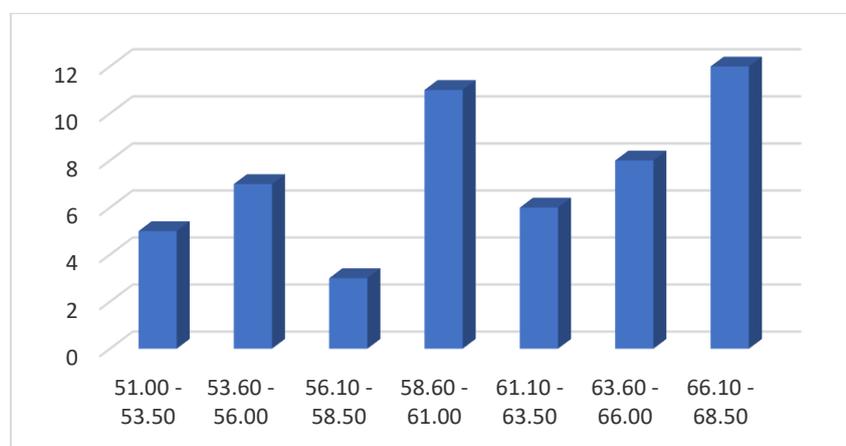


Figure 4. Self-development Service Assessment

The data were classified into 4 criteria, i.e. strongly agree, agree, disagree, and strongly disagree. The classification results show that most respondents (80.77%) strongly agree and the rest of them 'agree' with the self-development service programs. However, the high agreement rate does not mean that self-development service programs are perfect. To improve the service program to better suit the needs of its members, it is necessary to improve the programs. The improvement can start from the aspect with the highest gap score to the lowest one. The gap score is presented in Table 3.

Table 3. The gap in self-development program assessment

| No. | Aspect | Score | Gap |
|-----|--|-------|-----|
| 1. | Information source related to educational issues | 190 | 18 |
| 2. | Teacher certification training | 188 | 20 |
| 3. | Collaboration between lecturers and teachers in professional development | 185 | 23 |
| 4. | New policy dissemination | 182 | 26 |
| 5. | New curriculum dissemination | 185 | 23 |
| 6. | New curriculum implementation training | 190 | 18 |
| 7. | Classroom action research coaching | 174 | 34 |
| 8. | Information system on prospective teacher profession | 176 | 32 |
| 9. | Assistance before teacher certification | 178 | 30 |
| 10. | Teacher Professional development after certification | 177 | 31 |
| 11. | Learning innovation | 190 | 18 |

| | | | |
|-----|--|-----|----|
| 12. | Dissemination and evaluation on teacher's code of ethics | 177 | 31 |
| 13. | Training based on teacher's personal needs | 186 | 22 |
| 14. | Joint research between teachers, lecturers and students | 183 | 25 |
| 15. | PPM training program | 176 | 32 |
| 16. | CPD <i>online</i> | 189 | 19 |
| 17. | Online discussion related to educational issues | 188 | 20 |

The priority scale of service programs is based on the suitability opinion between the founders and the members. The suitability is indicated with the low gap score. The lower the gap is, the more suitable the programs for the members are. The service program priority scale is presented in the Figure 5.

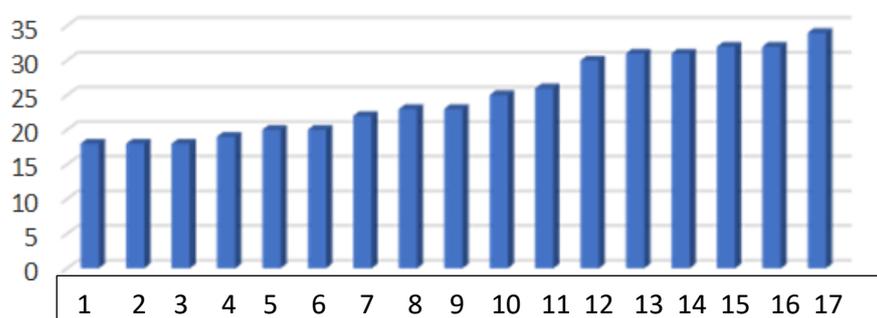


Figure 5. The self-development program priority scale

Figure 5 shows that there are 7 self-development service programs that are most expected by the members: (1) being a source of information on educational issues, (2) organizing new curriculum implementation training, (3) organizing learning innovations, (4) organizing online professional development services for teachers and lecturers, (5) providing solutions to pre-service teachers' problems, (6) providing online discussion forums on current educational issues, and (7) organizing training according to the personal needs of the ADGVI members.

Based on an open questionnaire and data analysis, there are several suggestions regarding the priority programs: (1) periodically organize discussion forums (FGD) for teachers, lecturers, communities and the world of work to discuss vocational education issues; (2) collaborate with *BNSP* for certification of teacher assessors, lecturers and professional certification services for teachers, lecturers, students, vocational high school students in *LSP*; (3) provide solutions to the teacher training needs in an effort to improve the quality of teaching through learning innovations through the development of learning methods and media, (4) collaborate in research and *PPM* with teachers and lecturers.

6.2.2. *Academic Publication Services.* Most of the respondents (71.16%) 'strongly agree' and the rest of them 'agree' with the programs related to academic publication services. There are 4 programs offered and the gap level is shown in Table 4.

Table 4. Aspects of Academic Publication Services

| No | Aspects | Score | Gap |
|----|---------------------------------|-------|-----|
| 1 | Research dissemination services | 179 | 29 |
| 2 | Academic publication | 182 | 26 |
| 3 | Academic writing guidance | 178 | 30 |
| 4 | Academic writing collaboration | 185 | 19 |

Based on the respondent's inputs and the results of the data analysis, the following recommendations are suggested: (1) immediately launch the ADGVI website; (2) synergize the lecturers' Tridharma programs with ADGVI development programs by involving vocational school teachers; (3) develop academic publication facilities; (4) periodically conducts academic meetings among ADGVI members.

6.3. Innovation Services

Most of respondents (75%) strongly agreed and the rest of them selected the 'agree' option in the questionnaire related to innovation services. There are 4 aspects of the need assessment on innovation services.

Table 5. Aspects of the need assessment on innovation services.

| No | Aspects | Score | Gap |
|----|---|-------|-----|
| 1. | Collaboration among teachers, lecturers, students taking the technology based learning media course | 187 | 21 |
| 2. | Exhibition of teachers', lecturers', and students' works. | 183 | 25 |
| 3. | Consultation and guidance services on technology based learning media development. | 182 | 26 |
| 4. | Performance based assessment of technological products. | 184 | 24 |

Based on the open questionnaire and data analysis, the following recommendations are suggested: (1) periodically organizing technological products competitions, (2) guiding and assisting teachers in creating technological prototype/ products, (3) organizing innovative learning media competitions, (4) organizing periodic and routine exhibitions, (5) organizing technological product development training, (6) organizing workshops on innovative trainer development.

6.4. Standardization Development Services

Most respondents (80.77%) 'strongly agree' and the rest of them 'agree' with the education standardization development offered by ADGVI. The full assessment is shown in Table 6.

Table 6. Aspects of standardization development services

| No | Aspects | Score | Gap |
|----|---|-------|-----|
| 1. | Develop vocational education standard specifically on the science and technology advancement. | 187 | 21 |
| 2. | Formulate standard competence | 184 | 24 |
| 3. | Synchronize learning outcomes | 186 | 22 |
| 4. | Collaborating with BNSP in certification | 188 | 20 |

Based on the open questionnaire and data analysis, the following services are suggested: (1) providing technical guidance to synchronize curriculum and competencies demanded by industrial world, (2) formulating The Indonesian National Work Competency Standard (*SKKNI*) for all vocational fields, (3) developing Competency Test Material for all fields of expertise. This finding shows that it is important for ADGVI to develop the standardization of vocational education which is in accordance with the

SKKNI, curriculum, and the competencies required by the industrial world which in turn will improve the external relevance of vocational competency test materials.

6.5. Partnership Services

Most respondents (78.85%) ‘strongly agree’ and the rest of them ‘agree’ with the partnership services offered by ADGVI. The full assessment is presented in Table 7.

Table 7. Aspects of Partnership Assessment

| No | Aspects | Score | Gap |
|----|---|-------|-----|
| 1. | WBL involving teachers, students, and university students | 183 | 25 |
| 2. | <i>TF</i> | 185 | 23 |
| 3. | Industrial standard assessment | 180 | 28 |
| 4. | WBL Curriculum | 185 | 23 |
| 5. | Technological integrated teaching | 187 | 21 |
| 6. | Reflection on sustainable learning | 180 | 28 |
| 7. | Classroom action research collaboration | 174 | 34 |

The priority scale of partnership services is presented in Figure 6. The priority scale starts from the program with low gap score; it starts from technology based integrated teaching, the implementation of teaching factory, work based learning, and classroom action research collaboration.

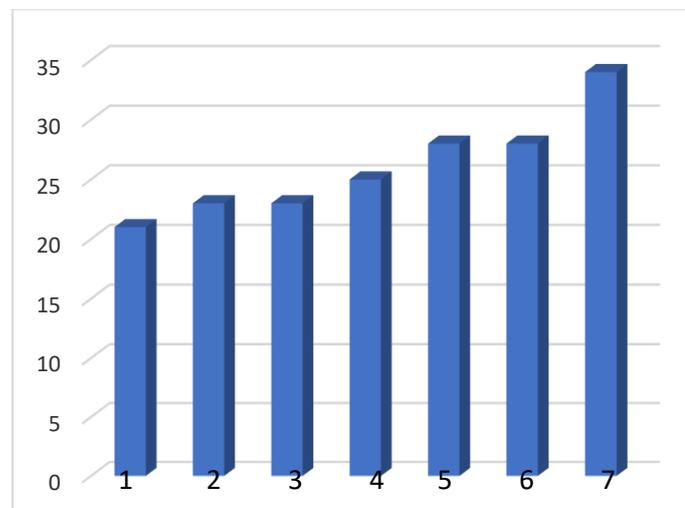


Figure 6. Priority Scale of Partnership Services

Based on the open questionnaire and data analysis, the following services are suggested: expanding the ADGVI network, involving industrial experts in the ADGVI forum, facilitating partnership with industrial world, spreading information on research funding sources accessible for teachers, optimizing WBL by involving industrial workers as guest teachers at school, developing teaching factory, securing research sponsorship from industry’s CSR.

6.6. Learning Resource Development

Most of respondents (71.15%) strongly agree and the rest of them ‘agree’ with the offered programs. There are 4 aspects of assessment, all of which nearly the same score gap. This suggests that the respondents consider all four aspects as having the same importance. The data are presented in Table 8.

Table 8. Assessment Aspects of Learning Resources Development Program

| No | Aspects | Score | Gap |
|----|--|-------|-----|
| 1. | Collaboration in developing learning media | 182 | 26 |
| 2. | Learning media development | 182 | 26 |
| 3. | Developing learning material links | 182 | 26 |
| 4. | Developing learning media links | 181 | 27 |

Based on the open questionnaire and data analysis, the following services are suggested: forming study groups according to the field of study to review learning resources, developing data centers regarding the development of learning resources, regularly holding teleconferences to facilitate the communication between the members and industrial practitioners, holding workshops on learning resource development, and developing smartphone-based learning resources.

6.7. Funding Services

Funding is a crucial problem in sustainable teacher and lecturer professional development. Almost all respondents (53.85%) agree and the rest of them strongly agree with the offered funding program. There are 5 aspects of funding services offered.

Table 9. Assessment Aspects of Funding Program

| No | Aspects | Score | Gap | Mean |
|----|---------------------------|-------|-----|------|
| 1. | Member contribution | 153 | 55 | 2.94 |
| 2. | Membership privileges | 175 | 33 | 3.36 |
| 3. | PPM integration | 171 | 37 | 3.29 |
| 4. | Dissemination integration | 175 | 33 | 3.36 |
| 5. | ADGVI celebration | 178 | 30 | 3.42 |

The priority scale of funding program is presented in Figure 7.

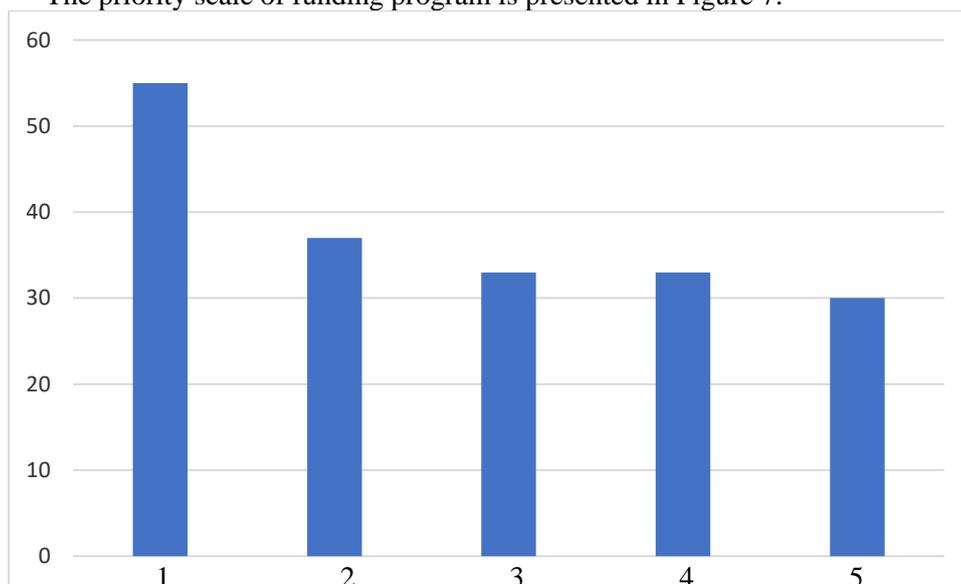
**Figure 7.** Funding Aspects

Figure 7. shows that most of the respondents disagree with the idea of extracting funds through membership. This is probably due to the fact that ADGVI members are not familiar with the ADGVI goals. There are no inputs/suggestions from the questionnaire and this indicates strong objection. Based on the data analysis, the following alternatives are suggested: (1) designing programs that suit the needs of ADGVI members, and (2) promoting ADGVI. Facts show that the British Council programs have helped teachers develop skills, build confidence, and support the implementation of learner-centered learning and have influenced many schools not only in the UK [7]. Through reliable programs, the British Council has grown as a strong organization and collaborates with more than 100 countries with 7,000 staff, and involving 2,000 teachers. It involves thousands of professionals and policy makers and millions of young people each year. As much as 75% of its annual income (£ 781 million) comes from payments of customer service education, development program, and Partnership [8].

7. Conclusions

The vision of ADGVI has accommodated the expectations of almost all its members (92.3%). The proposed vision needs to be refined by simplifying the vision statement so as to make it easily understood and by specifying the statement so as to make it meaningful and motivating for ADGVI members.

As many as 80.77% of ADGVI members approved the seventeen programs that were proposed. There are several suggestions regarding the programs: (1) periodically organize discussion forums (FGD) for teachers, lecturers, communities and the world of work to discuss vocational education issues; (2) collaborate with *BNSP* for certification of teacher assessors, lecturers and professional certification services for teachers, lecturers, students, vocational high school students in *LSP*; (3) provide solutions to the teacher training needs in an effort to improve the quality of teaching through learning innovations through the development of learning methods and media, (4) collaborate in research and *PPM* with teachers and lecturers .

Most of the respondents (71.16%) 'strongly agree' and the rest of them 'agree' with the offered programs related to academic publication services. Based on the respondent's inputs and the results of the data analysis, the following recommendations are suggested: (1) immediately launch the ADGVI website; (2) synergize the lecturers' Tridharma programs with ADGVI development programs by involving vocational school teachers; (3) develop academic publication facilities; (4) periodically conducts academic meetings among ADGVI members.

Most of respondents (75%) 'strongly agree' and the rest of them 'agree' with the innovation services. Based on the open questionnaire and data analysis, the following recommendations are suggested: (1) periodically holding technological products competitions, (2) guiding and assisting teachers in creating technological prototype/ products, (3) holding innovative learning media competitions, (4) holding periodic and routine exhibitions, (5) training of technological product development, (6) holding workshops on innovative trainer development.

Most respondents (80.77%) 'strongly agree' and the rest of them 'agree' with the education standardization development offered by ADGVI. Based on the open questionnaire and data analysis, the following services are suggested: (1) providing technical guidance to synchronize curriculum and industrial demand competencies, (2) formulating The Indonesian National Work Competency Standard (*SKKNI*) for all vocational fields, (3) developing Competency Test Material for all fields of expertise. This finding shows that it is important for ADGVI to develop the standardization of vocational education

which is in accordance with the *SKKNI*, curriculum, and the competencies required by the industrial world which in turn will improve the external relevance of vocational competency test materials.

Most respondents (78.85%) ‘strongly agree’ and the rest of them ‘agree’ with the partnership services offered by ADGVI. Based on the open questionnaire and data analysis, the following services are suggested: expanding the ADGVI network, involving industrial experts in the ADGVI forum, facilitating partnership with industrial world, spreading information on research funding sources accessible for teachers, optimizing WBL by involving industrial workers as guest teachers at school, developing teaching factory, securing research sponsorship from industry’s CSR.

Most of respondents (71.15%) strongly agree and the rest of them ‘agree’ with the offered programs. Based on the open questionnaire and data analysis, the following services are suggested: forming study groups according to the field of study to review learning resources, developing data centers regarding the development of learning materials, regularly holding teleconferences to facilitate the communication between the members and industrial practitioners, holding workshops on learning resource development, and developing smartphone-based learning resources.

Funding is a crucial problem in sustainable teacher and lecturer professional development. Almost all respondents (53.85%) agree and the rest of them strongly agree with the offered funding program. This is probably due to the fact that ADGVI members are not familiar with the ADGVI goals. There is no inputs/suggestions from the questionnaire indicating strong objection. Based on the data analysis, the following alternatives are suggested: (1) designing programs that suit the needs of ADGVI members, and (2) promoting ADGVI.

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