Analysis Of Teacher Professional Competence In Archival Learning At Vocational High Schools Majoring In Office Management And Business Services (MPLB)

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Abstract The aim of this research is to describe the professional competence of an Archives teacher at a Vocational High School majoring in MPLB in Medan City. The sample in this research was 65 people. This research is a qualitative descriptive research. The type of data consists of primary data obtained through questionnaires. Based on the results, it is known that: (1) 46% of students stated that their teachers had mastery of Official Scripts; (2) 71% of students said that their teachers had mastery in Archive Classification; (3) 68% of students said that their teachers had mastery of the Archive Retention Schedule; and (4) 51% of students said that their teachers mastered Archive Security Standards. The results of research identifying this problem show that teachers' professional competence in the archive field is still low. Teachers still need to improve their archival competence. Therefore it requires an archival training model.

Keyword: Professional, Competence, Archive.

1. Introduction

Current global competition forces Vocational High School to play a role in preparing skilled middle workforce. Vocational education is built with the aim of forming a skilled, competitive and competent workforce from an early age. So that students who graduate from Vocational High Schools are ready to work in their fields. However, the reality shows that the Open Unemployment Rate for vocational school graduates in 2020 reached 8.49 percent. These vocational high school graduates are the biggest contributors to TPP in Indonesia [1]. On the other hand, vocational high school is an educational institution that prepares students to be able to enter the world of work directly after graAnalysis Of Teacher Professional

Competence In Archival Learning At Vocational High Schools Majoring In Office Management And Business Services (MPLB) duating from school [2].

The current reality is that vocational high school graduates do not understand and are able to store archive using various filing systems. Teachers have not yet mastered the use of 4 archival tools which include: (1) Official Scripts; (2) Archive Classification; (3) Archive Retention Schedule and (4) Dynamic Archive Classification and Security Standards. Teachers are unable to teach archive management procedures correctly. There is no archival training model that can be used by teachers to carry out creative, innovative and productive archival learning. There are still many teachers who have not been able to show their contribution in implementing the Independent Learning Curriculum in their learning, teachers still focus on theory alone and there is no clear acceleration in the use of learning technology [3].

To improve the mastery of Archives competencies among teachers and students in the Office Management skills program, it is necessary to implement an Archives training model. The innovative thing about this training model is that it is competency-based so that with this model it is hoped that the archival learning process in vocational high school can run effectively and the archival learning objectives can be achieved optimally.

2 Literature Review

Archives is one of the competencies that must be mastered by a graduate of the Office Management Skills Program Vocational High School. Archive management is carried out from the time the archive is created, stored based on a certain filling system, maintained, rediscovered when needed, and destroyed when it has entered its retention period [4]. Furthermore, the effectiveness of archive management in an agency or organization is influenced by employees who work in the archives unit, facilities and equipment [5].

To be able to guide students to master archival competencies, teachers must master the materials and archival learning models. In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content [6].

The development of educational science in the current era of globalization demands superior quality of human resources [7]. In order to improve the quality and quantity of learning activities carried out by teachers, a teacher must have and master the planning of learning activities carried out by teachers, carry out planned activities and assess learning outcomes. The teacher's ability to plan and implement the learning process is the main factor in achieving teaching goals. The skill of planning and implementing the learning process is something that is closely related to the duties and responsibilities of teachers as educators [8].

Competency is one of the most important teacher qualifications, the competence possessed by teachers helps to master the material and process learning programs [9]. Some of the causes of problems in implementing the Independent Learning Curriculum in Vocational High School, one of which is that teacher competence is still lacking [10].

Teachers are the pioneer of learning at school [11]. Therefore teachers must be ready for new changes. In facing the policy of implementing the independent learning curriculum, teachers are required to have competencies that are in accordance with the demands of the curriculum. This demand becomes a challenge for teachers to design learning according to the characteristics of students.

Susilowati [12] said that there are still shortcomings in the implementation of the independent learning curriculum, the shortcomings that occur are teachers' performance which is not yet complete in preparing and implementing learning and carrying out assessments. One of the challenges in implementing the independent learning curriculum is the readiness of the mindset of educators who were previously teachers with a uniform approach to become teachers who are able to create students as lifelong independent learners[13]. Teachers' professional abilities are still lacking, teachers cannot be relied on in various aspects of their standard performance, because they do not yet have expertise in the content of the field of study, pedagogical, didactic and methodical personal and social expertise, especially discipline and motivation, teamwork between fellow teachers, and other educational personnel [14].

Teachers must be mentors and facilitators in project-based learning activities[15]. To prepare teachers to face these changes, it is necessary to carry out training and development of archival competencies for vocational high school teachers in competency-based office management skills programs.

Competency-based training is an approach in human resource development that focuses on end results or Competency-based training (CBT). CBT is a training process designed to develop specific abilities and skills, to achieve work results based on predetermined performance targets. The results of competency-based training should be linked to the needs of: 1) competency standards to be provided; 2) training programs are based on job descriptions, 3) multi-skilling needs and 4) career paths.

Schools are social institutions in which interactions between educators and students take place to create a system of values or beliefs as well as norms and habits that are held together [16]. Education is a cultural process and school is a place to socialize cultural values which are not only limited to scientific values, but also all life values that make it possible to create a cultured human being [17].

Implementation of the Independent Curriculum, one of which uses the Project Based Learning method, requires teachers to be able to master and maximize their abilities according to students' needs [18]. Through the Independent Learning policy, teachers need to contemplate, reflect and evaluate today's challenges so that they do not lose out on students. Teachers should not miss out on information, so that students do not appear to be smarter than their teachers [19].

3 Methods

This research is development research, the development model used in this research is the ADDIE instructional model. This research model is a procedural model that describes the flow or procedural steps in developing an Archives Training Model. The procedural model used in research on the development of this Archives Training Model is the ADDIE (analyze, design, development, implementation, evaluation) model.

This research was conducted at North Sumatra Vocational High School and Archives UPT, Medan State University , Willem Iskandar Street Pasar V Medan Estate. The population in this research were all Office Administration Vocational High School teachers who are members of the MGMP majoring in Office Management and Business Services. The sample in this research was 60 productive students and teachers of the Office Management Skills Program Vocational High School in North Sumatra.

The variable in this research is the Archives Training Model as the independent variable, while the dependent variable is the competency of the Office Management Skills Program Vocational High School teachers. The respondents in this research were productive teachers at the Office Management Skills Program Vocational High School.

4 Result

The initial step in designing this competency-based archiving training model is to carry out a needs analysis to determine the need for implementing archival training and determining the training objectives. A needs analysis is carried out to determine what training participants want after participating in the archival training process. In this step, developers identify instructional training needs by conducting observations, interviews and distributing questionnaires to teachers and students of Office Management Vocational High School and archivists.

Professional competence of a teacher is important in every learning process [20]. As professional educators, teachers educate, teach, guide, direct, train, assess and evaluate student learning outcomes. One of the professional competencies that must be mastered by a vocational high school teacher majoring in Office Management and Business Services (MPLB) is Archives.

Based on a questionnaire distributed to 60 students, it was found that: 1) 46% of students said that their teachers had mastered the official scripts; 2) 71% of students said teachers mastered Archive Classification; 3) 68% of students said that teachers mastered the archive retention schedule and 4) 51% of students said that teachers mastered the official scripts, security classification system and dynamic archive access. From the data resulting from problem identification carried out through questionnaires filled out by students, it is known that teachers' professional competence is still low. Teachers' mastery of archival material is still low, so it is necessary to provide training in archival management, both conventional archives and digital archives.

Furthermore, the results of the needs analysis with a sample of productive office teachers in MPLB vocational high school can be seen from the following table:

Table 1. Identification of the Need for Archive Training Models.

Num	Variable Indicator	Teacher Mastery Percentage
1	Do you know the Official Scripts?	73
2	Do you know Archive Classification?	67
3	Do you know the Archive Retention Schedule?	47
4	Do you know the classification standard and Dynamic Archive Security?	33
5	Are you proficient in using Official Scripts?	47
6	Are you proficient in using Archive Classification?	20
7	Are you proficient in using classification standard and Dynamic Archive Security?	20
8	Do you have difficulty teaching storage procedures?	73
9	Do you have difficulty teaching the use of archives?	67
10	Do you have difficulty teaching how to determine the retention period for archives?	67
11	Do you have difficulty teaching archive shrinkage?	73
12	Do you have difficulty teaching conventional archives management?	73
13	Do you think you need archival training to improve your competence in teaching archiving?	80
14	Do you think you need conventional archives management training?	67
15	Do you think you need digital archive management training?	87

The results of the identification of 10 vocational high school teachers majoring in Office Management from several schools showed that the teachers' knowledge of official scripts was good. However, teachers' knowledge regarding archive management tools, namely archive classification, archive retention schedules is still not good, even very low regarding the ability to use these archive tools. This is certainly not very good for archival learning because teachers do not have the ability to use archival tools while on the other hand they have to teach their students about archival management.

Nearly 75 percent of teachers expressed difficulty in teaching archive management to their students. This is in line with their previous opinion which stated that only 20 percent of teachers mastered the use of archive management tools. Furthermore, it is also known that

vocational high school teachers have difficulty implementing conventional and electronic archive learning. Furthermore, 67 percent of teachers want training in conventional archive management and 87 percent of teachers say they need training in electronic archive management.

The results of this research indicate that the professional competence of an archives teacher is still lacking, so there is still a need for Dynamic Archive Management training including conventional archives and electronic archives for archives teachers majoring in Office Management and Business Services.

5 Discussion

The aim of this research is to develop a Competency-based Archives training model for MPLB teachers. The first step in the process of developing this training model is to analyze the need for Archives training for MPLB teachers. The results of the research findings show that teachers' archival competence is still low. They still do not master archive storage procedures correctly, are unable to classify archives, are unable to determine archive retention schedules, make mistakes in storing incoming and outgoing archives in different folders, and do not master digital archive management.

Archives material in the implementation of the independent learning curriculum requires students to master archive storage procedures, archive use, archive maintenance, determining archive retention, archive shrinkage, and managing digital archives. Meanwhile, on the other hand, archives teachers still lack mastery of archive management competencies, so archive management training is needed for MPLB teachers. Archives training for MPLB teachers includes competence in archive storage procedures, archive usage services, archive maintenance, determining archive retention schedules and managing digital archives. This archival training model is a framework or method that will be used to design and implement archival training programs. This training model will help MPLB teachers master archival competencies which will then make it easier for them to teach archives.

The weakness of this research is that it still uses a limited sample, it does not conduct in-depth interviews as to why MPLB teachers lack mastery in the field of archives. For research, it is recommended to use more samples and use various instruments to determine the need for archival training and what factors cause MPLB teachers' lack of competence in the field of archives.

6 Conclusion

The results of the needs analysis show that teacher knowledge regarding 4 archive tools (Official Scripts, Archive Classification, Archive Retention Schedule and Dynamic Archive Security Qualification Standard) is still low. Teachers have difficulty organizing archival lessons. Due to the lack of knowledge and skills in using 4 archival tools, these 4 archival tools are the basis for managing archives. In addition, teachers have an obligation to teach archival competencies to their students, making teachers want archival training. This can be

seen from data that shows 67 percent of teachers want conventional archives management training and 87 percent need competency-based electronic archives management training. From the results of this needs analysis, it is known that an archival training model is needed that can enable teachers to master the management of conventional archives and digital archives in one continuous training.

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