

Performance Study of Entrepreneurial Teachers in Vocational High Schools

Sena Mahendra¹, Soenarto², Herminarto Sofyan³, Didik Rohmanto⁴.
 sena.mahendra@yahoo.com¹, soenarto@uny.ac.id², hermin@uny.ac.id³, didikrohmantoro@gmail.com⁴.

Universitas Negeri Yogyakarta¹, Universitas Negeri Yogyakarta², Universitas Negeri Yogyakarta³,
 Universitas PGRI Yogyakarta⁴.

Abstract. This study aims to analyze the performance of vocational high school teachers who have a business. Teacher performance is measured through learning planning performance, student assessment of the teacher's implementation, and teacher performance in evaluating learning. The method used in this research is descriptive research method. The data collection tool used was a closed questionnaire. The selection of respondents is done by random sampling technique. The results of the study showed that the learning planning performance showed good performance, only in the aspect of the preparation of teaching materials that showed poor performance because most of the teachers, 57.14%, did not arrange teaching materials. In the assessment of students towards implementing the learning that is in the aspects of the use of instructional media, teachers get a good assessment category that is equal to 84.35%, in the aspect of the use of learning resources teachers also get an assessment with a good category that is the percentage of 92.52%. Learning evaluation performance also shows the results that the aspects of the preparation of teacher evaluation tools also get a good category with a percentage of 87.76%. In the aspect of the utilization of the evaluation results obtained results in both categories with a percentage of 58.50%. Overall teacher performance is included in the good category, but in the aspect of the performance of the preparation of teaching materials must be improved..

Keywords: Entrepreneurial, teachers, vocational high school.

1 Introduction

The Human Development Index Report (2015) issued by the United Nations Development Program Affairs (UNDP) states, Indonesia as a developing country continues to progress. Indonesia's Human Development Index (HDI) ranks 110th out of 187 countries, with an index value of 0.684. However, the ranking of human development in Indonesia is still below Singapore, Malaysia, and Thailand which is ranked 11th, 62th, and 93rd. The explanation above provides an overview of Indonesia's human development still below other ASEAN countries such as Singapore, Malaysia, and Thailand. This greatly affects the limited opportunities of Indonesia in the face of the ASEAN Economic Community in the future, where the Indonesian people not only compete with their country community but also compete with people throughout the ASEAN countries. If Indonesia wants to improve HDI, the government encourages the world of education to equip young people with competencies that are in line with the needs of the business world or industry (DUDI) (Christophe Bahuet, Director of UNDP Indonesia, 2015).

One factor that is often highlighted by many parties including the professionalism of teachers in carrying out their duties. This is reasonable because the quality of education of a nation depends on the quality of its teachers and the quality of teachers is determined by the desire of the teachers themselves to improve their quality [1]. Everywhere in the world, the quality of education is determined by the quality of the teacher, not the size of the education fund and the great facilities. If the teacher is of good quality, the quality of his education is good. An example is Finland. The country with the best quality education in the world seriously teaches the quality of its teachers. Finnish teachers are arguably the best quality teachers with the best training too. The teaching profession itself is highly valued, even though their salaries are not fantastic [2].

In the past teachers were required to work full time at school, even though there were no jobs in the office. But the demands at this time, a teacher must be able to be active and productive. Each student has different abilities, so the teacher must be able to understand the potential of their students and maximize the ability of students so that after graduating from school students have the ability and mental abilities sufficient to start a good job. Because in the current era a teacher who has teacherpreneur ability has good potential to be able to develop himself as an educator and also towards his students. Teachers can have multiple roles by working simultaneously, both in the classroom and outside the classroom [3]. In addition, being an entrepreneurial teacher will also have an economic impact, especially since Indonesian teachers' salaries are not evenly distributed. There is still a high degree of inequality, especially between state and private teachers.

An online community platform, job plan, releases career research for workers in the education industry, namely teachers and lecturers. This research shows that the average salary received by teachers is in the range of Rp 2.1 million to Rp 3.32 million. , junior high school teachers, senior high school teachers, private teachers, and foreign language course teachers. As a result, the average salary received by lecturers in Indonesia is Rp. 3.32 million per month. Meanwhile, teacher salaries averaged Rp 2.29 million per month, teachers up to high school teachers reached Rp 2.53 million per month, private teachers amounted to Rp 2.18 million per month, and foreign language course teachers amounted to Rp 2.65 million per month.

"This figure is calculated from the average net salary received each month and does not include bonuses and benefits," said the packaging in a written statement received by the dream, Monday 2 May 2016.

In addition, the job plan also analyzes the level of teacher satisfaction, seen from careers, salaries and benefits, work-life balance, company culture, and management factors. As a result, the level of satisfaction is far below the number 5 which is the "very satisfied" rating. From this analysis, it is known that the level of satisfaction with career paths is 2.91; the level of satisfaction of salaries and benefits of 2.79; the level of satisfaction work-life balance factor 3.07; a level of satisfaction with corporate culture 3.27; and management satisfaction level of 2.89 [4]. If seen from the survey results, it shows that the level of teacher satisfaction with the salary earned is still very low. This is indeed a problem that has long existed in Indonesian education.

Teachers who are interested in the field of entrepreneurship can choose to start a career working as community organizers, tutors or consultants. This is similar to what already exists at the university level, where professors often pursue opportunities outside their specific education system (for example a computer science professor who partners with private companies to develop new technology or law school professors who conduct legal research.)

The issue of teacher salaries that occurs at almost all levels of education is a longstanding thing in Indonesian education. teachers who have other expertise besides being educators use it for independent entrepreneurs. a variety of ways are widely used by teachers in conducting entrepreneurial activities. The results of the preliminary study indicate that many vocational school teachers have entrepreneurs. The following are the results of preliminary research conducted on the number of vocational school teachers who are entrepreneurs.

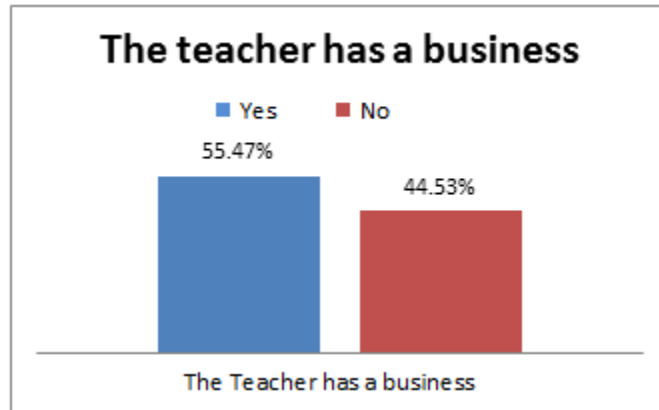


Fig. 1 The Teacher has Business

The results of the table show that the number of teachers who have businesses is 55.47% and the number of teachers who do not have businesses is 44.53%. From these results, it can be concluded that the majority of teachers have a business. The problem of teacher income is still low indeed makes teachers entrepreneurship to increase income, the problem then is whether the entrepreneurial teacher interferes with teaching performance? How do teachers conduct business activities and carry out professional teacher activities? Based on the formulation of this study aims to analyze how the performance of teachers who are also entrepreneurs, and how teachers run business activities and carry out professional activities of the teacher.

2 Methods

The research method used in this research is descriptive research method with survey techniques. The instrument used to collect data in this study was a questionnaire. The number of respondents used in this study was 265 vocational school teachers. The sampling technique used is random.

3 Results and Discussion

The teaching performance of teachers who are entrepreneurs is measured through three main things namely those contained in the Teacher Performance Assessment (PKG), the following are the three indicators of teacher performance evaluation used in this study:

- a. Learning Planning, includes aspects of the teacher preparing teaching materials sequentially, the teacher plans learning activities, and the teacher has learning resources / learning media in accordance with the material and learning strategies
- b. Learning Implementation, covering aspects of the teacher mastering subject matter, the teacher utilizes learning resources/media in learning, the teacher uses correct and appropriate language in learning and the teacher ends the learning effectively.
- c. Learning Assessment includes aspects of the teacher designing evaluation tools and the teacher utilizes various assessment results to provide feedback for students about the progress of their learning and materials for preparing further learning designs.

These indicators are a reflection of teacher teaching performance which is one of the determinants for achieving national education goals and is very influential in the high or low quality of education

3.1 Teaching performance of teachers who are entrepreneurs in Learning Planning

The following are the results of the analysis of teacher performance in compiling teaching materials.

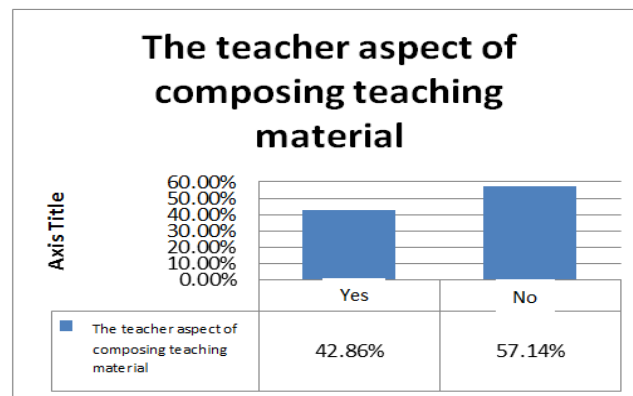


Fig 2. The Teacher Aspect

From the results of the analysis based on the table obtained data that shows that 42.86% of teachers compile teaching materials used for teaching in the learning process, while 57.14% of teachers do not prepare teaching materials. From these results, it can be concluded that there are still many teachers who do not prepare teaching materials for learning. The reason for teachers who do not compile teaching materials is due to the limited teaching materials owned by teachers, this is in line with research conducted by members of the arts who also mentioned that teachers do not arrange teaching materials due to several things including; 1) the teacher still lacks the material to be taught, 2) the limited teacher handbook and student books (Anugraheni, 2017). From the results of data analysis and research conducted by Anugraheni, the thing that must be done to improve teacher performance in preparing teaching

material is to conduct training on vocational teacher mastery and increase the number of handbooks that teachers use in teaching. Next is about the performance of teachers in planning learning activities.

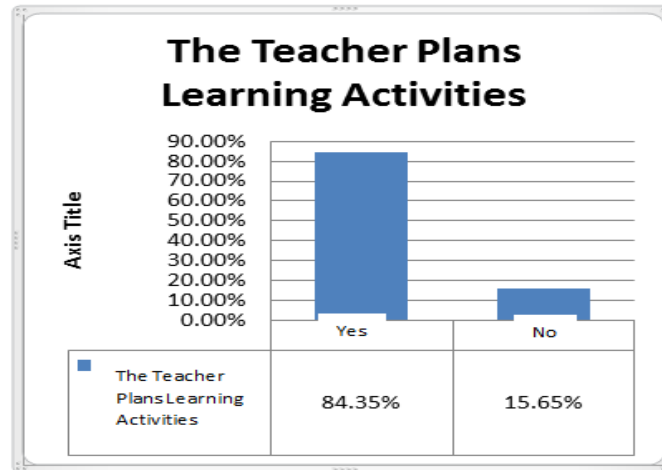


Fig 3. The Teacher Plans

Based on the results of the analysis showed that 84.35% of teachers had planned learning activities, and as much as 15.65% of teachers did not undertake learning activities. Based on the results of the analysis it can be concluded that the majority of teachers who are entrepreneurs continue to plan learning activities. So thus the entrepreneurial activities undertaken by the teacher do not reduce the teacher's performance in planning learning activities

3.2 Student assessment of teacher learning in entrepreneurship

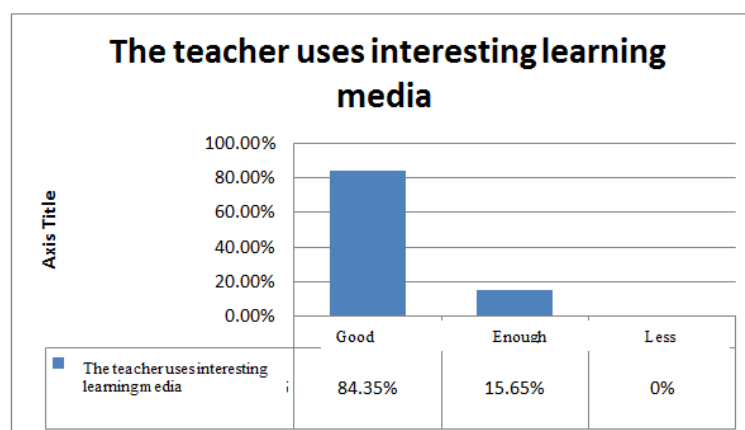


Fig 4. The Teacher Uses Interesting Learning Media

The results of the analysis on student assessments of teacher performance regarding the use of instructional media for instructional media showed that 84.35% of teachers well used interesting instructional media. While 15.65% of students rated the instructional media used by teachers as quite interesting. From these results indicate that the performance of teachers who have entrepreneurship has a good performance in using media in learning. Barriers experienced by teachers in using learning media include the limited funds for making media [5]. In addition to the availability of media, things that must be considered so that teacher performance is good is the way to use instructional media. Things that need to be designed well are not just the making of the media itself, but the use and method of using the media need to be regulated and designed as well as possible. The more so if the media is a learning medium. For learning media to be effective, the use and use of the media must be planned and planned systematically [6]. Next is the student's assessment of the teacher's use of learning resources.

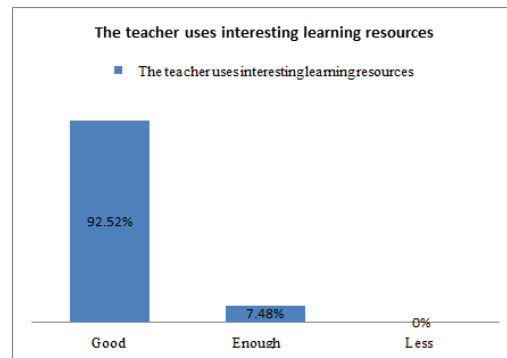


Fig 5. The Teacher Uses Interesting Learning Resources

Analysis of student assessment of learning resources used by teachers shows that 92.52% of students rated that teachers had good performance in using attractive learning resources, while 7.48% of students rated that teachers had good enough performance in using resources good study. These results indicate that entrepreneurial teachers have good performance in the use of attractive learning resources. Good performance in the use of learning resources is influenced by internal factors that have a dominant influence in the learning and learning processes such as awareness, enthusiasm, attitudes, interests, metacognition [7]

2.3 Learning performance evaluation

The main purpose of the evaluation here is to determine the level of student achievement towards learning objectives, the effectiveness of resources, approaches, and the instructor itself [7]. The following is a performance evaluation of learning conducted by high school teachers who are entrepreneurs.

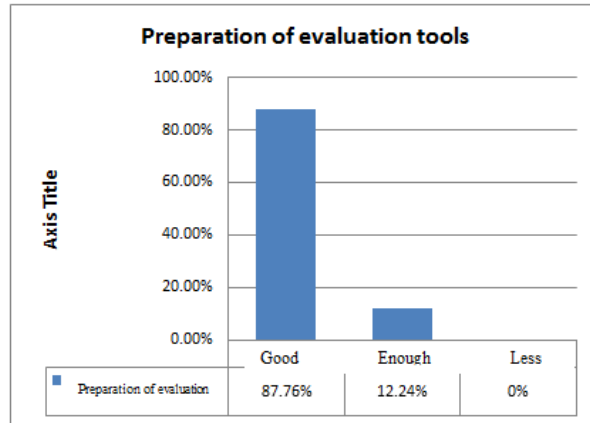


Fig 6. Preparation of Evaluation Tools

The performance of the preparation of evaluation tools conducted by entrepreneurship vocational school teachers shows that 87.76 vocational school teachers have done well in preparing the teaching evaluation tools, and 12.24% of vocational school teachers have been quite good in preparing teaching evaluation tools. The results of the analysis show that teachers who are still in entrepreneurship continue to make teaching evaluation tools and are included in both categories. Next is the teacher's performance in utilizing the evaluation results.

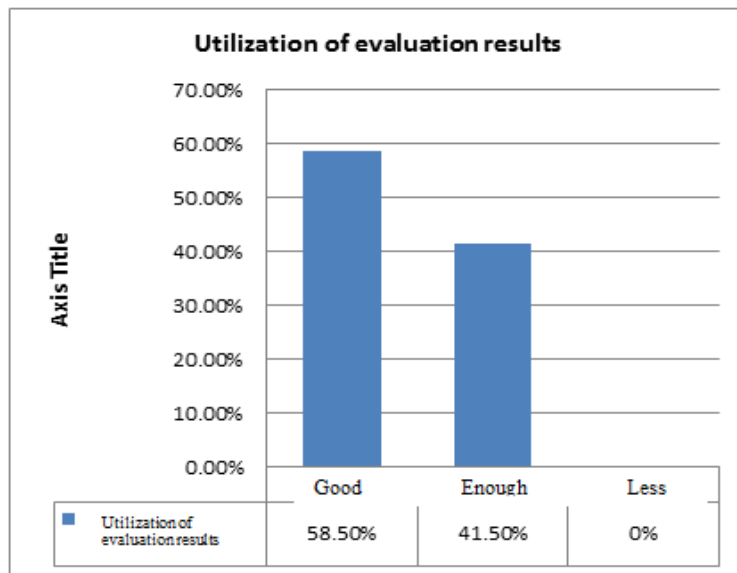


Fig 7. Utilization of Evaluation Result

The results of the analysis of the performance of vocational school teachers who are entrepreneurial towards the use of the evaluation results show that the teacher has made use of business results in a good category that is equal to 58.50%, while teachers who use the evaluation results with a sufficient category that is equal to 41.50%. These results indicate that the number of entrepreneurial teachers who have used the results of the evaluation for subsequent learning is included in both categories.

4 Conclusions

From the results of the analysis show that in general the performance of teachers who are entrepreneurs is included in the good category. Entrepreneur teachers are not limited to information in textbooks; conversely, many interact with people in the private sector, which gives them more current and relevant knowledge than is often found in class textbooks. So that the knowledge and skills of teachers who are entrepreneurs continue to develop because of interactions and sharing experiences with people who work in the industry. Many people, including some teachers and school administrators, worry that teachers will be too distracted from outside work to teach students effectively. but from the results of this study, the teacher leadership and all education officials should be able to consciously recognize that a teacherpreneur has an impact that is also good for performance as a teacher.

All equations and formulas should be referred to in the text using consecutive numbers in parentheses, see equation (1) for an example. Displayed equations or formulas should be centered and set on a separate line with an extra space above and below. They should be numbered for reference and the numbers should be consecutive, with numbers enclosed in parentheses and set on the right margin.

5 Reference

- [1] A. Rizali, I. D. Sidi, and S. Dharma, *Dari Guru Konvensional Menuju Guru Profesional*, vol. 53, no. 9. 2009.
- [2] S. Dharma, *Manajemen Kinerja Falsafah Teori dan Penerapannya*, vol. 2012. Yogyakarta: Pustaka Pelajar, 2012.
- [3] educationonline.ku.edu, "What is a Teacherpreneur?," The University of Kansas, 2019. [Online]. Available: <https://educationonline.ku.edu/community/what-is-a-teacherpreneur>. [Accessed: 16-Sep-2019].
- [4] A. D. Budiawati, "Inilah Rata-rata Gaji Guru di Indonesia," www.dream.co.id, 2016. [Online]. Available: <https://www.dream.co.id/dinar/ternyata-gaji-guru-di-indonesia-di-bawah-rp35-juta-160502k.html>. [Accessed: 16-Sep-2019].
- [5] I. Anugraheni, "Analisa Faktor-Faktor yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar," *Kelola J. Manaj. Pendidik.*, vol. 4, no. 2, p. 205, 2017.
- [6] P. A. Yuliarty P, Permana T, "Bahan Ajar Media Pembelajaran," *Media Pembelajaran*, pp. 1–43, 2008.
- [7] R. Abdullah, "Pembelajaran Berbasis Pemanfaatan Sumber Belajar," *J. Ilm. Didakt.*, vol. 12, no. 2, pp. 216–231, 2012.