

## What Experts and Practitioners Say about Strategies in Acquiring Better Raw Input for Tvet Teacher Education?

Lutfiyah Hidayati<sup>1</sup>, Pardjono<sup>2</sup>, Zamroni<sup>3</sup>

Universitas Negeri Surabaya<sup>1</sup>, Universitas Negeri Yogyakarta<sup>2,3</sup>, Indonesia  
lutfiyahhidayati@unesa.ac.id<sup>1</sup>, jpardjono@yahoo.com<sup>2</sup>, zamroni@yahoo.com<sup>3</sup>

**Abstract:** Technical Vocational Education and Training Teacher Education (TVET-TE) fulfill vital roles in the global education community. They have the potential to bring changes within educational systems that will shape the knowledge and skills of future vocational teacher. The quality of prospective students as raw input is very important, because it influence on the effectiveness and efficiency of the process and the quality of output. In fact, TVET-TE still faced with the low input. It needs strategies in acquiring better raw input. This article based on a Grounded Theory research on apparel teacher education program, in Java 2015, with 8 experts and practitioners in education as key informan. Data collected by in-dept. interview and observation. Data analyzed through the series of open coding, axial coding and selective coding. The result state that based on the point of view of experts and practitioners, there are strategies in acquiring better raw-input: 1) there must be road show of TVET-TE socialization program to schools, 2) exhibition program of *Tri Dharma Perguruan Tinggi* implementation, 3) organize academic competitions and championships by TVET-TE for senior/vocational high school students to attract excellent prospective students, 4) give priority to the best ten of senior/vocational graduate entering TVET-TE, 5) give scholarship or tuition fee allowance for excellent students from low-income, 6) wider selection procedure both academic, vocational and psychological, particularly in interest and aptitude tests to the field of teacher training, , 7) Empowering TVET-TE student and graduates to give socialization to their juniors about their experiences and succeed during and after studied in TVET-TE.

**Keywords:** strategy, raw-input, TVET teacher education.

To achieve a successful education, the central goal is teachers and teacher education institutions. Teacher is one type of soft profession (Zamroni, 2000). Future teacher, described as pure water, which clarifies (Kemdikbud, 2013). Teacher education plays a crucial role in the preparation of teachers, not only enhancing their understanding and skill but also increasing the likelihood of their staying in the profession (Darling-Hammond, 2000; Roth, 1999). Learning to teach should be recognized as a process of continuous reconstruction of experience (Beck & Kosnik, 2006: 16).

Teacher education as part of a higher education institution, have a system that consists of input, process and output. One of the inputs in the higher education system approach is student, which can be identified by its characteristics: academic, demographic, needs and expectations, and interests (Mizikaci, 2006). The role of student as input in the higher education system approach is essential. Students are increasingly becoming a driver for quality teaching. In countries where students have a recognized status, they play an active role and are a powerful respected body. (Hénard, 2010). The student to be considered as external customer in the teaching activities in classrooms and the role as internal customer in his own learning process (Pereira & Da Silva, 2003).

To be able to produce qualified graduates as output in the higher education system, it must be preceded by the appropriate selection method to get prospective students, so they have a good quality standard. This is an attempt to improve the quality of education (Asmawi, 2005). “overall improvement in vocational skills for employability and citizenship can only be realized if there is an improvement in the quality, effectiveness and relevance of teachers” (Martin, Donoghue, & O’Neill, 2012: 33). Recruitment refers to the process of implementing a variety of marketing techniques to attract prospective students to enroll at a college. Recruiting is performed year round with many colleges offering prospective students the option to enroll in the college at specific times during the academic year (Ayouch, 2007). Among the most important features of teacher education are the criteria and procedures by which candidates are selected or recruited for entry into the teaching profession (Rena & Suleman, 2010). Student recruitment should be recognized as a key element in the sustainability and success of an institution and must be a priority in an institution’s strategic plan. Equipping the admissions office to recruit the right students and the right number of students is critical to the long-term sustainability of an institution, and IT plays a vital role (Brown, 2014). In the process of recruitment of prospective students, it is possible some higher education institutions to do some activities that could attract the interest of prospective students. before the existing of *World Wide Web*, generally used: View Book, Open house events, Campus tours, letters and brochures, dan School visits (Ayouch, 2007), and also tour exhibition (Elfritri, 2012).

Based on the experience in Finland, that becoming a primary school teacher in Finland is a very competitive process, and only Finland’s best and brightest are able to fulfill those professional dreams. Every spring, thousands of high school graduates submit their applications to the Departments of Teacher Education in eight Finnish universities. Normally it’s not enough to complete high school and pass a rigorous matriculation examination, successful candidates must have the highest scores and excellent interpersonal skills. Annually only about 1 in every 10 applicants will be accepted to study to become a teacher in Finnish primary schools, for example. Among all categories of teacher education, about 5,000 teachers are selected from about 20,000 applicants (sahlberg, 2010).

## METHOD

This article is based on the Grounded Theory Research on apparel teacher education program, in Java 2015, with 8 experts and practitioners in apparel and teacher education as key informan. Data collected by in-dept interview and observation. Data analysed through the series of open coding, axial coding and selective coding.

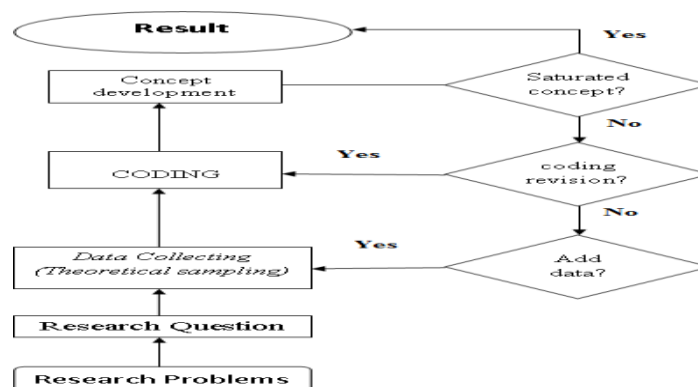


Diagram 1 Process of Grounded Theory Research

## RESULT AND DISCUSSION

The results of in-depth interviews with key informants, problems related to the study, can be presented in the following description:

*“Sosialisasi prodi ke sekolah menengah kemungkinan juga belum maksimal sehingga cakupan bidang yang ada mereka belum tahu. Kalo anak SMK nggak masalah karena sudah membidangi tata busana. Lha sekarang malah terbalik, lebih banyak mahasiswa background SMA yang masuk sini” (In-depth Interview evidence/P2-Q1-SW: 35-55)*

The above statement states that Socialization conducted by the university to high school has not done optimally. so that students do not know about the coverage areas of study at the university. Apparel program may have been known by students from vocational schools but not necessarily the same as for students from public schools.

*“Kita harus menyediakan waktu untuk datang kepada sekolah untuk mempresentasikan. Kalo jaman sekarang siswa sekarang kalo hanya kita omong saja kan kurang tertarik. Nah kita siapkan CD, tunjukkan secara detail prosedur dan apa ya...tahapan mereka ketika menghasilkan dan meneliti, menguji, mengeksplor itu kan penting banget. Sangat ilmiah. Kalau kita iming-iming mereka seperti itu pasti akan lebih mungkin kan mendapat input yang bagus” (in-depth interview evidence/ P2-Q1-SN: 87-129)*

The second statement states we have to visit the school for a presentation. Nowadays, students will not be interested if given information any through words, but must be coupled with how to deliver video, which in detail is able to illustrate the real and the evidence of learning and learning outcomes, the process of researching, exploring in the program of apparel very interesting and very scientific. I believe that with the efforts, many students at school who are interested intermediate and select apparel program for continued study

*“Lebih bagus lagi ditunjukkan hasil-hasilnya kepada mereka. Ora ming gawe klambi thok, lha opo bedane karo kursus. Misal mengeksplorasi pembuatan kebaya dengan berbagai macam bahan tekstil, dengan pendekatan berbeda. Pokoknya semua kita sentuh dengan teknologi yang mampu menarik minat masyarakat” (in-dept interview/ P2-Q1-HRK: 140-145)*

The third statement state that, It would be great if the indicated results to mereka tidak only make clothes alone but lmore scientific and draw from it all. So it can distinguish between study in the university and non-formal courses. For example explores the making kebaya with a wide variety of textile materials, with different approaches. So everything we touch with technology that is able to attract people

*“Lha kadang-kadang kita terbentur dana sosialisasi, tidak ada SOP dari universitas untuk sosialisasi” (in-dept interview/ P2-Q1-DW: 153-154)*

The fourth statement, state: sometimes we are constrained by lack of funds for socialization, no Standard Operating Procedure of the University for Socialization

*Biasanya para alumni SMKN 6 yang di Universitas kita datangkan untuk memotivasi adik-adiknya. Sebenarnya sukses itu tidak harus lewat pendidikan tinggi, karena pendidikan tinggi juga terbatas. (in-dept interview/ P2-Q1-FY: 64-68)*

The fifth statement stated: Usually we are inviting alumni SMK 6 are studying or even tela graduated from the University, to motivate students here. In my opinion, success does not have to ditempu through higher education, for higher education is also limited capacity.

*“Harus ada mekanisme untuk mendapatkan guru yang kompeten, yang punya jiwa keterpanggilan dan jiwa ke sepenuh hatian, ya kan? istilahnya begitu, supaya pendid dikan bisa berubah”. (in-dept interview/ P2-Q1-SUR: 101-103)*

The sixth statement stated that there should be a special mechanism to get competent teachers, who had the soul of calling and soul to full attention. the term is so, so that education could change for the better.

*"Itu tidak hanya untuk yang kejuruan. Bahkan seha rusnya mahasiswa lptk itu berbeda, jadi rekrutmen untuk inputnya seharusnya berbeda. lptk ini kan ca lon guru. jadi ee..harus ada sistem atau mekanisme yang berbeda dengan yang non guru. Jadi sejak dari in putnya terkait dengan apa....ee...motivasi, minat, kepri badian, termasuk juga penampilan, yak an? Semacam itu seharusnya dari awal masuk sudah berbeda "(in-dept interview/ P2-Q1-MT: 74-82)*

Statement above state that it is not just limited for teacher education. Even should the student of teacer education must be different. Recruitment for the input should be different. The teacher education institutions produce teachers. There should be a system or mechanism that is different from the non-teacher education. Thus began the inputs associated with motivation, interests, personality, including the performance must be considered. such things should be considered different from the initial entry

*"Mendongkrak mutu pendidikan pada umumnya, seharusnya yang masuk untuk bisa menjadi guru itu adalah ee...anak-anak terbaik, kan gitu. Taruhlah misalnya di Finlandia, 10 siswa terbaik lah yang bisa menjadi guru. Sehingga guru itu seharusnya orang-orang yang terbaik Bukan orang yang karena tidak dapat pekerjaan yang Lain. Ya selama ini kan itu. Ya kalo kita mau misalnya" (in-dept interview/ P2-Q1-LN: 174-194)*

The last statement, state: Boosting the quality of education in general, should put the best students to become teachers such as in Finland, only the best 10 students who can be a teacher. So the teacher was supposed to be the best, not the person who was forced to become a teacher because it cannot find another job.

## REFERENCES

- Asmawi, M.R. 2005. Strategi meningkatkan lulusan bermutu di perguruan tinggi. *Jurnal makara, sosial humaniora*, vol. 9, no. 2: 66-71
- Ayouch, K. 2007. *How Colleges Have Responded to Changes In Student Recruitment as Defined By Their Level of Web Definition on Their Official College Web Sites?*. New York: Institute of Technology Utica. <https://docushare.sunyit.edu/dsweb/Get/Document-138748/KarenAyouchThesis.pdf>
- Brown, J.W. 2014. How IT Can Support Student Recruitment (and Why It Should)?. *Educause Review online*, published on monday, january 27, 2014 at <http://www.educause.edu/ero/article/how-it-can-support-student-recruitment-and-why-it-should>
- Hénard, F. 2010. Learning Our Lesson: Review Of Quality Teaching In Higher Education. <https://www.oecd.org/edu/imhe/44058352.pdf>
- Martin, T.; Donoghue, T. & O'Neill, M. 2012. *Teachers and Teaching in Vocational Education and Training Institution*. New York: Nove science publishers, Inc.
- Mizikaci, F. 2006 "A systems approach to program evaluation model for quality in higher education", *Quality Assurance in Education*, Vol. 14 Iss: 1, pp.37 – 53.
- PEREIRA , M.A. C & Da-Silva, M.T. 2003. *A Key Question for Higher Education: Who are the customers?*. Proceedings of the 31<sup>st</sup> Annual Conference of the Production and Operations Management Society, POM-2003, April, 4-7, 2003, Atlanta, GE



- Rena, R., & Suleman, A. 2010. Perception of Pre-serve Teachers Towards Teaching: A Case Study on The Eritrea Institut of Technology. *Review of Higher Education in Africa Journal*, Vol. 2. No. 1 <https://journal.lib.uoguelph.ca/index.php/rhea/issue/view/119>
- Sahlberg, P. 2010. *The Secret to Finland's Success: Educating Teachers*. Stanford: Stanford Center for Opportunity Policy in Education.  
<https://edpolicy.stanford.edu/sites/default/files/publications/secret-finland%E2%80%99s-success-educating-teachers.pdf>
- Zamroni. 2000. *Paradigma Pendidikan Masa Depan*. Yogyakarta: Bigraf Publishing.