

Motivation and Work Orientation to Be a Teacher for Students of the Family Welfare Vocational Education (PKK) Department of Engineering Faculty UNNES

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Abstract: Education in LPTK can maximumly create professional teacher candidates if the students have strong motivation and contrarily will be of low quality if the students have low motivation in becoming teachers. The low motivation can happen because students do not focus on motivating themselves to become professional teacher candidates. Students who have low motivation in learning and being professional teachers are one of the issues that must be noticed by managers of education study programs at the LPTK. The symptoms of the students' low motivation to become teachers shall be mapped properly so that managers can appropriately apply policies so that their motivation to become teachers is maximum. The problem formulation of this study are: 1). How is the motivation to become a teacher in the students of Family Welfare Vocational Education Department of UNNES, either in the Culinary Education Department, Fashion Education Department, and Beauty Education Department 2). How is the prioritized work choice for students majoring in Family Welfare Vocational Education Department of UNNES when they graduate. 3) What is the main reason behind the prioritized work choice of students majoring in Family Welfare Vocational Education Education of UNNES when they graduate. The research type is descriptive, with the research object are students majoring in Family Welfare Vocational Education Department which consists of Culinary Education Program, Fashion Education and Beauty Education. The research uses instrument of a closed questionnaire with the choice of answers provided. Data analysis used is descriptive percentage. The result of the study shows that the Family Welfare Vocational Education Department students have a high motivation to become teachers and the work field that most interest them is becoming entrepreneurs. This is because the Family Welfare Vocational Education is a department that focuses on skills so that it allows students to develop their skill to open their own businesses.

1 INTRODUCTION

Education has a very important role in ensuring the development and survival of a nation. The provision of education for candidates of professional educators is organized by *Lembaga Pendidikan Tenaga Kependidikan*/Education Institution of Education Personnel (LPTK). The LPTK can be in the form of the *Sekolah Tinggi Keguruan Ilmu Pendidikan*/Teacher Training College (STKIP), *Institut Keguruan Ilmu Pendidikan*/Teacher Training Institute (IKIP), the Teaching and Education Faculty (FKIP), the Education Study Program at the University and the University of Education.

LPTK as the institution that creates professional educators has a main task to provide education

prospective educators in all education levels and the expertise. Based on data from the Director General of Higher Education of the Ministry of Education and Culture, the number of LPTKs as of April 2015 was 421 consisting of 12 previously State IKIP, 28 State FKIP, 1 FKIP of Open University/Universitas Terbuka (UT) and 380 Private LPTK. The numerous amount of LPTKs is a burden for LPTK managers since they need to compete and produce qualified graduates.

Serious thinking and professional attitudes from LPTK organizers are needed to improve the quality of the graduates, thus there is a sense of pride in all graduates. The quality of graduates produced by the LPTK will be strongly related to various things ranging from the service of administrative staff, lecturers/teachers, curriculum, learning places-both

theory and practice (laboratory), students' insight into education, and all means of supporting the teaching and learning process in *LPTK*, as well as the academic ambience that is created.

In connection with the above issues, we must find ways to improve the role and quality of *LPTK* in creating professional teachers. *LPTK* shall formulate the steps to improve the quality of its graduates through the education process it does.

The education process in *LPTK* can be maximized if students have strong motivation to complete their education in *LPTK* in order to prepare themselves as professional teacher candidates. *LPTK* as an institution that organizes education programs for prospective teachers which is expected to produce professional staff must be able to carry out the education process to the fullest. One thing that must be done is to make the students to focus on motivating themselves to become professional teacher candidates.

Students who have lack motivation in learning and low motivation to become professional teachers are one of the issues that must be addressed by managers of education study programs. A symptom of low motivated/interes students in working as a teacher when they graduate must be able to be mapped correctly so that managers can appropriately apply policies in order to maximumly motivate the students to become teachers when they graduate. The policy needs to be applied because it is in accordance with the objectives of the education study program which is to be able to produce professional teachers.

When students graduate from *LPTK*, they are not required to devote their knowledge by becoming a teacher because they can also work in other fields such as becoming independent instructors, education consultants or entrepreneurship. The problem is, when the students are not interested in becoming a teacher since the learning process happens, it means that there is something wrong in the handling of the learning motivation. It is considered as wrong because they must be given awareness that they are studying in the education study program, which is a study program whose learning objectives are to create professional teacher candidates.

Family Welfare Vocational Education Department (*PKK*) of Faculty of Engineering of *UNNES* has a mission in creating graduates that is: "The excellence is that the graduates are designed as candidates for teachers, scientists and or professionals who own competence in the ability of Family Welfare Vocational Education " with the following characteristics:

1. Family Welfare Vocational Education lecturer which includes: culinary, fashion and beauty
2. Family Welfare Vocational Education researchers which includes: culinary, fashion and beauty
3. Family Welfare Vocational Education entrepreneurship in the field of *PKK* which includes: culinary, fashion and beauty
4. Family Welfare Vocational Education professionals which includes: culinary, fashion and beauty ability

At present, the education study program in *LPTK* has been challenged by the enactment of Law No. 14 concerning Teachers and Lecturers, which in article 12 states that "Every person who has a certificate of educator, has the opportunity to be appointed as a teacher in certain education units, while those who have the right to have a certificate of educator through teacher professional education/*pendidikan profesi guru (PPG)* are not restricted to *LPTK* graduates but open to all *SI/D4* graduates without exception. Thus, the teaching profession becomes an "open profession" for anyone who has a certificate of educator, not necessarily a graduate of *LPTK*. The person might have a certificate of educator from the Teacher Professional Education but his *S1* degree is a non-education.

This implies that opportunities for *LPTK* graduates are reduced because they have to compete with graduates from non-*LPTK*. If this is not anticipated, there is a possibility that the existence of *LPTK* will be gone, especially if the *LPTK* graduates themselves are not enthusiastic to become professional teachers when they graduate. To anticipate this, it takes hard work from *LPTK* organizers to improve their role so that their students have a high spirit to be ready to work as professional teachers.

Judging from the curriculum and education process, education in engineering/vocational *LTPK* (Civil/Building Engineering, Mechanical Engineering, Automotive Engineering, Electrical Engineering, Electronics Engineering, Computer Engineering, Family Welfare Vocational Education Education, Culinary Education, Fashion Education, Beauty Education or other vocational education) is a type of vocational education that aims to prepare graduates not only academically smart but also have the skills to be ready to work.

It needs a high motivation of an *LPTK* student to become a teacher. It must not about how much money (salary) they will obtain as a teacher since it does not worth the sacrifice of energy and mind. The novelty of a teacher's job must support the

enthusiasm in becoming a teacher, moreover with a saying that says "Teacher is a Selfless Hero".

A teacher, as a professional, must be able to implement the national education system and realize the national education objective, which is to develop the potential of students to become a human who is faithful and fearful of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a citizen who is democratic and responsible.

There are many reasons that motivate a student to become a teacher when he/she graduated (Redhoparamita, 2013), including:

1. Get to know various characters. Being a teacher means getting to know various characters, starting from students who are smart, kind, diligent, to the lazy extraordinary ones. Being a teacher means he/she must be able to communicate with various kinds of characters.
2. Become a source of knowledge. A teacher is considered as a storehouse of knowledge. Therefore, the teacher should have broad knowledge. Students will certainly be delighted immeasurably when the teacher is able to answer all questions they inquire.
3. Train the patience. Teachers should be grateful because they can learn to control themselves in facing students with various characters.
4. Expand the knowledge. Many students think critically nowadays. Teachers should anticipate this by expanding their knowledge through various sources.
5. Share the knowledge. Sharing knowledge is very, very special. When we share material object, it can be shared. However, if we share knowledge, it will never run out, but will be even increasing.
6. A means to help others. Being a teacher is also a means to help others, by sharing the knowledge we have and helping to direct their lives towards a better path.
7. A means to build a nation. The key to a nation's progress lies in education
8. One learning means to educate and explore children's potential. This potential is an interesting thing because every year new challenges will always emerge followed by new potential to succeed. It means educating new seeds with new innovations and improvisations by guiding the, in order to create a qualified generation.
9. Helping student to become successful. Students' success will lead to the continuation of a teacher's career. Every student who does not know a matter and then learn to know it through

the help of the teacher, will give the teacher a feeling of happiness, and when a student who is predicted not bright in the class can be successful in the hands of the teacher, this can eliminate the stress due to the work. Let us imagine the feeling when a student is successful because of the hard work of the teacher.

Daoed Yoesoef (1980-anitaiskhayati.wordpress.com) says, a teacher has three main tasks, which are professional, human, and social task. When related to a discussion regarding culture, then the first task relates to logics and aesthetics, the second and third tasks relate to ethics. The professional duties of a teacher are to continue or transfer knowledge, skills and other similar values that are unknowledgable for children and should be known by them.

Human tasks means the tasks of helping students to fulfill their main and humanity tasks as well. These human tasks consist of self-transformation, self-identification and self-understanding, comprehensive and integrated. Teachers, through education, should be able to help students to develop the power of thinking or reasoning in such a way that they are able to participate creatively in the process of cultural transformation that leads to civilization in order to improve their own lives and the lives of the entire community in which they live.

Educating children does not mean teaching them only a set of knowledge. Educating means teaching the children from an early age the ability to be ready and capable to face the challenges of the future world that will become their place of life. This means instilling curiosity and a sense of love for lifelong learning, creativity, courage to express opinions and expression, and appreciation of all forms of difference (among people).

Based on the background of the problem, the formulation of the problem from the research conducted are:

1. What is the level of motivation to become a teacher a student majoring in Family Welfare Vocational Education Department of UNNES, either Culinary Education Study Program, Fashion Study Program, Beauty Education Study Program graduates?
2. What is the choice of work that is prioritized by students majoring in Family Welfare Vocational Education Department of UNNES when they graduate?
3. What is the main reason behind the choice of work area that is prioritized by students majoring in Family Welfare Vocational

Education Department of UNNES when they graduate?

2 RESEARCH METHOD

The research analysis is descriptive, with the object of research are Family Welfare Vocational Education majoring students consisting of students of Culinary, Fashion Education and Beauty Education Study Program. The research uses an instrument of a closed questionnaire with the choice of answers provided. According to Suharsimi Arikunto (2013: 128), a questionnaire is "a number of written questions used to obtain information from respondents in the sense of reports about his personality, or things he knows". Questionnaire in this study is a closed questionnaire from the answers that have been given, and the respondent only need to choose the answers provided.

A good measuring instrument must meet the requirements of validity. "Validity is a measure that shows the levels of correctness or legality of an instrument" (Suharsimi Arikunto 2013: 211). The collected data is analyzed using a percentage description to find out how much the motivation of students to become professional teachers.

3 RESULT

Data of work orientation motivation to become a teacher in the Culinary Education study program can be seen in the Table 1.

Table 1: Work orientation motivation to become a teacher in the Culinary Education.

Criteria	Percentage
High	10 = 3.98%
Fair	132 = 52.59%
Low	92 = 36.65%
Very Low	17 = 6.77%

While the data of work orientation motivation to be a teacher in Fashion Education study program can be seen in the Table 2.

Table 2: Work orientation motivation to become a teacher in the Fashion Education.

Criteria	Percentage
High	56 = 25.57%
Fair	85 = 38.81%
Low	61 = 27.85%
Very Low	17 = 7.72%

Data of work orientation motivation to be a teacher in Beauty Education study program can be seen in the Table 3.

Table 3: Work orientation motivation to become a teacher in the Beauty Education.

Criteria	Percentage
High	27 = 10.5 %
Fair	145 = 56.42 %
Low	84 = 32.68 %
Very Low	1 = 0.38 %

Data of work orientation motivation to be a teacher in Family Welfare Vocational Education Department can be seen in the Table 4.

Table 4: Work orientation motivation to become a teacher in the Family Welfare Vocational Education.

Criteria	Percentage
High	93 = 12.79 %
Fair	362 = 49.80 %
Low	237 = 32.60 %
Very Low	35 = 4.8 %

Data of Culinary students based on the areas of work that they are interested can be seen in the Table 5.

Table 5: Culinary students' interest.

Interesting Area of Work	Amount (percentage)
Teacher	2 = 38.8 %
Government (central/department)	1 = 5.5 %
Government (local)	1 = 5.5 %
Government (BUMN, BUMD)	3 = 16.6 %
Private (service)	2 = 11.1 %
Self-employed	8 = 44.4 %
Others	1 = 5.5 %

From the table above, the area of work that are interesting to the Culinary students are as follows: teacher = 38.8%, government (Central/Department) = 5.5%, Government (Local) = 5.5%, Government (BUMN/BUMD) = 16.6% private (services) = 11.1%, self-employed = 44.4%, others = 5.5%.

Data of Fashion students based on the areas of work that they are interested can be seen in the Table 6.

Table 6: Fashion students' interest.

Interesting Area of Work	Amount (percentage)
Teacher	8 = 53.33 %
Government (local)	1 = 6.67 %
Private (service)	1 = 6.67 %
Self-employed	4 = 26.67 %
Others	1 = 6.67 %

From the table above, the area of work that are interesting are as follows: teacher = 53.33%, government (Central/Department) = 6.67%, government (local) = 5.5%, private (services) = 6.67 %, self-employed= 26.67%, others = 6.67%.

Data of Beauty students based on the areas of work that they are interested can be seen in the Table 7.

Table 7: Beauty students' interest.

Interesting Area of Work	Amount (percentage)
Teacher	3 = 16,67 %
Government (central/department)	4 = 22,22 %
Government (BUMN, BUMD)	2 = 11,11 %
Private (service)	1 = 5,56 %
Self-employed	6 = 33,33 %
Others	2 = 11,11 %

From the table above, the areas of work that are interesting are as follows: teacher = 16.67%, government (Central/Department) = 22.22%, Government (BUMN/BUMD) = 11.11% private (services) = 5, 56%, self-employed= 33.3%, others = 11.11%.

Data of Family Welfare Vocational Education students based on the areas of work that they are interested can be seen in the Table 8.

Table 8: Family Welfare Vocational Education students' interest.

Interesting Area of Work	Amount (percentage)
Teacher	13 = 24,07 %
Government (central/department)	5 = 9,26 %
Government (local)	5 = 9,26 %
Government (BUMN, BUMD)	5 = 9,26 %
Private (service)	4 = 7,40%
Self-employed	18 = 33,33%
Others	4 = 7,40%

From the table above, the area of work that are interesting to Family Welfare Vocational Education Department students are: teacher = 24.07%, government (Central/Department) = 9.26%, Government (local) = 9.26%, Government

(BUMN/BUMD) = 9.26%, private (services) = 7.40%, self-employed = 33.33%, others = 7.40%.

Motivation of students of Family Welfare Vocational Education Department, either of Culinary Education, Fashion Education, Beauty Education and Family Welfare Vocational Education Study Program to become a teacher is in the fair category, while the interesting areas or work for the four study programs are different. Most students of the Culinary and Fashion Education Study Program wish to become teachers when they graduate, while students of Beauty and Family Welfare Vocational Education Study Program mostly want to be entrepreneurs when they graduate.

The different trend of percentage in the study program related to the motivation to become a teacher must be a concern for managers of Family Welfare Vocational Education department because the study programs in the department are education study programs that produces graduates whose main objective is to become a teacher, then other choices of work area. Therefore, the manager of Family Welfare Vocational Education department must provide more good information regarding teachers and their future so that students will show interest in becoming teachers when they graduate.

5 CONCLUSION

In Culinary Education and Fashion Education Study Program, most students want to become teachers when they graduated, while students in Beauty and Family Welfare Vocational Education Study Program mostly want to be entrepreneurs when they graduated.

There are different motivations of the students from study programs in Family Welfare Vocational Education department becomes an information that must be addressed appropriately by the Family Welfare Vocational Education department manager so that the policies of curriculum preparation and completeness of lecture facilities and infrastructure can be appropriately applied by all leaders in the Family Welfare Vocational Education Department of Faculty of Engineering of Universitas Negeri Semarang.

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