

TVET Teacher Professionalism in Leadership Personality Formation

Siti Nur Hidayah Muhammad¹ Siti Norain Jaafar²

Fakulti Pendidikan Teknikal dan Vokasional, Universiti Tun Hussein Onn Malaysia, 86400 Parit Raja, Batu Pahat
Johor, Malaysia

sitnurhidayahmuhammad@gmail.com; ct_snj88@yahoo.com

Abstract

Kajian ini adalah bertujuan untuk melihat profesionalisma guru Pendidikan Teknik dan Vokasional serta peranan mereka sebagai guru. Penerapan personaliti kepimpinan mempromosikan kepada keprofesionalisma guru. Oleh itu, artikel ini penting dalam membantu para guru PTV membina pengetahuan asas berkenaan dengan personaliti kepimpinan yang seharusnya ditanam dalam diri setiap insan. Ini adalah usaha untuk melahirkan guru PTV yang berkualiti dan seterusnya mengeluarkan pelajar yang *multi-tasking* serta mempunyai tahap kesediaan yang tinggi dalam bidang kerjaya.

Kata kunci: Profesionalisma Guru, Personaliti Kepimpinan, PTV

Abstract

This study aims to look at the professionalism of teachers in Technical and Vocational Education and their role as teachers. Applying leadership personality drove to the skills of the teachers. Therefore, this article is important in helping the teachers TVET build basic knowledge with respect to the leadership personality who should be planted within every human being. This is an effort to produce quality teachers TVET and thus produce students who are multi-tasking and have a high level of readiness in career fields.

Keywords: Teacher Professionalism, Leadership Personality, TVET

1.0 INTRODUCTION

Teacher also is as a leader that leads students towards success in learning process. Teacher as a role model and professional member that defend quality and task excellence and responsible make various changes and progress that suit with lesson system and learning. Professionalism as a teacher needing high commitment especially career world increasingly competitive in today's globalization era. According to Alberts (1974), teachers must have a commendable personality, appearance and adhere to the ethics and the ethics of public service and caring for the needs of students in order to be a good role model. This assertion is supported by a statement issued by Dahlia (1999), a teacher is a knowledgeable, ethical, honest, kind, respectful and be an example to the community.

Personality of a teacher in terms of responsibility, discipline, study skills, thinking skills, teaching, assessment, communication skills and management will produce a good teacher, a brilliant and effective. It is important to establish change and develop education sector especially in the field of TVET schools. TVET field requires a strong personality because these teachers should have sound skills in terms of teaching theory and practical training in the form TVET students who meet the criteria of high demand from the industrial sector now.

Background

TVET education system emphasizes the skills, mastery and competence. Therefore, TVET teachers should be committed to providing a learning module and ensure that students master the knowledge and skills effectively. There are reports of misconduct as neglect of duty, less job commitment, lack of dedication, lack of ability, which is part of the personality of university leadership. Although it is often underestimated, the implication would jeopardize the reputation of the teaching profession. Statement from Bradshaw (2001), "teachers transform lives and the ripple effect goes on for years". Consequently, many teachers personality influence in shaping the personality and identity of TVET students. TVET students more skills than knowledges. This statement is supported by Syed Najmuddin (2005), namely vicious cycle due role model or wrong personality of the teacher will make a new generation of lame.

Therefore, the question issued by Ab. Halim and Khadijah (2003), namely whether the teaching and learning (P&P) teachers give an overall impression of students' behavior in TVET schools? Therefore, this article is an attempt to study the formation of TVET teachers to develop student leadership personality TVET can be produced in accordance with the requirements of the industrial sector. TVET teachers should have theoretical and practical skills as a unit assignments will integrate the technical knowledge, skills and attitudes in the use of tools, materials, safety and methods or techniques to accomplish the tasks associated with a job. This is in line with the government's request to increase human capital and better quality of TVET teacher

professionalism. According to McDaniels (1992), employability skills required by the industry are honest, punctual, neat, self-reliant, ambitious, creative and capable of making modifications, effective communications; ability to work in teams also has a good work ethic. So with this, personality plays an important role in the formation of TVET outstanding professionalism and dedication.

2.0 LEADERSHIP PERSONALITY COMPREHENSION

Every teacher has distinctive application in constructing leadership personality because it related to knowledge, maturity and experience life. According to Mohamad (1998), good leader should possess certain specific features in conducting the role is best possible and control skills needed to organize members to achieve organizational goal. In fact, according to David (1996), a leader should also have the nature of which is capable, aggressive and confident in performing their duties as a leader. Meanwhile, in the view of western figure of Edwin Ghiselli in the study Mustaffa (1996) states that a leader must have the determination and confidence to yourself. Without the passion and belief in yourself can cause an organization will not run properly. Similarly, the intelligence quotient is too high or too low will reduce the effectiveness of lead. Personality characteristics that should exist in a leader is self-confidence, responsibility, adaptability, friendly, can be received and result-oriented, according to Abdul and Mohammed (2008).

TVET teacher's role in this approach is said to be holistic or comprehensive (King, 2001). The teacher will determine and establish an atmosphere where students feel free to explore all aspects of itself. Teaching and learning process in this approach focuses on the relationship between teachers and students. According to Abdullah, Abdul & Abdul (2007), Guru always be careful and aware of their character that is a very friendly, trustworthy, responsible, able to deal with conflict and can perform the task successfully in educating students.

Approaches of leadership personalities affect the career as a teacher TVET. Between the adoption of authentic leadership is combination the positive leadership position and commitment given in the context of developing an organization that is affected by the self-awareness and positive behaviour that govern ourselves both sides of leaders and workers, and this situation prompting personal growth and development of a positive self-according to Terry and Frank (2002).

3.0 UNDERSTANDING THE PROFESSIONALISM

A professional teacher shows the characteristics of professionalism which is usually associated with a profession. The teaching profession now requires teachers who are knowledgeable and have a variety of skills to meet the challenges of the world of information technology education. According to Marquis (1999) high professionalism should be highlighted in each TVE teachers to demonstrate to the students and school staff that TVE teachers are professional teachers in all fields as well as greater discipline in educating students.

Depth knowledge of the definition of teacher professionalism in teaching can be sure they know their duties and their role in educating students. In the context of professionalism in teaching, educators must master certain skills which include study skills, thinking skills, teach, assess, and manage their communication skills. Teachers who have soul professionalism will always encourage him to produce professional work. Quality professionalism backed by the following characteristics:

1. The application of behaviour that can reach ideal standards.

PTV teachers who have high professionalism will always strive to establish itself in accordance with the standards have been set. This is ideal as a standard reference for teachers to assess their behaviour and the behaviour of one of the most perfect device. It will identify himself to someone who is considered to have standards.

2. Achieving quality and ambition in the profession

High professionalism will be tempted to increase the quality of the profession which he held with pride. In this sense, a teacher would always try and believe yourself to put the teaching profession as a top place.

3. Improving the Image of Professions

High professionalism shown by the magnitude of the desire always improves and maintains the image of the profession through the realization of professional conduct. Its realization is done through various ways such as appearance, manner of speech, use of language, body posture, attitude daily life, and relationships with students, colleagues, or other people.

4. The desire to always pursue professional development opportunities that can enhance and improve the quality of knowledge and skills.

4.0 PERSONALITY LEADERSHIP IN TEACHER PROFESSIONALISM TVET

The main challenges faced by the ministry of education, and train a brilliant teacher and professional class, especially in producing pure TVET teachers who are knowledgeable and skilled to meet the current demand. Leadership personality can measure the professionalism of teachers TVET. The personality tests can be tested through attitude and behaviour of interest also teacher (Chek, 2008). In addition, Allen (1974) state technical and

vocational education teachers must be equipped with practical experience and professional training to prepare students with the knowledge, skills and attitudes needed to meet the goal of employment. Teaching in vocational education is based on the experiences directed or supervised by a teacher.

Oemar Hamalik (2008) mentions that the teacher is a professional position, which must meet professional criteria, which include conditions physical, mental / personality, scholarly / knowledge, and skills. In addition to the professional competence of teachers sourced from a talent to be a teacher education also held on teacher education plays an important role.

In creating excellence in the application of leadership personality's professionalism, TVE teachers to apply theory excellence of McClelland (1964) McClelland have listed the characteristics needed to obtain excellence. These characteristics are as far-sighted, able to bear the risk, energetic, creative, innovative, responsible, keeping promises, do not give up and some more. This fact is often associated with success in applying personality leadership teachers in their professionalism. McClelland have listed the characteristics needed to obtain excellence. These characteristics are as far-sighted, able to bear the risk, energetic, creative, innovative, responsible, keeping promises, do not give up and some more. This fact is often associated with success in applying personality leadership teachers in their professionalism. According Tuner and Bash in Mohd Sani (2002), excellent teachers show features such as:

- Commitment to high professional.
- Experts in all fields, existing common experience
- Ability to teach the main ideas and content subjects.
- Ability to manage students.
- The ability to work with students, colleagues and parents.
- Able to treat the development of social and cultural values.
- Demonstrate commitment.

A teacher has a strong leadership personality, they always have their dissatisfaction to the ability of the body, always wanted to learn to improve knowledge / skills acquired.

Sensitivity of changing that occur in the region related to the field of education should be possessed because he considers the changes as guideline of the changes that need to be done by him for themselves as a complement to face-to-face with our children. If teachers are willing then teaching styles and learning and teacher professionalism will also be able to obtain.

5.0 PERSONALITY CHARACTERISTICS OF EFFECTIVE TVET TEACHERS

Personality refers to the formation of an individual's overall psychological same as TVET teachers. It covers various aspects such as attitudes, interests, ideals, values, sentiment, temperament, intelligence, knowledgeable, ethical, honest, kind, responsible and trustworthy in the performance of duties as a teacher. TVET is important for a teacher to have personality characteristics that are effective in shaping TVET students who have characteristics global, patriotic, skilled and able to work in an industry that is growing rapidly. Among the characteristics of an effective TVET teacher is creative and innovative. TVET teachers that narrative can make teaching and learning (P&P) with a unique way to make TVET students better understand what they learned. TVET teachers must think in curved box, see things from a new perspective, an open mind to new ideas, great idea to publish ideas that smaller, flexible thinking and making synthesis, imagination and visualization to provide insight to students TVET. TVET students learn something that cannot be seen with the naked eye, such as the flow of electric current, wave movement and more. Therefore, TVET teachers should ensure that students understand the concept of the subject being taught and imagine the theory and application in practice. However, TVET teachers can use in the form of visual media, audio, text and graphics in generating the minds of students.

In addition, TVET teachers are also able to make the transformation or creating something new, whether in source or relevant methods in teaching and learning (P&P) in order to generate the minds of students to receive the knowledge and skills taught. TVET teacher is an innovative teacher includes the ability to modify existing techniques or methods to better ways again. Among the efforts undertaken by the Ministry of Education for teachers in Malaysia is creating Innovative Teacher Award. It aims to identify TVET teacher or group of TVET teachers who had expressed his brilliant ideas and creative and innovative efforts in the implementation of the curriculum at the school. Moreover, the existence of this award is to recognize and reward teachers or groups of teachers TVET identified as a creative and innovative. TVET teachers are also encouraged to seek new ideas in implementing the curriculum and share with other teachers to improve the effectiveness of teaching and learning (P&P). There are several strategies that can be used to produce TVET teachers who are creative and innovative teaching and learning (P&P). Use imagination can help students digest the minds of students. Selection and application of media TVET teaching helps students explore a place that cannot or impossible to discover.

TVET teachers' integrity is the positive features and superior quality that exists in itself based on ethics and charter customers based systems and work processes and adherence to best practices. They are carrying out

the mandate and powers entrusted by giving priority to the interests of their students in a transparent and sincere. TVET teachers accountable by always thinking of the future disciples, who have a high level of patience, compassion and caring, nurturing atmosphere can be fun when learning, giving new hope, spirit and personality shaping commendable and has the capacity to change TVET students to be the best.

6.0 DISCUSSION

Increased professionalism to positively impact the educational institution directly or indirectly but also adds value to the TVET general. In education, the role and function of teachers is very significant factor. Teachers are the most important channel in the process of teaching and learning, particularly in the implementing rules TVET authentic leadership. Establish TVET teacher professionalism of teachers to deal with conflict in shaping the personality of the teacher leadership itself. The results showed that role conflict and role ambiguity regarding negatively and significantly associated with job satisfaction. This shows leadership personality TVET teachers is low in teacher professionalism. Trust in the brand is not doing work that coincides with professionalism, one must trust to prove that their high professionalism. This means that if the increase in labour conflict in the work will reduce the level of individual satisfaction of their work. These findings are consistent with findings by Aranya a Ferris (1984), Brierley a Cowton (2000) and Koustelios a Kousteliou (1998) who also found that there was a negative relationship between role conflict and role ambiguity and job satisfaction. Generally, employees are more comfortable if their work activities should be clearly stated. In this case, managers should understand the job description and explain that the workers would be understood by employees. At the same time, managers must ensure there is no duplication of roles and directions because if it happens, will result in a dissatisfaction and tension (Schuller et al., 1977).

Responsibility is one aspect of leadership personality in improving the professionalism of TVET teachers. Increasing responsibilities require teachers to have some skills in addition to interpersonal and intrapersonal skills. Interpersonal aspects of TVET teachers have to understand the interests of students and know their weakness. Educators effective in interpersonal relationships is referring to educators who can build relationships with students, in which the formation of feeling close, safe and reliable (Azizi & Jaafar, 2005). Educators also provide instrumental support, stimulate societal values and love in the classroom, which makes the relationship quality and able to motivate students to be more successful in their academic and social relationships (Wentzel, 2012).

Intrapersonal aspect also makes a calibre TVET teachers and professional in the workplace. These skills include the ability to know yourself, know how to develop themselves, able to motivate yourself, find out the potential in yourself, and know your weaknesses. According to Abhijit Bhaduri (2012), a person with high intrapersonal skills are a confident, do not easily give up and change the mood, easy wake of the failure, according to the rules, fickle, easily supervised, according to routine, discipline, and can control the attitude.

7.0 CONCLUSIONS

Overall, TVET teachers need to have a strong personality in shaping a good student. TVET teachers should plan to do anything prior to the teaching and learning (P&P). In upholding the teaching profession, teachers must adhere to a code of ethics TVET colleges to carry out this noble task. In addition, personality assessments can help build the personality development of TVET teacher quality and dedicated. Even with TVET teachers charming personality can generate comfort to TVET students and enhance their passion to strive for success. TVET students will be motivated to attend school and participate in teaching and learning (P&P) to be happier and have more positive attitude in everything they do.

References

- A, G. A., Abdul, R. A. A., & Mohammed, Z. A. (2008). *Gaya-gaya kepemimpinan dalam pendidikan*. Kuala Lumpur: PTS Professional Publishing.
- Abdullah, S. Y., Abdul, R. M., & Abd, G. A. (2007). *Guru sebagai pemimpin*. Kuala Lumpur: PTS Professional.
- Ab. Halim Tamuri dan Khadijah Abdul Razak (2003). *Pengajaran akhlak di sekolah menengah: persepsi pelajar*. Prosiding Wacana Pendidikan Islam (Siri 3) Perkaedahan Pengajaran Pendidikan Islam: Antara Tradisi dan Inovasi. 16 Oktober 2003 di Royal Adelphi, Seremban. Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Bradshaw, D (2001). *Teachers transform lives*. ARIS Resources Bulletin. 12(4):3-5. Cited at 17 December 2014 from http://web3.epnet.com/citations.asp?=@_ug=db
- Chek, M. (2008). *Ujian psikologi dan pengurusan*. Kuala Lumpur: Utusan Publications & Distributors.
- McClelland, D. 1964. *The Achieving Society*. New Jersey: Van Nostrand.
- McDaniels, (1992). *Summary of Visits to 670 Roanoke, Virginia Area Business Industry- government employers: Summer 1992*. Roanoke Virginia Area Tech Prep Consortium
- Marquis Who's Who, Inc. (1999). *Who's who in finance and industry 2000-2001*. New Providence, N.J: Marquis

Who's Who.

- Mustafa Hj. Daud. (1996). *Pemimpin Mengikuti Pandangan Tokoh Barat*, (Terjemahan), Kuala Lumpur: Utusan Publication & Distributors Sdn. Bhd.
- Hall, G. E. (1976). *Competency based education: A process for the improvement of education*. Englewood Cliffs. New Jersey: Prentice Hall
- Hamalik, O. (2003). *Pengertian dan Definisi Guru*. Cited at 17 December 2014, from http://carapedia.com/pengertian_definisi_guru_info2159.html
- Supriyadi (1999). *Pengertian dan Definisi Guru*. Cited at 17 December 2014, from http://carapedia.com/pengertian_definisi_guru_info2159.html.
- Syed Najmuddin Syed Hassan (2005). Hubungan antara faktor kecerdasan emosi, nilai kerja dan prestasi kerja di kalangan guru Maktab Rendah Sains MARA. Tesis PhD. UKM Bangi.
- Terry, R. W., & Saputra, L. (2002). *Kepimpinan autentik: Keberanian untuk bertindak*. Batam: Interaksara.
- Zainal Abidin Mohamad. (1998). *Pengurusan Strategik*. Kuala Lumpur: Utusan Distributian and Publication.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

