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Optimization Analysis of Educator's Career Model in High School

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Abstract

In this study, researchers will discuss the influence of the family, the environment, and the career cycle of educators that will shape their professional career model. The method in this study is a qualitative description by interviewing the suitable sources in-depth with educators who have career experience in schools. The study results indicate that gender and cultural differences in Bugis still dominate in the career choices of educators. Gender differences in career options also appear in Islamic Senior High School Athirah Kajaolaliddo. The individual's motivation more influences male educators (Bugis Ethnic) because they are amazed by the teacher's figure from the beginning. Our findings illustrate that they still have an orientation to income and prestige. However, contrary to others, male educators in elementary schools are not oriented to power, money, or prestige in their careers. In addition, it also contrasts with the context of employee career choices in hospitals that are influenced by placement factors and the results of discussions with trainers. Also, our findings are significant because the study of career model optimization of educators is an essential contributor to understanding the emergence of three categories of educators. Thus, these findings provide an excuse for further research on other career factors. Preservice teachers who are more career-minded and optimistic are more likely to cope with the transition to the profession and early years of practice.

Introduction

Educators are directly involved in the teaching process so that they have direct experience in understanding student behaviour change (Ramdhani et al., 2012). For two decades, technology has been used in the educational environment. So, it is expected that higher education institutions have generated a generation of teachers who can combine educational technology with their competencies. However, many educators have not been trained to teach effectively with advanced technology (Clouse & Alexander, 1997). Over the years, the competence required to become qualified educators has been discussed in various educational studies. Professional educators are expected to be highly committed to their profession, initiative, innovative, able to facilitate the learning process, and can communicate to improve relationships with colleagues (Ramdhani et al., 2012). The professionalization process refers to educators who can provide professional services to improve students' lives through tolerance, collaboration, and positive attitudes toward any change (Wiener et al., 2015).

Analyzing the professional life cycle of educators can accommodate an understanding of their careers (Huberman, 1992). Career intentions of educators are influenced by persistence in teaching, dissatisfaction in the work environment (school), and having less enjoyable experiences with students (Johnson & Birkeland's, 2003). In contrast to Schein's (1978) view of one's career, the impulse is influenced by three factors: 1) people seeking status and prestige, 2) service-oriented people, and 3) people who want a challenge (variety). So, in the implementation in the field, there appear to be differences in career concepts adopted by educators. When an educator takes a career path vertically, then oriented an institutional career. Conversely, when an educator develops himself to feel more job satisfaction and increased competence / professional than career-oriented individuals. Educators who value their profession and experience career satisfaction will show commitment throughout their careers (Ruei Fu & Chen, 2015).

Currently, no research examines in depth the stages of career educators throughout their professional life. Therefore, this research explores three problems related to optimization of career model of educator in the school, that is: 1) How is the influence of family in choosing a career of an educator? 2) How is the influence of school environment in career orientation of educator? and 3) How career cycles of educators through preservice education, induction program of beginner teachers, and competency building?

Career of Educators

Many studies have supported social cognitive career theory (SCCT) in predicting one's career choices (Chan et al., 2016). SCCT theory is the first self-efficacy introduced in the Bandura article. There are three factors in self-efficacy: behaviour, personal factors, and environmental factors that affect goals, actions, and beliefs about the importance of work (McLennan et al., 2017; Bursal, 2008). Even Glasser's (1998) choice theory identifies five basic needs that everyone wants, namely survival, freedom, strength, belonging, and pleasure. The link between personal factors, contextual factors, and cognitive factors also dramatically affects the career interests of educators (Thungjaroenkul et al., 2016). Before determining career options, it takes a career exploration step to get more accurate information (Chan, 2017). Career choices are a critical stage for the worker before he sets out for a career in a particular field (Tumen, 2017).

[5] After educators have made their career choices, they also think about career orientation in the future. Career orientation refers to the goals and interests of the individual in work characterized by achievements through salary increases, aspirations, and progress in the structure of work (Greenhaus & Callanan, 2006; Cherniss, 1980). Career orientation is a unique way of adapting to work by giving attitudes, values, and talents (Buckley & Petrunik, 1995).

Fessler & Christensen (1992) offer a career cycle model that can help educators design their careers. Some people early in the career focus more on individual aspects or aspects of the organization (Bowden, 1997). Therefore, several factors that influence the career of educators include unique environment and organizational environment. This research traces the influence of family (personal environment) and the influence of public trust and management style (organizational environment) concerning the career model of educators. We reviewed only three parts in the career cycle: preservice stage, induction stage (in Indonesia known as Beginner Teacher Induction Program), and competency building stage considering the limited time in

research (six months).

Methodology of Research

Research Design

This research used a qualitative approach with a case study design. The design of that study was chosen because we examined in detail the career paths of educators at Islamic High School Athirah Kajaolaliddo to get a complete picture of their career model. Schools that breathe "Islam" and the selection process of educators are pretty strict to be one of the reasons for our interest in researching at school. One of the selection requirements is the ability to assess. In addition, the high school accreditation score (97.45) is another of our reasons for establishing this school as a research location. The case studies in this school attempted to get a picture of career models of educators traced through three focus issues, namely (1) family influences in career choice, (2) school environment influences in career orientation of educators, and 3) career cycle of educators through preservice education, beginner teacher induction program, and competency building

Data Sources

The source of data was taken purposely and not done randomly, which was used to direct the collection of data according to the needs. That is done through a selection of informants who master the information and problems in depth. Those where informants can also be trusted to be a source of data.

By purposive technique, four educators were set up as key informants. Researcher himself acted as a critical instrument. The selection of the four people educators is based on career achievement and teaching experience and based on the critical informant, then continued by looking for other informants with snowball sampling technique. This technique is basically done by asking the first person to be interviewed to suggest to the next person (Miles et al., 2014; Bogdan & Biklen, 1998). This snowball technique was used to find information continuously from one informant to another to get more and more deep data for completing data obtained. The other informants consisted of the principal, the vice-principal of the curriculum, the vice principal of the facilities and infrastructure, and the head of the human resources division.

Interview data were obtained through an in-depth interview transcript made by the researcher based on the three focus issues mentioned earlier. We had developed an interview guide that contained some questions related to the focus of the problem before proceeding to the research site. Duration of 60 to 90 minutes is used in recording during interviews with informants.

Non-human data sources included teacher list documents, organizational structure, school profiles, School Activity Plans, school accreditation certificates, facilities and infrastructure documents, school quality documents, training certificates, rank and class data, employment regulations, work programs of human resources, and Revenue and Expenditure Budget.

Data Analysis

Inductive analysis was used to analyze interview transcripts, observations, and supporting documents to identify factors related to the career model of educators (Bogdan & Biklen, 1998). The data analysis process began in the field of data collection through observation, interviews and documentation. All data were grouped based on the focus of the research to facilitate the researchers perform the next stage of data analysis. Furthermore, the data analysis was done by using an interactive model cycle consisting of three flows of activities performed simultaneously, namely data condensation, data presentation, and image of conclusion/verification (Miles et al., 2014).

Data condensation is the process of selecting, simplifying, and transforming "rough" data arising from written notes on the ground. We conduct this activity to develop themes, generate categories, code, and write analytic notes. All data poured in field notes (transcripts) is resumed into contact summaries based on the research focus. Each topic is generated by the code used to organize the data unit from the sentence fragments extracted from the transcript.

We present data with a tabulation technique of data, that is, classifying data based on a

predetermined category. The data presented in an organized and systematic way will make it easier for researchers to re-examine the data that has been collected, then decide the action of condensation data or complete data digging.

Temporary conclusions are usually obtained by researchers at the time data collection activities in the field are underway. Therefore, the verification process can be done while the research is still ongoing. We use two ways in the process of concluding / verifications, namely: (1) unstructured interview with a key informant (key informant) to verify field data. (2) Verification of categorization results and data synthesis is done by an educator and Head of the HR division

After verification of the research findings conducted then obtained a level of credibility is convincing. In the next step, we make a temporary conclusion on each research subject, which will continue to be condensed data repeatedly until the conformity is obtained to be a conclusion or proposition.

Results of Research

Career options. The influence of the family still dominates the career choice of female educators in some areas of Indonesia. Particularly in the municipality of Makassar, which is also the capital of South Sulawesi province. There are three dominant tribes in this area: Bugis tribe, Toraja tribe, and Mandar tribe. We highlight some Bugis tribe informants in Athirah Kajaolaliddo High School Makassar. Most parents in Bugis culture who have girls advise their children to work in the education area as educators. The fundamental consideration is that an educator can have a lot of time for the family. Most female educators in the Bugis tribe generally say,

The main task of a Bugis woman is to be a godly, good and sincere mother. As a daughter of the Bugis tribe, she should pay more attention to the family if already married and only teachers whose work is not too time-consuming. Go home at certain hours so that the rest can be with the family.

Based on these statements, it can be seen that gender factors (women) and Bugis culture affect the career choices of female educators. In contrast to male educators who are given freedom in choosing a career in government schools (state) and private schools managed by the community. Foursome male educators in Islamic Senior High School Athirah Kajaolaliddo, career choices are influenced by individual motivation because they have known their interests and talents in a particular field since the beginning. In addition, the admiration of the teachers while still in school (elementary, junior high or high school) can also be the basis of motivation to follow in their footsteps as an educator. To become a prospective educator, someone needs the required knowledge and skills. It can only be obtained through education in universities that can provide a diploma of educator. An informant delivered admiration as one of their motivations in an interview,

Why choose "sports"? First, I love sports. Secondly, I am obsessed with sports teachers during high school because they are known as firm and well-liked by the students. Finally, I chose the State University of Makassar (UNM) in the sports faculty because I love sports (Buyana, Sports Teacher).

Career orientation. We found that the influence of organizational environments that appeared in the career orientation of educators at the Islamic Senior High School of Athirah Kajaolaliddo was public trust and management style. The school presence is welcomed by the community, as evidenced by the presentation of students enrolling as the academic community of Athirah continues to increase from year to year. Therefore, the board of foundations did some expansion. *First*, establishing Athirah Islamic School, *second* in 1999 establishing schools in Bukit Baruga Makassar area ranging from kindergarten to high school, *third* establishing kindergarten in Racing Center area, and *fourth* establishing Islamic School of Athirah with Boarding School conception Bone District in 2011. This school has particular characteristics and unique systems that are not similar to other schools in Makassar City. Athirah's Islamic School in Bone uses a boarding system. Students are recruited with a composition of 30% of economically viable family backgrounds and self-employment costs, while 70% of low-income family backgrounds with full scholarships from foundations.

A good response from the community that was shown by sending his son to study at Athirah Islamic School became a consideration for prospective educators to serve in this school. One of the informants said, "My career orientation is in the field of education because from the beginning it is considered as a" vocation "or a mandate and I choose to serve in this school because of the high public confidence in the school" (Hamka, Senior Teacher).

Different management styles with other schools determine the degree of community trust. Based

on the organizational structure, it appears that "The management (public relations division, human resources division, academic division and finance division) is directly under the coordination of the director" who is responsible for managing the four areas of the Athirah Islamic School. Directors are the only ones who are directly responsible to the board of the Athirah foundation. Similar management style in the company made Athirah Islamic School grow faster.

Career cycle. We observed three parts concerning the career cycle. It is namely preservice, induction, and competency building. That is, the subject considering with study was chosen based on teaching experience. The preservice stage is when the education to become a teacher is organized by the college (Castallo et al., 1992) as it is known that the status of educators in this school consists of permanent foundation personnel, Seconded Civil Servants, and contract workers. All Islamic high school educators of Athirah Kajaolaliddo Makassar are bachelors of education, which is relevant to the subjects taught in school. One Indonesian teacher and the National Instructor of Indonesian subjects put forward in the following interview quotes.

"The desire to become a teacher has existed because I always say," I want to be a teacher ". To make it happen, I started by going to Teacher Education School (SPG) in 1985-1988; then went to IKIP Muhammadiyah Yogyakarta for a year. In 1989 I enrolled as a student of IKIP Malang. It was pretty easy to become a civil servant teacher after earning a bachelor's degree "(Sumiaty, Indonesian Teacher)

The induction program is adjusting new employees to the situation and environment of roles, work units, organizational policies, and other employees (Cascio, 1995; DeCenzo & Robbins, 1994; Werther & Davis, 1996). Beginner educators who have been accepted at Athirah Islamic School are given "Keathirahan" training by management (Human Resources Division) for a week. This training is a series of induction programs for beginner teachers aimed at equipping contract workers to understand the values of KALLA applicable in the Athirah foundation to have a unity of motion together in each unit of Kindergarten, Primary School units, Junior High School units, and School units Upper Medium.

Based on the document of Islamic high school guidance of Athirah Kajaolaliddo, is obtained data on KALLA values, namely: (1) Work is worship; honesty, responsibility, commitment, enterprising, passionate, and diligent; (2) Appreciation of customers: students are customers who must be served, parents are the best partners, and responsive to the expectations of parents of students; (3) Faster: make changes, grievance responsibilities, be in school and class; (4) Better: in service, in learning, in coaching, in judgment; and (5) Actively shared: in work, responding to complaints; solve students' problems.

The induction program implemented has not fully applied the Regulation of the Minister of National Affairs Number 27 of 2010 on the Beginner Teacher Induction Program because the educators who are still contracted workers are entrusted to the more senior educators to be guided. We found that the school implements the principle of *partnership* in implementing the induction program. Unlike the civil servant educators assisted, induction program obtained through preservice training. Sri M.Pd states that in the following interview quotes.

When I attended CPNS preservice training, the organizers invited resource persons from the school and an induction program for us from educational institutions. We are trained specifically for pedagogy, even though we are educational graduates (alumni of IKIP Jakarta). That means that through this induction program, they remind us again how to apply knowledge through the task as educators. (Sri, a civil servant teacher, seconded)

Fessler & Christensen (1992) stated that competency building is the stage when educators improve skills and teaching skills to be more professional through conferences, workshops, and advanced studies (S2). Two competency-building educators are implemented: education and training (training) functional and collective activities. The HR division entirely determines competency building through functional training in Islamic Senior High School Athirah Kajaolaliddo. Training programs that the HR division has designed actually aim to facilitate the educators in developing themselves. In the Work Program document of the HRD division of 2015, data on several types of training are focused on improving the competence of educators, such as (1) personality training, (2) managerial training, (3) classroom management training, (4) (7) training in scientific works, (8) character building training, (9) IT & multimedia training, (10) English language training, and foreign languages (Mandarin, Arabic, Japanese, French, and German).

Concerning competency building through collective activities, for high school units, there is an Intermediate Subject Teachers (MGMP) programmed by the Academic division as proposed by Dra. Hj. Gusnawati, "For the Islamic high school unit of Athirah, there is an internal MGMP". Especially for the subject of the workshop, join junior high school. Usually, a colossal meeting every

two months. Management Party (academic division) that makes this intelligent MGMP program ". The educators feel many benefits. Which is their participation in the MGMP, among others: as an opportunity to stay in touch with fellow teachers, obtain the latest information related to the field of study, and the means to share knowledge.
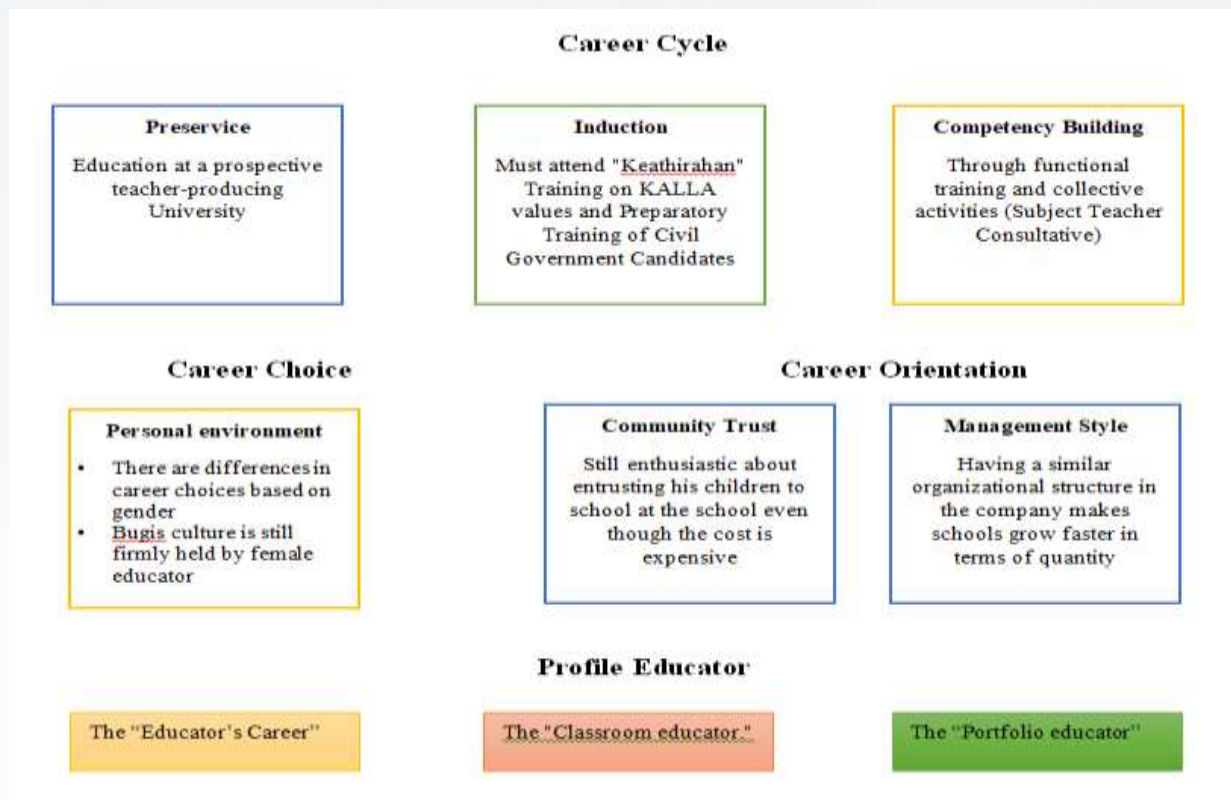

Figure 1: The career model of educators

Discussion

Personal Factors Environment in Choosing Career of Educator

One of the unique environments associated with the career choice of educators is the influence of the family. Our findings show that family support is quite influential in the career selection of female educators at Islamic Senior High School Athirah Kajaolaliddo. In Bugis culture, the figure of a woman is expected to perform her primary duties as a good, pious, and sincere mother in the family, especially for her children. This study confirms the findings of Vilanova & Puig (2016) that family support is very influential in the career choices of athletes. The parents in the Bugis tribe advised his daughter to work as a teacher because it corresponds to family life (Steedman, 1985). Bugis women carried out the call by choosing a career as an educator in accordance with the concept of a "good mother" (Gatrell, 2005).

Gender differences in career options also appear in Islamic Senior High School Athirah Kajaolaliddo. For male educators (ethnic Bugis) are more influenced by individual motivation. That is what makes them with the figure of the teacher. Our findings illustrate that they still have an orientation to income and prestige, although contrary to Galbrait (1992) findings that male educators in elementary schools are not oriented to power, money, or prestige in their careers. In addition, it also contrasts with the context of employee career choices in hospitals that are influenced by placement factors and the results of discussions with trainers (Wiener et al., 2015).

Factors Organizational Environment in the Career Orientation of Educators

The existence of private schools cannot be separated from the roles of parents and students. The head of the Athirah Islamic School has sought to maintain public trust by formulating a clear vision, mission and purpose for school development. In addition, the development of competency of educators and service system (KALLA value) remains a top priority in the school. Rothwell et al.

(2016) suggest efforts to improve education and transparency in various elements to gain public trust. Furthermore, that can be proclaimed a school credibility test program that is focused on the test preparation area, security tests, and test reporting (Canner, 1992 and Qodim, 2019).

One attraction for educators to teach at Islamic Senior High School Athirah Kajaolaliddo is a similar management style in the company. When it is associated with the educator's career path, there are two structural pathways in the school, i.e., the line of "school units" and the line of "management" lines. The school line consists of a teacher, homeroom teacher, vice-principal, and principal. The line of "management" begins from the post of principal, head of the division, vice director, and director. Management style appears on the line of "management". Managerial skills are essential in career orientation since some educators are interested in becoming leaders in an organization (Delong, 1984 and Qodim, 2019). Thus, career orientation aims to increase income, social status, strength, and prestige in work (Greenhaus & Callanan, 2006). To understand the characterization of a career orientation can use eight career anchor profiles (Chapman, 2015).

Career Cycle of Educators

In the education system in Indonesia, the preservice teacher program is implemented by the university for four years, and at the end of the study, there is also a teaching practice for one semester. Based on the findings, it is known that there are two paths taken by educators so that they can become teachers. Our findings support the research that has been done by Widodo & Riandi (2013). They described the first line as still following the old system but added professional training programs. The second path for non-education graduates who want to become teachers can follow the practice of professional teaching with a somewhat different curriculum. It is important for prospective educators to decide early on their career choices by attending educational programs that provide practical skills and moral behaviour (Zein, 2014; Aloni, 2008). Our findings are supported by Tower (2013) research results that during the past seven years, the careers demonstrated consistency in the beliefs, philosophies, principles and basic structure derived from teacher education programs (Towers 2013)

Kokoc, et al. (2011) shows that time, place, accommodation and transport problems are significant challenges in INSET (Inservice Education and Training) programs. For optimal results, in-service training should be held in each school. Teachers should work together to combine new abilities and offer a better curriculum (Clouse & Alexander, 1997). After passing several career cycles, Smethem (2007) developed three teacher categorizations, namely the teacher career (committed to teaching along with the ambition to get promotional opportunities), the classroom teacher (happy with students), and the portfolio teacher while).

Conclusions

In conclusion, there are differences between female and male teachers in their careers in schools, such as: (1) The career choice of female teachers is influenced by family factors, cultural values (Bugis ethnicity), and gender factors. The career choice of male teachers (Bugis) is influenced by personal motivation, interests and talents, and admiration for previous teachers; (2) Teacher career orientation is influenced by the school environment, namely public trust and management style. The existence of transparency in school management is an essential factor in increasing public trust in schools; and (3) The teacher career cycle at SMA Athirah Kajaolaliddo begins with attending preservice, then continues with an induction program and finally develops competence.

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