

CHAPTER I

INTRODUCTION

A. Background

Improving the quality of human resource is a necessary condition for achieving the development goals. One way to improve the quality of human resource is through education, so that the quality of education must be constantly improved (Mulyasa, 2007: 3).

School is a social organization that provides learning service to the community. As organization, school is an open system because it has relationship with the environment. In addition to being a vehicle of learning, environment is also as a source of school input to get the expected output (Komariah and Triatna, 2006: 2).

Along with improving the quality of education has also outlined the policy regarding the equitable distribution of educational opportunity that not only adds to the educational facility quantitatively, but also to all components qualitatively (Miarso, 2010: 2). In other word is the equal opportunity to the qualified education in all lanes, type and level of education. Included in this policy is the development of vocational education (SMK).

The Secondary Vocational Education is an education that prepares learner to be able to work in a particular field (Act No. 20 of 2003), (Basuki, 2008:20).

One of the problems faced in SMK is many graduates of SMK still experiencing difficulty and frustration to get job according to their expertise (Saifudin, 2010: 7). Another issue of learning in SMK is an issue related to students' learning difficulty caused by internal and external factors (Anonim, 2011: 2).

One of components that contribute to solve these problems is teacher. In carrying out their duties, teachers are required to be creative, innovative, and can engage students in the process of teaching and learning (Putra, 2007: 2). The teacher is an adult who consciously responsible to educate, teach, and guide students (Uno, 2008a: 15). In education, the role and function of teacher is one of significant factors. Teacher is the most important part in teaching and learning process, both in the formal education and informal education. Therefore, in any effort to improve the quality of education in this country can not be released from several issues related to teachers' existence itself.

The presence of teacher becomes the important aspect to the success of the school, especially for teachers who carry out the function of teaching, this means that teachers are very important in their field, work professionally, have a good expectation to their profession and students (and Triatna Komariah, 2006: 42). In teaching, teacher becomes a communicator who instill hope to students.

The competence teacher will be able to create an effective learning environment and will be able to manage the classroom, so the students learning outcome at the optimum level (Usman, 2008: 9). The reality in the

field or in school, teachers have not implemented a consistent process standard, this is seen within the study of planning and implementing learning that can be read in lesson plan created by teacher.

The selection of strategy or learning model that will be used in the learning process must be oriented to the learning objectives to be achieved (Uno, 2008c: 7). In fact, learning model still use conventional model, teacher still use unvaried lecture and discussion methods, through the study of lesson plan created by teacher, it is seen that the use of learning sources and media do not optimal.

Teacher's leadership in learning is one important factor of learning success. Along with the advance of information technology, teacher does not only act as the facilitator, motivator, and advisor who give more opportunities to learners to find out and process the information. Therefore, teacher's skill should continue to be developed and not only in the mastery of teaching principles that have been described.

Likewise, in SMK Negeri 2 Purbalingga, various attempts conducted by teachers to achieve the learning goal and improve the students' learning outcome. Learning at SMK does not only related to the general subjects but also to the specific skill according to the programs in SMK Negeri 2 Purbalingga. Therefore, teacher should really be a leader in learning based on the role and functions. The good leadership in learning accompanied by the development and supervising teachers' professionalism through some activities such as MGMP, seminar, training, workshop, and others. The

several series of activities is expected be able to improve the ability and professionalism of teacher.

B. Focus

Based on the above background, this research focus is what are characteristic of teacher's instructional leadership site study at SMK Negeri 2 Purbalingga? The focus is divided into three sub focuses:

1. What are characteristic of teacher's leadership in designed of instructional room at SMK Negeri 2 Purbalingga?
2. What are characteristic of the teacher's leadership in used instructional method at SMK Negeri 2 Purbalingga?
3. What are characteristic of the teacher's leadership in used instructional media at SMK Negeri 2 Purbalingga?

C. Objectives

There are three objectives to be achieved in this study.

1. To describe the characteristic of teacher's leadership in designed of instructional room at SMK Negeri 2 Purbalingga.
2. To describe the characteristic of the teacher's leadership in use of instructional method at SMK Negeri 2 Purbalingga.
3. To describe the characteristic of the teacher's leadership in use of instructional media at SMK Negeri 2 Purbalingga.

D. Benefits

1. Theoretical Benefit

It is expected to have the theoretical benefit for the development of science education, especially on the leadership of teacher in learning.

2. Practical Benefits

The school as a reference in formulating the school policy to improve the quality of learning and teacher's performance. And the teacher, as an input to improve the performance and participation in effort to achieve educational goal.

E. Glossary

1. Leadership is an ability that needs to be owned by a leader in managing all organization's resources, especially human resource to do what the leader expected.
2. Teacher is a profession that means a position that requires special skill as a teacher and can not be done by anyone outside the field of education.
3. Teacher's leadership in the interior design of learning is a series of activities undertaken by teacher to organize and manage the classroom when learning takes place.
4. Teacher's leadership in using the learning method is the effort done by teacher in designing and setting the method used in learning.
5. Teacher's leadership in using the media is an activity undertaken by teacher in designing and setting the media that is appropriate with learning.