

# Teacher Career Orientation: Indonesian Perspective

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## Abstract

The teacher's role is significant in determining the quality of education, so the quality of teachers also needs to be considered. The government has made various efforts to improve the quality of teachers. One of the factors for the low quality of teachers is the teacher's perspective on his profession, which is still not quite right. The profession is closely related to career development. Every individual must have hope to be successful in achieving their career. Efforts to achieve a career position will be related to the development of career orientation. Career orientation to teachers is an interesting thing to discuss because teachers are often considered as someone who has an ideal personality as a role model. This study aims to describe the career orientation of teachers based on educational background, gender, and regional origin. The research method uses a literature study. Based on the results of this study, who found that in developing career orientation, teachers must pay attention to career self-concept, which is divided into 8 career anchors, namely technical competence, managerial competence, autonomy, job security/geographical security, creativity, and entrepreneurship, pure challenge, lifestyle integrity. Educational background and linearity will affect the skills and professionalism of teachers. Gender affects teacher career orientation, and we can see that the number of female teachers in Indonesia is more than male. The origin of the area affects the career orientation of teachers because it is related to equal distribution of education, development, the development of science and technology.

## Keywords

career orientation; teachers; career self-concept

## Abstrak

Peran guru sangat penting dalam menentukan kualitas pendidikan, sehingga kualitas guru juga perlu diperhatikan. Berbagai upaya telah dilakukan pemerintah untuk meningkatkan kualitas guru. Salah satu faktor rendahnya kualitas guru adalah cara pandang guru terhadap profesinya yang masih kurang tepat. Profesi sangat erat kaitannya dengan pengembangan karir. Setiap individu pasti memiliki harapan untuk sukses dalam mencapai karirnya. Upaya pencapaian suatu jabatan karir akan berkaitan dengan pengembangan orientasi karir. Orientasi karir kepada guru merupakan hal yang menarik untuk dibahas karena guru sering dianggap sebagai sosok yang memiliki kepribadian ideal sebagai panutan. Penelitian ini bertujuan untuk mendeskripsikan orientasi karir guru berdasarkan latar belakang pendidikan, jenis kelamin dan asal daerah. Metode penelitian menggunakan studi kepustakaan. Berdasarkan hasil penelitian ditemukan bahwa dalam mengembangkan orientasi karir, guru harus memperhatikan konsep diri karir yang terbagi menjadi 8 jangkar karir, yaitu kompetensi teknis, kompetensi manajerial, otonomi, keamanan kerja/keamanan geografis, kreativitas dan kewirausahaan, tantangan, integritas

gaya hidup. Latar belakang pendidikan dan linieritas akan mempengaruhi keterampilan dan profesionalisme guru. Gender mempengaruhi orientasi karir guru, terlihat bahwa jumlah guru perempuan di Indonesia lebih banyak dari pada laki-laki. Asal daerah mempengaruhi orientasi karir guru karena berkaitan dengan pemerataan pendidikan, pembangunan, perkembangan ilmu pengetahuan dan teknologi.

#### **Kata kunci**

orientasi karir; guru; konsep diri karir

#### **Article Info**

Artikel History: Submitted: 2021-06-24 | Published: 2021-09-22

DOI: <http://dx.doi.org/10.24127/gdn.v11i2.3853>

Vol 11, No 2 (2021) Page: 58-70

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## **INTRODUCTION**

Teachers have an essential role in improving the quality of national education. The development of teacher professionalism is a global concern because teachers have the task and role of providing scientific and technological information and forming attitudes and souls that can survive in the era of hyper-competition (Mustofa, 2007). The government has made various efforts to improve the quality of teachers. These policies are related to the teaching profession, allowances, minimum education standards, training, seminars, and continuous professional development. However, this must continue to be pursued on an ongoing basis because the problem of the quality of education and teachers in Indonesia is quite complex.

Based on UNESCO data in the 2016 Global Education Monitoring (GEM) Report, the quality of Indonesian teachers ranks 14th out of 14 developing countries (Utami, 2019). The low quality of teachers in Indonesia is due to 4 factors: teachers' perspectives on their professions are still not quite right, teacher qualifications are not yet undergraduate, professional development and research programs are low, and teacher recruitment methods are not yet effective. So far, teacher education careers have only focused on competency standards, experience, and teaching transitions (Mayer 2011). Every individual must have hope to be successful in achieving his career. Career development is a phase that is not instant but is obtained continuously and throughout life. Shockley (Akmal et al., 2017) describes indicators to measure one's career success objectively and subjectively. Objective career success refers to the amount of income and promotions in a job, while subjective career success refers to a person's feelings towards his career (Shockley et al., 2015).

Currently, income is not the primary component that is an indicator of a career's success. However, pride and satisfaction with achieving goals are becoming more important as a representative of career success. Bridgstock's 2008 research results, Coetzee et al. in 2010, and Akmal et al. in 2016 show that employees who work with a career orientation will have more career success and higher welfare (Arlinkasari et al., 2017). Efforts to achieve a career position will be related to developing one's career orientation (Saputri et al.: 2017). Career orientation in teachers is an exciting thing to discuss because the figure of a teacher is often considered a person who has an ideal personality as a role model is experienced and competent for future career orientation (Mundiri & Bariroh, 2018).

Several studies on career orientation related to specific and general variables. Such as multiple intelligences, personality traits, academic achievement, creativity, and cognitive style in a sample of students and college students (Algadheeb, 2015). However, the research subject rarely focuses on teacher orientation, and some studies discuss teacher education but only focus on teacher competency standards. A teacher's career education is often ignored or underestimated by professional groups with different knowledge bases about pedagogy (Murray et al., 2008). Career development is significant because it can increase awareness of tasks and work, facilitate the use of self-potential, build strategies, and career development can also increase the loyalty of a teacher in his work (Fitria et al., 2019).

Schein (Akmal et al., 2017) suggests that career orientation is a regular assessment of an employee's career, and the orientation itself can lead to adjustments to future careers. Career orientation is the direction of one's establishment as an effort to recognize and prepare to enter the career world (Kamaruzzaman et al., 2017). Based on some of the experts' opinions above, it can be concluded that career orientation is the readiness of each individual to make the right decisions and career expectations in the future. Educational background is essential in the career orientation of individual teachers. Teachers who have a linear educational background with the subjects they teach will also show good quality in their teaching. Khaeriah's research (2014) shows differences in personal qualities between counselors with linear and non-linear educational backgrounds.

According to Dorji (2008), a person's career orientation is influenced by various factors such as gender (gender), economic status, background, age, and school policies and support (Yasrial Chandra, 2017). Gender affects one's career orientation. "Career women" can be assumed as a new face in feminism, which is against the traditional customs that oppose women working outside the home are now acceptable without any discrimination back from rejection or resignation. Today, more women can plan their careers with more freedom and greater expectations of their career planning. Zubaidah (2010), in her research, revealed that men and women have the same developmental tasks in choosing and planning a career if they can complete these tasks. So they are considered to have achieved the desired career with the support of a positive environment, they will be able to explore which options they want in the future.

The discussion about career orientation is fascinating to be studied more deeply, so it is hoped that the results of this research literature review can add insight regarding the importance of career orientation for teachers. In addition to preparing for their student's career development and success, teachers as individuals are also expected to pay attention to career orientation for optimal career development.

## **METHOD**

This study used the descriptive qualitative method conducted through library research that the author did in this study aims to add scientific insight into guidance and counseling, especially related to career orientation.

## **RESULT AND DISCUSSION**

### **Career Orientation Concept**

Super (Sukardi, 1989) explains that career orientation is a series of jobs, positions, and positions that lead to life in the world of work. With a career orientation, we will not lose our minds because we already know the shadow of our career path. Career orientation becomes a kind of grand design, and career orientation is a variable that enters the dimensions of career maturity. Super (Sharf 1992) defines career orientation as the "readiness of individuals to make good choices," meaning each individual's readiness to make the right career decisions. Career orientation is a general stance about the career maturity of each individual that is expected to provide a summary or collection of what is expected.

Career orientation demands one's attitude at work, whether pleasure-oriented or work-oriented (Sharf, 1992; Crites, 1980). The word-oriented means directed, focused, or focused. Having a clear career orientation will lead to an attitude towards work that is shown to achieve satisfaction and successful career development. Schein (Arlinkasari et al., 2017) suggests that career orientation is a regular assessment of a worker's career. Each individual has one more dominant career orientation influencing the assessment of the meaning of success. Another opinion states that employees who work by applying their career orientation will have more career success and higher welfare. Super (1987) categorizes five components of maturity in career orientation. These components include self-career orientation, planning, consistency, crystallization of traits, and policies in choosing a career. These components relate to the concern for individual career problems related to planning, nature, and policies in choosing a career in measuring career decision making, individually competent.

Based on the definition of career orientation above, the researcher concludes that career orientation is a person's perspective on how he develops his career, determines his attitude towards work, and makes every career process undertaken more meaningful and develop optimally. Career orientation needs to be owned by all employees, including teachers, to focus on their career development.

### **Career Orientation Aspect**

According to Super in Hutasuhut (2012), an individual's attitude towards his career can be analyzed from two activities: the sub-dimension of attitudes towards career, career planning, and career exploration. Super (Sharf, 1992) emphasized that individual readiness to make the right career decisions accumulates in total career orientation. This career orientation consists of career development attitudes, decision-making skills (skills of career development decision-making), and world-of-work information.

### 1. Attitude towards Career

Experts Rokeah, Dahlan, and Bertens (Hutasuhut, 2012) agree that attitude is a tendency to act or direction. Tendency to act, behave, and agree on something. Based on this attitude concept, what is meant by attitude towards a career in the direction of an individual's tendency towards a particular career field. Super (Hutasuhut, 2012) revealed that an individual's attitude towards his career can be analyzed from two activities, from now on referred to as the sub-dimension of attitudes towards career, namely career planning and career exploration.

### 2. Career Decision Making Skills

According to Sharf (1992), career decision-making skills refer to using knowledge and thought to make career plans. Concept, career decision-making skills consist of (a) the use of knowledge and (b) thinking in making career decisions. The knowledge that can underlie career decision-making is knowledge of (1) the steps of making career decisions, (2) the suitability of a career with abilities, talents, and interests, and (3) knowledge of the importance of independent career decisions making.

### 3. World of Work Information

The term information is taken from English to inform, which means to tell. With roots in this verb to inform, information is defined as anything that makes people know about something. Information on the world of work means everything related to the world of work that makes people know about the world of work. According to Sharf in Lahopen (2012), the information about the world of work in question includes having (a) information about specific jobs and (b) information about other people in the world of work.

## **Career Orientation: Career Anchor**

Schein's career anchor theory is a career self-concept that develops as an individual's life experience (Asamani, 2015). Career anchor theory shows the pattern of talents and abilities, essential values, motives, and needs (related to careers) that influence career decisions. An essential aspect of human resource planning is employee career management by considering three essential elements: human resources, the right skills, and the appropriate level of organization. The career path determined by the organization is termed an "external career." Ginzberg and Baroudi (Igbaria and Baroudi, 1993) argue that there is an aspect of a career that is no less important than an "external career," namely "internal career." Internal Career focuses on individual concepts and career values.

An essential element of an employee's internal career is a career anchor or career orientation. Career chord refers to the individual's self-perceived needs, values, and talents that shape career decisions. It is considered a central component of self-concept that cannot be separated from employees, even when forced to make difficult choices. Career anchors or career orientations are essential because they influence career choices. Influence decisions to move from one job to another, shape what one looks for in life, determine an individual's view of the future. Influence the choice of specific jobs and work arrangements and influence employee reactions to work experience. To develop an employee's career to the fullest, technical and managerial. Two essential elements of an internal career and an external career need to be considered.

Schein (Igbaria and Baroudi, 1993; Asamani et al., 2015) divides the career-self concept into 8 (eight) career anchors used as guides in decisions about employee careers, namely as follows.

1. Technical Competence (Technical Competence); Employees with a solid technical orientation, focusing primarily on the intrinsic, technical aspects of the job and the functional areas of the job.
2. Managerial Competence; Managerial-oriented employees want to supervise, influence, and lead others and seek promotion to general manager positions to succeed.
3. Autonomy; According to Schein, autonomy-oriented individuals seek work situations where they will be maximally free from organizational constraints and limitations to achieve their professional competence.
4. Job Security/Geographical Security: geographic security (e.g., individuals are connecting themselves to a particular geographic area, being influential in society, investing in a stable home and lifestyle), and organizational/job security.
5. Creativity and Entrepreneurship; These people need to create something of their own by developing a new product or service, building a new business enterprise through financial manipulation, or starting and building their own business.
6. Sense of Service; Service-oriented employees are dedicated to serving others and making the world a better place to live and work.
7. Pure Challenge; This career anchor category helps assess tendencies to overcome seemingly impossible obstacles, solve unsolvable problems, and win the competition against tough opponents.
8. Lifestyle Integration; Individuals with a high desire to develop a lifestyle that integrates family and career issues, with a concern for self-development.

### **Teacher Career Orientation**

The teaching profession is a field in the education profession with dimensions in social, culture, economy, science, art, and technology-based on expert knowledge and skills. It requires academic studies and vocational education (Sahin and Hotama, 2009). Teachers need to have a detailed view of themselves have correct and detailed information about the teaching profession. Have the right decision-making skills for the teaching profession, develop a positive attitude towards teaching, and have the characteristics needed by the teaching profession, such as being able to work together, be responsible and communicate effectively.

The success of a teacher's career will affect the success of his students, as Trisnowati (2006) in her research states that student success in choosing the right career is not as easy as imagined, and students cannot determine a career without the help and guidance of a supervising teacher. It means that one of the successes of a teacher is the achievement of students' success in deciding their career path. To support the career achievement of students, the teacher himself needs to be successful in his career orientation. The prospect of a teacher is not only stuck as a subject or guidance and counseling teacher. If he can develop himself for his career success, he can raise his highest workplace position.

Asamani et al. (2015) studied 297 professional teachers from primary and secondary levels in Ghana to explore how teachers' inner drives, motives, and values affect their work experience. To fulfill and satisfy work experiences that will increase satisfaction in life. The results of this study indicate that the career orientation of teachers in Ghana significantly

affects their life satisfaction. Service dedication (sense of service) was the most significant predictor of teacher career experience. Men were significantly higher in the pure challenge, autonomy, and managerial competence. Respondent's age was also significantly negatively related to their pure challenge and sense of service.

### **The Influence of Educational Background on Teacher's Career Orientation**

According to Ahmad Barizi (2009), a teacher who has a teacher education background is easier to adapt to the school environment because he is already equipped with a set of theories to support his service. Teachers with no teacher education background will find many problems in learning. The educational background can be one of the benchmarks for a professional teacher because his educational background will affect the competencies possessed by the teacher both in academic, social, personality, and professional competencies. Darwin (2002) asserts that a teacher is said to be professional or not. It can be seen from 2 perspectives: First, educational background, and second, teacher's mastery of teaching materials, managing learning, managing students, performing guidance tasks, and others. From a background perspective, teachers' ability in Indonesia is still very diverse, ranging from incompetent to competent.

Along with the current development in the era of globalization, which demands teacher professionalism, all teachers are expected to have a minimum education of S1. All teachers who have not S1 are expected to continue their studies up to S1. It is done so that the level of higher competence. Oemar Hamalik (1991) stated that professional teachers have studied up to the master's level and are certified. Teachers with high levels of education will undoubtedly be different from teachers with low education, both in terms of competence and attitude when faced with an object. So it can be said that the higher the level of education, the higher the level of competence. In this case, the educational background means that the teacher must have a background in teaching and education. It means that a teacher with a non-educational or non-teaching background cannot be said to have teacher competence. The teacher who has a higher education will quickly master much knowledge in teaching. Because the higher the education is taken, the more knowledge will be obtained. Therefore, the teacher will easily apply this knowledge in the learning process. A teacher must also teach according to his educational background so that the field of study's objectives can be appropriately achieved.

### **The Influence of Gender on Teacher Career Orientation**

Gender is the division of roles, positions, and tasks between men and women determined by the community based on the nature of women and men who are considered appropriate according to the norms, customs, beliefs, or habits of the community (Sri Marjani, 2012, in Jaenal Abidin, 2012). 2018). A man's identity is determined by his abilities (Jaenal Abidin, 2018: 90). Men will pride themselves on their ability to solve problems or complete a job. At the same time, women are more concerned with a sense of integrity and more personal values of occupying and caring for service (Gray, 2004). Gender affects the career orientation of teachers. It can be seen that the number and percentage of female teachers in Indonesia are higher than that of male teachers. Data from the Ministry in 2015/2016 shows that the number of female teachers dominated by 63% or a ratio of 63:37. The community paradigm still views women as suitable for teachers because they have maternal instincts.

## The Influence of Regional Origin (Culture) on Teacher's Career Orientation

Improving teachers' quality can be done by employing schools and education offices to provide training and education to teachers. Who have not yet reached the standard or have not become professional teachers. They are providing information technology training to teachers from remote areas and cities. Many teachers cannot use computers, or other technology can make it easier or help them do their tasks. The government's role in providing facilities and infrastructure is also needed for the continuity of learning in the regions. Generally, there are many problems regarding education in Indonesia, including; a) low physical facilities, b) low quality of teachers, c) low teacher welfare, d) low student achievement, e) low equal opportunity for education, f) low relevance of education to needs, g) high cost of education (Ahmad Fatah, 2018)

Improving the quality of Human Resources (HR) for students in schools is carried out through improving the quality and equity of education, both through improving the quality and equity of education, both organized by the government and by the school. Thus, the use of science and technology to support various development fields and science and technology to support various development fields. According to Rumtini and Jiyono (2008), Quality of Education can be interpreted as coordinating and harmonizing resources carried out independently by schools by involving all relevant interest groups (stakeholders).

Several factors influence the low quality and relevance of education. The most crucial factor influencing it is the quality of the learning process, which has not been able to create a quality learning process. Educational outcomes have also not been supported by an institutionalized and independent testing and assessment system so that the quality of education cannot be monitored objectively and regularly. Comparative testing between the quality of education of an area with other regions has not been carried out as expected. The results of educational assessments have not functioned to improve educational processes and outcomes. The quality of teaching staff also causes education's low quality and relevance. Education is the principal capital in life. Therefore, the development and equity of education need to be carried out in a synergistic and quality manner. It needs to be supported by a solid commitment to improve quality and competitive human resources. The potential of natural areas and the potential of human resources also need good, clear, and directed governance because this will be a long-term investment in human development and a great nation's civilization.

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## ACKNOWLEDGMENTS

Praise be to God Almighty so that the author can complete this research. The author expresses his gratitude for the support and assistance, both material and non-material so that he can complete this research, including his beloved family, head of the department and lecturer of the master's degree program of guidance and counseling at the Jakarta State University and other parties who cannot be mentioned one by one The author realizes that this paper is still far from perfect, so constructive criticism and suggestions are needed for future improvements. Hopefully this simple article can add insight related to the science of guidance and counseling, especially about career orientation.