

SPIRITUAL TEACHING STRATEGIES TO RECULTURE STUDENTS' CHARACTER IN VOCATIONAL SECONDARY SCHOOLS

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Abstract

This paper is arranged as part of ideas contribution to apply spiritual teaching strategies for vocational teachers in reculturing students' character. As we all know, globalization changes affect all aspects of our live, including our schools. On the other hand, rapidly technological developments have an impact on students' character shift in learning process at schools. The implementation of vocational education is always kept abreast of art, technology, science, and workforce development. Vocational teachers have an important role in achieving their success in teaching and learning. Teachers who can choice a teaching strategy appropriately to changes will able to improve the quality of students' character. In teaching and learning process, teachers are not only working to build students' intellectual and emotional intelligence but also their spiritual intelligence. The brain and the hands are used to enhance the intellectual and emotional intelligence in students learning process, while the heart is used to hone their spiritual intelligence. Those three intellectuals will get three kinds of capital: material, social, and spiritual. It means, intellectual and emotional capital orientation is very different than spiritual capital when they apply to students learning process. Spiritual capital reflects personal characters, what an individual exists for, believes in, aspires to, and takes responsibility for. So that, spiritual teaching strategies can be chosen as an alternative to culture students' character, especially in vocational secondary schools. In spiritual teaching strategies, teachers are more emphasis in aspects of religious, humanism, and teacher leadership than other aspects.

Keywords: spiritual teaching, vocational education, character education

1. Introduction

One of the goals of national education is to form an Indonesian intelligent human being have noble character and morality. But, recently, we have seen frequently fighting among students in different regions in our country through newspapers and electronic media. Reference [1] reported, for example in Jakarta, the police data were quoted by Kompas showed the incidence of students clashed in the past three years increased, recorded 11 times in 2009, 28 times in 2010, and up to 31 times until the month of June 2011. Many factors that could cause students engaged in a gang fight behaviors among students, such as emotional, family, neighborhood, and school factors. Among these factors, schools are supposed in our society to be a strong factor was highlighted causing fights. Fighting among students can be occurred because they forgot the values of character education have been learned in their school. Ironically, character education is not as major priority in the framework of holistic nation development that reflected in national education curriculum development. Character education program can be implemented properly and effectively in case teachers can able to apply a concept of whole character education in

teaching and learning through appropriately an approaches, methods and strategies.

Vocational Secondary School (VSS) is one of secondary education level in National Education System which is equivalent with general secondary school (GSS) but it has a specific education objectives. In [2], The Government Regulation of National Education Standards, Number 19 year 2005, Chapter V, Article 26 regarding the graduated student competency standards was explained that VSS aimed to improve intelligence, knowledge, personality, noble character, and skills to live independently, and also to follow further study accordance with his or her expertise. It means that VSS as a sub system of national education is required to prepare learners to be able to choose a career and entry to workforce that rapidly changing and able to compete and develop themselves to achieve his or her further study. Of course, the VSS objectives will be attained if the qualities of learning process relate well to demand market. Here, selecting an appropriate teaching strategy by teacher has a central role to improve learning quality.

On the other hand, globalization has an impact on all aspects of our life also in schools. The main

effect of globalization has directly impacted to VSS is increasing technological development accompanied with free trade market that consequences change to shift an employment structures. It means, VSS curriculum development should be able to adapt to each changes needed demand market. Rapid technological development may also an impact on students' behavior and character shift in learning process at schools. So that, teachers are faced with a formidable challenges in developing curriculum and managing learning process that applies the principles of character education to deal with those changes. Teachers who can choice a teaching strategy appropriately to changes will able to improve the quality of students' character.

In teaching and learning process, teachers are not only working to build students' intellectual and emotional intelligence but also their spiritual intelligence. The brain and the hands are used to enhance the intellectual and emotional intelligence in students learning process, while the heart is used to hone their spiritual intelligence. Those three intellectuals will get three kinds of capital: material, social, and spiritual. It means, intellectual and emotional capital orientation is very different than spiritual capital when they apply to students learning process. Spiritual capital reflects personal characters, what an individual exists for, believes in, aspires to, and takes responsibility for. So that, teachers can chose spiritual teaching strategy as an alternative to culture students' character.

2. Secondary School Level Characteristics

In Indonesia national education system, educational orientation is split into academic education and professional education. Academic education is the implementation of educational programs aimed to prepare students to develop their academic potential to get higher education level or to go university or college. Professional education conduct educational programs that prepare students to increase competence potential relevant to their expertise. Professional education is included in work-based education category. It means the graduates for academic education can not directly enter to workforce; they must pass through one stage of education to provide competence in accordance with a job market. The graduates for professional education may directly enter to workforce in accordance with their expertise and can be developed their professionalism through further education and training. Clearly, the process of VSS and GSS is very different in preparing their graduates.

In accordance with reference [3] that the main aim of vocational education prepared to work with competency-based education approach that interrelated to three components: learning for work,

learning about work, and understanding the nature of work. Above statement shows vocational education is closely related to manpower preparation that needed by industries and businesses. There are two kind of work-based education in formal education in Indonesia, Firstly, vocational education carried out at secondary education level, called vocational secondary school. Secondly, vocational education held in higher education, such as: polytechnic and diploma program. Referring to [4], The Act of National Education System, Number 20 year 2003, Article 15 stated vocational education in secondary education level prepare students primarily for employment in a particular field, while vocational education in higher education prepare students for a job with a specific applied skills that maximum equivalent to an undergraduate program.

As stated in [5] that vocational education should be able to integrate strategies of learning process in classroom and laboratory relate to workplace condition. To catch those goal, in [6] Ministry of Education and Culture, at that time, issued new policy which is called "link and match policy" associated with changes in vocational education paradigm. The new paradigms of vocational education approach ware shift from supply-driven to demand-driven, school-based programs to be dual-based programs, subject matter-based learning move to competency-based learning, change formal education system that embraces the principle of multi-entry and multi-exit, and changes in the educational system that recognizes students' prior learning. Currently, those policies are still continued with some changes and adjustments connecting to work world and technology development.

Above statements can be stated that the success of vocational education is determined depend on the ability of schools to adapt any changes taking place around the school. Here, teachers have a key role in face to all changes.

This is as defined in reference [7], vocational education teachers are change agents in schools. Furthermore, reference [8] delivered the profession profile of vocational teachers, i.e. (1) teachers are teach in formal schools and they are vocational subjects, and (2) teachers have an industrial experiences in order to improve their skills and ability. As we know that the implementation of vocational education is always kept abreast of art, technology, science, and workforce development.

3. The Role of Teacher Leadership in Teaching and Learning

Each a person in this life has a function as a leader. Just how we interpret a person's leadership is inherent with himself or herself whether leadership is able to give meaning to others. Leader

is like pilots who carry passengers on a particular goal. Physically, a pilot's success can be determined when he can be given a good service and safely deliver passengers to their destination. Similarly, a teacher, he was a leader as well as a pilot. The difference is that, the size of teacher successfulness determined how he or she could convey his or her students into an intelligent human being and a certain character. In reference [9] described six traits of leaders in general are drive, honesty and integrity, knowing the business, desire to lead, self-confidence, and high-level intelligence. Drive means leader exhibit such as achievement, motivation, initiative, and tenacity. Honest and integrity are characteristic enable leaders to form trusting relationships with followers. Knowing the business means leaders enables informed decisions to be made and its implications. Desire to lead means leaders want to lead. Self-confidence means leaders were displaying emotional stability, being even-tempered and able to deal with stress. High-level intelligence means leaders need to be able to gather and process information, formulate strategies, and solve problems.

Considering a teacher as a person as well as leader, in reference [10] suggested six indicators associated with quality of teacher as person. Those indicators are caring, fairness and respect, attitude toward the teaching profession, social interactions with students, promotion of enthusiasm and motivating for learning, and reflective practice. Caring means teachers understand and value students as unique individuals. Fairness and respect involves treating students in a balanced and open-minded manner that is considerate of their circumstances. Attitude toward the teaching profession is undoubtedly the pivotal quality that determines a teacher's willingness to develop and grow as a professional. Social interactions with students can take place within the classroom but also beyond. Promotion of enthusiasm and motivating for learning means teachers encourage students to work and reach their potential. Reflective practice means teachers aware that all professionals develop expertise.

The above statement as taught in the context of the religion of Islam that ideal leaders should have four characteristics of leadership, that are honest (*shidiq*), intelligent and knowledgeable (*fathanah*), trustworthy (*amanah*), and convey what it is (*tabligh*). *Shidiq* means dare to convey things that are true and honest in all conditions. *Fathanah* means identical with the cleverness and ingenuity as well. So, not only smart but also bright. *Amanah* is a reflection of the attitude of honest and trustworthy. *Tabligh* means that we must be willing to share what we have gained to others. Of course, universally, the four traits of leader can be applied to everyone, especially for teachers who have a

main duty to provide knowledge and skills to the students.

4. Spiritual Teaching Strategies and Reculturing Students' Character

In the concept of teaching, the role of a teacher is measured not only just teaching, but also as a mentor, teacher leadership, facilitator, as well as other attributes are attached to her or him. A teacher that is smart, professional and meaningful not only just transfer of knowledge but also should able to convey moral values, so that they can educate students to be as individuals who have a personality with more valuable attitude and behavior.

Teachers should be aware that the process of education is not only knowledge transfer, but more than that, educating is an effort to implant a good values and a universal religious values. Thus, teachers should consider all of three aspects of intelligence: intellectual, emotional, and spiritual intelligence, proportionately in their learning process. Intellectual intelligence which is not accompanied with emotional and spiritual intelligence will only result in damage and destruction to the lives of students in the future.

A genuine teacher in the learning will insert the divine values (*tauhid*) that is good and robust, so students will grow have self-awareness that each action he commits will be accounted to God. By a mature individual in terms of science and divine, students will automatically give positive influence to themselves and their environment. Students will have the attitude and behavior controlled themselves without other people supervising them. These descriptions are a fundamental for thought of spiritual teaching strategies. Thus, the spiritual teaching strategies are is a plan through carefully a process of delivering and cultivating of knowledge and skills related to teaching and learning process by teachers in terms of devoting to God using an approach of universal religion values by way of love their profession and their students. So that, students will be get love and idolize to teachers by placing teachers as an authoritative figure that they can encourage students' enthusiasm and delight in learning.

In teaching and learning process, teachers are not only working to build students' intellectual and emotional intelligence but also their spiritual intelligence. The brain and the hands are used to enhance the intellectual and emotional intelligence in students learning process, while the heart is used to hone their spiritual intelligence. Relevance to [11] those three intellectuals will get three kinds of capital: material, social, and spiritual. It means, intellectual and emotional capital orientation is very different than spiritual capital when they apply to students learning process. So that, spiritual capital

reflects personal characters, what an individual exists for, believes in, aspires to, and takes responsibility for.

Teaching is closely related to the pedagogic skills. According to [12] defines pedagogic as the system of principles and method that supports and facilitated effective teaching. Furthermore, teachers use pedagogy to prepare and guide their own and students' participation in teaching, learning, and activity performance. In teaching, there are three processes in helping students learning: (1) teacher must access the students' learning zone through joint activity in order stimulate the learning process, (2) the teacher must assist the student within activity what student knows or needs to know, (3) the teacher and student must work together to expand the students' understanding for use in new situations. If these principles can be implemented consistently by the teacher then the teacher will implement what is called an effective teacher.

In [13] summarized under four overarching statement describing an effective teacher for students of all ability level and backgrounds: (1) the effective teacher cares deeply, (2) the effective teacher recognizes complexity, (3) the effective teacher communicate clearly, and (4) the effective teacher serve conscientiously. A caring teacher cares deeply enough to help make the verbal encouragement become reality. The caring teacher recognized that challenges at home affect a students' performance at school and works with the student and the family to overcome those challenges. The effective teacher must have sufficiency knowledge of content, of pedagogy, of context, and students to appreciate the intricacies that are bound up in teaching and learning process. The effective teacher also recognizes each as a unique individual, understanding that each one brings his or her own set of experiences and perspectives to the classroom. In a word, the effective teacher understands and can successfully navigate complexity. Communication is a key to success in any profession, including teacher that requires interaction among people and within an organization. Effective communication in teaching requires that teacher have a clear understanding of subject matter and of how to share that material with students understand it deeply. The effective teacher is concerned with his or her own continuous learning process and reflects on all elements of performance in an effort to continuously improve.

The above descriptions show that teaching is closely related to the implementation of character education. It means that if teachers can understand deeply the principles of character education, they can be expected to do their job better as well. In reference [14], Ministry of National Education of Indonesia in early 2010 acknowledged the community needed on the cultural education and

the nation's character. Culture is defined as the whole a thinking system, values, morals, norms, and belief that produced human society. The thinking system, values, morals, norms, and belief are resulted from a human interaction among each other and the natural environment. Furthermore, the character is traits, morals, or personality which is formed from the internalization of various virtues which is believed and used as a basis for perspective, think, attitude, and act.

In line with above statements, in reference [15] informed Character Counts as organization promoting character education suggested to advance character education in teaching by the Six Pillars of Character, i.e. trustworthiness, respect, responsibility, fairness, caring and citizenship, while reference [16] had a notion that character education involves teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens. Also in [17] stated that moral development is linked for many with religious belief that refer to changes in the individual in relation to their personal and social behavior. Moral development and value are influenced by home and school, culture and faith, people and society.

In detail, reference [18] also defined that character education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures. To be effective, character education must include all stakeholders in a school community and must permeate school climate and curriculum. Based on the practices of effective schools, they have proposed the Eleven Principles of Effective Character Education, i.e. (1) promotes core values, (2) defines "character" to include thinking, feeling, and doing, (3) uses a comprehensive approach, (4) creates a caring community, (5) provides students with opportunities for moral action, (6) offers a meaningful and challenging academic curriculum, (7) fosters students' self-motivation, (8) engages staff as a learning community, (9) fosters shared leadership, (10) engages families and community members as partners, and (11) assesses the culture and climate of the school. Above description can be concluded that the definition of character education has a different point of view among each others that dependent on the way of life their society or their nation.

Based on above descriptions, associated with this paper, spiritual teaching strategies can be used as an alternative to reculture students' character in the teaching and learning process. Spiritual teaching strategies can be conducted by combining the principles of teacher leadership and character

education approach in the process of learning and teaching with keep in touch on a universal religious value in accordance with respectively their religious. Spiritual teaching strategies that submitted in this paper can be described as follows:

1. Be a teacher who has a spirit of teacher leadership. Here, a teacher as a leader who should have a personality trait as leader, such as: *shidiq*, *fathanah*, *amanah*, and *tabligh* as described in advance.
2. Be aware that a teacher profession is a field of charity, a whole in working with the principle work that today working should be better than yesterday did, and solve problems based on priority.
3. Understanding pupil differences. Each pupil brings to school with unique knowledge, skills and abilities formed by interaction with parents and peers, through their everyday experience of their world, and through the media. All pupils bring a view based on the acceptance of particular culture values; such values may represent a recognized religious faith or humanistic principles.
4. Within teaching and learning, teachers should conduct a humanistic values, examples: firstly, give a noble paragon, such positive thinking, empathy, keep temper (anger in undercontrol), and forgiving. Secondly, tenderness senses, such love and friendly. Thirdly, nurture affection, such attention, helping trouble, give praise, physical touch and heart, and pray.

5. Conclusion

Implementing vocational education is always kept abreast of technology and workforce development. Globalization also changes affect all aspects of our live, including our schools. Consequently, those developments have an impact on students' character shift in learning process at schools. Here, vocational teachers have an important role in achieving the success of the education in school.

Vocational secondary schools (VSS) as a subsystem within the national education has the goal to educate and prepare students to have the competencies in particular expertise, so that they can work in accordance with a labor market demand.

Here, the competencies consist of three domains: knowledge, affective, and skill. Knowledge and skills domain can be taught to students by managing their intellectual intelligence, while the affective domain can't only be carried out just their intellectual intelligence but also managing their emotional and spiritual intelligence. The brain and the hands are used to enhance the intellectual and emotional intelligence in students learning

process, while the heart is used to hone their spiritual intelligence. It means, intellectual and emotional capital orientation is very different than spiritual capital when they apply to students learning process.

To achieve those learning goals, the learning process in VSS requires a particular strategy. Spiritual teaching strategies can be used as an alternative to reculture students' character in the teaching and learning process. Spiritual teaching strategies can be conducted by combining the principles of teacher leadership and character education approach in the process of learning and teaching with keep in touch on a universal religious value in accordance with respectively their religious. In spiritual teaching strategies, teachers are more emphasis in aspects of religious, humanism, and teacher leadership than other aspects.

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