

The Ideal Teacher of Online Business and Marketing in the Perspective of Students of Darul Ulum Vocational School Depok

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Abstract

Becoming an ideal teacher for students is the dream of every teacher. However, it is not easy for teachers to become ideal figure from the students' perspective. There are four teacher competencies: 1) pedagogic competence, 2) personality competence, 3) social competence, and 4) professional competence to become an ideal teacher. There are still many teachers who students think are not ideal figures for them; therefore, this needs to be explored further through this research. Therefore, this study aims 1) to explore information about the ideal teacher profile for Online Business and Marketing of Darul Ulum Vocational School Depok City. 2) In this study, we used descriptive and qualitative approaches were adopted in this study. 3) Data collection techniques using observation, interviews, documentation, 4) The data analysis techniques used in this study include data collection, data reduction, and conclusion drawing. 5) From the results of this study, it was found that Online Business and Marketing teachers are ideal teachers who have met pedagogic, social, personality, and professional competencies. 6) From the results and discussion, it can be concluded that the Online Business and Marketing teacher is able to understand students in depth; have the ability to choose approaches, strategies, and learning methods; have good maturity; have a patient, fair, sincere, and objective nature; faith, devotion, good character, and can be a model example for students; have the ability to inspire students; have the ability to motivate and build student confidence; and have the ability to communicate well and firmly.

Keywords: ideal teacher; student perspectives

INTRODUCTION

Achieving the success of educational goals depends on one of them is the learning process experienced by students both when they are at school and outside school. In formal education activities, learning should ideally be able to show positive changes so that new skills and knowledge will be gained in the final stage. As stated for the permendikbud, No. Twenty Year 2016 concerning Graduate Competency Standards, that every graduate of primary and secondary education must have competence in three

dimensions: Knowledge, attitudes, and skills. This is in line with the objectives of Indonesian national education, which is in Law No.20 of 2003 Chapter II Article 3, namely "the development of the potential of students to become people of faith and be devoted to God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, democratic, and conscientious citizens. This explanation strengthens the author's assumption that to improve the quality of education in Indonesia, it is necessary to start by photographing our "teacher profile".

Quality education is reflected in the learning outcomes of students covering the cognitive, affective, and psychomotor domains in accordance with the established graduation standards. The teacher directly intersects in the process of studying, teaching, directing, training, assessing, and evaluating learners from the level of early childhood education to secondary education. To carry out this task, teachers must have the competencies to support this. According to Law No.14 of 2005 concerning Teachers and Lecturers, especially in Chapter IV article 8 which says, "Teachers are required to have academic qualifications, competencies, educator certificates, be physically and spiritually healthy, and have the ability to realize national education goals". Then it is emphasized about competence in article 10 which reads "Teacher competence as referred to in article 8 includes pedagogic competence, personality competence, social competence and professional competence obtained through professional education".

Competence can be said to be an ability to acquire the knowledge, skill, attitude, and behavior possessed by an individual, which is then lived, and able to be mastered by a teacher or lecturer in carrying out professionalism tasks. Competence itself, according to the Big Dictionary Indonesian, means (authority) the power to determine or decide things. Thus, it can be concluded that teacher competence is an ability that must be mastered and lived by the teacher related to knowledge, skills, attitudes, behavior, assessment, and evaluation in order to be able to achieve the learning objectives that have been set. This is supported by a statement from Nizar (2018:121) that a professional teacher is a teacher who has competencies according to the requirements of the teaching profession, such as class management skills, organizing lessons, and evaluating and formulating learning objectives.

From the foregoing, it can also be said that being a teacher is a role model for students, and it is necessary to pay attention to continuity, consequences, and

consistency in maintaining harmony of speech, prohibitions, commands, and behaviors and actions. As stated by Sutadipura in Nizar (2018:25), teachers play many roles, including role models, role models in attitudes, givers of direction in the process of changing student behavior (director of learning), disseminators and implementers of new ideas (innovators), diggers, cultivators, motivational developers (motivators), conductors of learning, and managers of learning. To become an ideal teacher, it is also necessary to be able to master various competencies and openly accept criticism and suggestions given by students to make improvements to shortcomings so as to improve self-quality. In addition, teachers should be able to upgrade themselves to become dynamic educators able to align with the development and progress of the world. The alignment is in the form of appearances, strategies, and teaching systems, establishing harmonious and good social relations between teachers and students, both in the classroom and outside the learning process.

Being an ideal teacher for students of Darul Ulum Vocational School, especially for Online Business and Marketing (BDP) majors, seems to be an easy thing because the scientific field is closely related to current business conditions that rely on technology. However, to date, many teachers in this field of study have not paid attention to creativity, innovation, and inspiration. This can be seen from the results of preliminary observations and initial interviews with students who were not interested in participating in Online Business and Marketing learning. According to student information, teacher competence has not been maximized. The learning process takes place using the lecture method and is interspersed with the practice. However, students are not regularly asked to look for themselves without guidance. There are Online Business and Marketing teachers whose academic qualifications are inappropriate.

However, the problem above can also be due to an improper perception of how to become an ideal teacher and how to have good quality. This conjecture is based on giving confidence that the teacher's assessment will have a different perception for each student. Each student has a different perspective, intentions, and indicators for each ideal teacher figure. From this assumption, it can be said that to become an ideal teacher, it is necessary to begin by providing a correct perception of the concept of the ideal teacher itself. This is in line with research conducted by Mariyastini et al. (2019).

The research study that will be carried out is to dig deeper into the ideal teacher in terms of four teacher competencies: 1) pedagogic competence, 2) social competence,

3) personality competence, and 4) professional competence. The purpose of this study is to explore information about the criteria for the ideal teacher of Online Business and Marketing from the perspective of students at the Darul Ulum Vocational School Depok.

RESEARCH METHOD

The approach carried out in this study is a qualitative approach. According to Sugiyono (2015:8), this qualitative research is often referred to as naturalistic research because it is carried out under natural conditions (natural setting). The research design uses triangulation techniques, as revealed by Sugiyono (2015) in data collection techniques, which is defined as a data collection technique that combines various data collection techniques and an existing data source. The steps of this study are: 1) determination of the research location, using random sampling, which is determined at Darul Ulum Vocational School Depok; 2) key informants and informants, who are assigned are students of class XI and class XII; 3) data collection techniques using observation, interview, and documentation methods; 4) validity assurance techniques using data triangulation and method triangulation; and 5) data analysis techniques such as data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Result

The Ideal Teacher of Online Business and Marketing In A Student's Perspective

Each teacher has different characteristics and teaching styles. However, in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers is clearly stated in that teachers must have four competencies. From this, it can be concluded that to become an ideal teacher, one must have four competencies as a whole and be fully lived so that they can be run well. As an ideal teacher of Online Business and Marketing in the eyes of students will always be synonymous with a pleasant teacher, an interesting teaching style is not boring; the teaching methods are varied, orderly in administration, understand students, be a good motivator, able to provide good evaluation, can provide solutions, fair and objective, not easily angered, authoritative, have broad insights, and do not stutter technology. Online Business and Marketing Subjects aim to provide experience in the field of business and management by applying expertise competencies, having the

ability to Manage Business and Online Business to work in business ventures and/or management, and having the ability to manage Marketing and Online marketing to work in business and/or management ventures.

Table 1. Ideal Indicators 4 Teacher Competencies

No	Indicators
1	Pedagogic Competence
2	Social Competence
3	Personality Competence
4	Professional Competence

Source: Law No.14 of 2005 Teachers and Lecturers

From the results of interviews obtained from key informants (KI) regarding the ideal teacher of Online Business and Marketing in the perspective of students, the following picture can be obtained: **Pedagogic Competence**

Table 2. Interview Results on Pedagogic Competency Questions

Key Informant Answers

- 1 Must be an online business, marketing teachers must be able to understand students who have different characteristics, especially in receiving materials. Teachers must also be able to make a learning plan so that they are always orderly in learning
- 2 It should be noted that the teacher can understand students because the way students learn differs, and the learning facilities are also different. And teachers should be able to be fair in evaluating students, their teaching methods are fun so that students don't get bored
- 3 Yes, you must be able to understand it because each student has a different nature, the way of learning is different, and the environment is also different. In addition, teachers must be diligent in motivating students by providing various examples of other people's success, so that their students know that there are many successful people out there from scratch, so they can inspire students.

Source: Researcher, 2022.

Personality Competence

Table 3. Interview Results on Personality Competency Questions

Key Informant Answers

- 1 Online business and marketing teachers should be knowledgeable and mature and know how to behave like a teacher, must be responsible, and not favoritism. The teacher must maintain his authority so that students also do not underestimate
- 2 JADI Online Business and Marketing Teachers must be able to mature and be able to be an example of saying and behaving for students, firms in making decisions and actions, have a good character, and can provide

- positive energy to students in carrying out worship. Then the teacher must also have a polite nature, in speaking should not be arbitrary in saying to students
- 3 The teacher of online business and marketing should not be favoritism, should be firm in speech and action, and can be an example for students. In addition, the teacher must match speech and action so that he is not fickle and more mature than his students. Second parent teacher at school

Source: Researcher, 2022.

Social Competence

Table 4. Interview Results on Social Competence Questions

Key Informant Answers

1. Yes, teachers must be able to communicate well with students not to be convoluted and not to wander, and other teachers must also respect each other so as not to demonize one teacher with another. The teacher should also speak well and not scold students with profanity compared to other students. In addition, teachers must be able to interact with other students and teachers. How to talk to parents should also be a good sabra, so that parents do not misunderstand. Many parents still have no parental insights. On social media, one must communicate well.
2. Becoming an online business and marketing teacher must establish relationships with both students and parents. Must be able to have a pleasant chat with students and maintain authority. Must be able to maintain the secret of other people's ugliness. Effective and efficient communication, both in person and through social media. In addition, teachers must also be transparent and objective
3. Must be able to communicate well with students so that there are not frequent misunderstandings. Must have empathy for others such as students, teachers, or parents. Must be more patient and sincere in educating and teaching because students are different

Sumber : Researcher, 2022

Professional Competence

Table 5. Interview Results on Professional Competency Questions

Key Informant Answers

- 1 Online Business and Marketing teachers must master the field of science that is up to date so that when practicing in online business networks, it is not only theory and examples that have been missed for a long time. Then, when teaching teachers must also provide interesting learning media, students will more clearly get an overview of the material information. The teacher must also be able to provide extensive material and complete examples. The teaching method must also be varied so that students do not get bored
- 2 Must use of interesting learning methods, mastering technology, especially the material taught, is always related to the use of technological devices. Teachers have to give a lot of practice in accordance with theory because these online business and awareness subjects must always follow

- developments that are constantly changing and evolving steadily.
- 3 Guru's online business and marketing should be more sophisticated than its students in using technological devices because this subject cannot be separated from the use of technology, such as gadgets, in addition to teaching flow more practice than theory. Then, in assigning assignments, it must be able to increase students' experiences. Not only working on LKS or making sales online but also having to provide experience such as creating an account, packaging, promotions, and being presented.

Source: Researcher, 2022.

Discussion

Learning activities are a unit of interaction between teachers and students in carrying them out. The ability of teachers to educate, teach, direct, train, motivate, and inspire is the main factor in learning success. From the results of the interview with the key informant, it can be inferred that the ideal teacher of Online Business and Marketing in the perceptive manner of students has four competencies:

Pedagogic Competence, teachers of online business, and marketing subjects have been able to understand students in the learning process, which can be understood from the strategies and teaching methods that have been designed so that they are not boring, and interaction with students is good, even though the teacher of online business and marketing subjects does not have a relevant background in the subject at hand. The use of learning media has not yet been maximized. Practical activities have also not been optimally conducted. Therefore, there is still a need for improved improvements in maximizing learning media and practices in online business learning and marketing. In this case, teachers can involve students in making shopping media and involve students in peer learning activities for practice because there are students who are already running entrepreneurial activities. In addition, this online business and marketing teacher also always evaluates to be able to see the shortcomings and advantages in each learning process to be able to make improvements to shortcomings and improve learning that has been considered good. Thus, the material presented to students can be well accepted and understood. This is in line with the results of research from Janawi (2019:68-69) it is said that if the teacher has the ability to understand the characteristics of students well, it can be assumed that the learning objectives can be optimally achieved. Then it will be able to help the process of student growth and development and then if students are helped in maximizing their potential, of course, teachers and parents or interested parties can easily diagnose the problems that students have, and students will also easily socialize and

interact with their environment.

Social Competence, in the social competence of online business and marketing teachers, is considered to have a pleasant communication style for students and warmth so that students feel no doubt about interacting with teachers. In addition, the humble nature and lightness of the hand in helping is also one of the characteristics liked by the parents of students. Online business and marketing teachers are also considered to have good objectivity in providing evaluations and judgments and putting aside their personal interests, so that students feel appreciated for all their efforts. This is also supported by the results of research conducted by Mariyastini (2019:147), who stated that a teacher should strive to be objective in carrying out tasks and always avoid subjective judgments.

Personality Competence, from the acquisition of data on student perspectives related to the personality competence of online business and marketing teachers, has sufficient assessment from students, as can be seen from the authority, and the way teachers are still less assertive when giving reprimands to students who behave poorly. For this reason, it is necessary to have courage from teachers to be firm in making decisions in overcoming bad student problems. With this firmness, it is hoped that it will become a therapeutic control, so that other students do not follow bad deeds. However, in general, online business and marketing teachers meet the criteria of good personality competence; namely, their words and behaviors can be used as role models by students and can play their role well as parents second in school. Then, it is able to provide good motivation to students so that they have a stable bag of enthusiasm for learning. This makes the students aware of the importance of a better future.

Professional Competence, in general, states that online business and marketing teachers are able to carry out learning well. This is supported by the fact that teachers always make learning plans. In addition, in mastering the material, online business and marketing teachers are able to master the material well. It is just that teachers have no longer been able to develop good material because they rely only on package books and information from cyberspace. Teachers should also be able to develop it by making modules both from research results and from the results of adapting various references tailored to local potential at Darul Ulum Vocational School, especially in online business and marketing subjects. If the teacher is able to develop the material well, students will also be able to have richer and better experiences, knowledge, and skills. As stated by

Kunandar (2010:78), educators' core competency standards include mastering materials, concepts, and sciences that support their fields and developing material in the field of development that is creatively engaged in. Mastering material in accordance with the applied curriculum. However, it is not only required to master the material but also to be creative, innovative, and able to use technology so that learning can run well.

CONCLUSION

From the results of this research and discussion, the following conclusions can be drawn. The ideal teacher of online business and marketing from the perspective of students has met four teacher competencies: 1) pedagogic competence with the criteria that the teacher is able to understand students, the teacher designs teaching strategies and methods well, and is able to evaluate well; 2) social competence with the criteria of teachers being able to communicate effectively and efficiently with students and parents, having a humble nature, being sincere in helping, and prioritizing the interests of tasks and objectives. Personality competence with the criteria of the teacher has sufficient authority, can be a good role model for students, has good morals, and has good maturity; 4) professional competence with the criteria of mastering the material well, making good teaching plans, and being able to utilize technology and communication quite well. The findings of this research and discussion are that there are still online business and marketing teachers who do not have relevant academic qualifications, still do not optimally use learning media, practical activities for online business learning are still not optimal, still not firm in making actions and decisions to students who apply poorly, and have not developed material or teaching materials optimally. From this, it is necessary to have support from the Foundation, the principal to immediately make improvements in order to minimize weaknesses and immediately be able to continuously improve the quality of teachers and learning at Darul Ulum Vocational School, especially the Online Business and Marketing department so that the quality of teachers

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