

The Role of Teachers in the Learning Process of Vocational High School Students for Assisting Children with Special Needs

Lorentius Goa*, Bonaventura Ngarawula and Zainur Rozikin

Abstract--- *The main problem in this research is the social reality of the role of vocational school teachers in the learning process for children with special needs. The general objective of this study was to determine the role of vocational high school (SMK) teachers in the learning process for students for assistance for children with special needs at the Bhakti Luhur Foundation. The approach taken by researchers is qualitative. This qualitative research method is often called the naturalistic research method because the research is carried out in natural setting; also called the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, because the data collection and analysis are more qualitative. This research was conducted at the Bhakti Luhur Vocational School of Malang. In qualitative research, researchers became the main instruments of research. Data collection techniques in this study were: observation, interviews, documentation, and combination/triangulation. Analysis of the researchers' data used coding as an analysis process. According to Strauss and Corbin, there are 3 (three) types or types of data analysis (coding) processes, namely Open Coding, Axial Coding, and Selective Coding. So that the theory built based on the data is not wrong, the three kinds of coding must be carried out simultaneously in research. To obtain the validity of qualitative research data, including degrees of trust / internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). Test data credibility or trust in qualitative research results include, among others, extended observations, increased perseverance in research, triangulation, discussions with colleagues, negative case analysis, and member checks. The research found that: (1). Learning planning undertaken by the teacher is preparing a syllabus, lesson plan, teaching materials, and other learning tools. (2). The role of the teacher in the Bhakti Luhur Vocational High School in the learning process is to develop an interest, as a motivator, and as an evaluator. This study recommends further research on the lives of children with special needs.*

Keywords--- *Role, Teacher, Learning, Students, Children with Special Needs.*

I. INTRODUCTION

Teacher as the main actor in implementing educational programs in schools has a very significant role in achieving the educational goals expected. In the teaching-learning process, the teacher has the task to encourage, guide and provide learning facilities for students to achieve their goals. He/she is an integral part of educational resources that determine the success of education. Teachers as teaching staff have been stipulated in Law No. 20 of 2003 that educators mean educational staff who are qualified as teachers, lecturers, counselors, senior instructors,

Lorentius Goa*, Post Graduate of Merdeka Malang University. E-mail: lorengo@gmail.com
Bonaventura Ngarawula, Politic and Social Science Faculty Merdeka Malang University.
Zainur Rozikin, Politic and Social Science Faculty Merdeka Malang University.

tutors, instructors, and other titles in accordance with their specialization, and who participate in the provision of education. Furthermore, the law also constitutes that teachers as professionals have duties to plan and implement the learning processes, to assess education outcomes, to carry out counseling and training, and to give motivation and direction.

The teacher is a profession entitled to a person who is professional in his field of work. It is a very complicated professional profession, and there are so many problems encountered. Many people have wide knowledge and high ability, but not all of them can become teachers. Then the teacher is a professional profession that requires certain expertise. In addition to the expertise that must be possessed by a teacher, he also must have abilities or competencies of personal/social, academic, and intellectual.

The ability or competence of a teacher will be examined when dealing with students in class and social life. If the students perform excellently, get good grades, give a good output, then it can be said that he is intellectually and academically successful. Whereas in social life he is deemed as an example and role model, so he is successful in social competence and personality. The teachers will bring forth the students as pioneers of development and as professionals in the future, so the teacher should be grateful for this noble duty. Then, the teacher is required to have more abilities and more learning techniques that make the delivery of material is understood or captured by students. Several main competencies need to be prepared and possessed by an individual for becoming a reliable teacher, namely: creative, knowledgeable, professional, moral, competent, and driving change. In addition to the role and competence, a teacher in the learning process also encounters many problems. The problems that are often encountered are, in terms of making a lesson plan, implementing the learning process, mastering materials or teaching materials, choosing teaching methods, and problems in making and using learning media.

Bhakti Luhur Foundation is a social foundation for the public that gives a big concern to persons with disabilities who are poor, displaced, and marginalized. Bhakti Luhur Foundation was established on August 5, 1959, in Madiun (Rosmawati 2010:21). In 1973, the foundation moved to Malang City in East Java. In 1973, the foundation moved to Malang City in East Java. Officially, the Deed of Establishment of the Bhakti Luhur Foundation is based on the Minister of Justice Decree of the Republic of Indonesia No. SK.Y.A.7 / 17/9 / PPAT, dated on November 6, 1975, and Decree of the Minister of Home Affairs No. 236 / DJA / 1983. Bhakti Luhur Foundation has a vision of empowering children with disabilities due to one or several reasons, such as physical, psychological, mental, socio-economic, which causes retardation in their development to be autonomous in the family and community.

While the mission to realize this vision is reaching the unreached through rehabilitation carried out within institutions and in the community. In detail, the mission of the Bhakti Luhur Foundation can be elaborated as follows: (1) being a servant for persons with disabilities who are disadvantaged, dependent, and incapable, (2) Empowering and rehabilitating persons with disabilities in order to achieve independence, (3) Being one of the changing forces in the community to be inclusive for persons with disabilities in aspects of life, and (4) being an initiator, motivator and engine to implement community-based rehabilitation program. As a social institution for children with special needs, Bhakti Luhur Foundation does not distinguish the children who are cared for or are served, so the service system also welcomes all types of children with special needs.

Children with special needs who got served in Bhakti Luhur's dormitories are classified into three (3) types, as follows: (a) children who are able to be cared for or classified as severe disabilities. This kind of children cannot do their own activities and must be fully assisted by a nurse or companion. Starting from bathing, dressing, eating, defecating, and so forth, is fully assisted. The average IQ of this type of children is 20-35, (b) children who are able to be trained or classified as moderate disabilities. These are the children who can still be trained through practical training and also other skills such as work training in carpentry, convection, batik, gardening, and so on. The average IQ of this type of children is 35-50, and (c) children who are able to be educated or classified as mild disabled. These are children who can be educated in school according to their age. The average IQ of this type of children is 50-70.

The presence of the Vocational High School (SMK) or was formerly called the Social Worker Middle School (SMPS), also originated from the needs of the community where many children with disabilities, poor and displaced, were not helped or not reached by government officials. Due to the limitations on the economy and knowledge of children with disabilities, both in cities and villages make these disadvantaged people were increasingly deteriorated and isolated in their homeland, even treated inhumanely. Apparently, in such a situation, there was a person who had an extraordinary love for children with disabilities, the poor and suffering. He is Father Prof. Dr. Paulus Hendrikus Janssen, CM. He is a Lazaris priest who has devoted his whole life to serving in the mission land of Indonesia. Usually called by the name of Father Janssen, his heart was deeply crushed towards children with disabilities, the poor and suffering, so he gathered the village girls who also cared about the suffering of others by searching, nurturing, and caring for them with all their hearts. These girls did not have specific education, but they had a heart full of love in accordance with the example of the founding father without demanding rewards or money as desired by the other girls. They were simple people, and have a hardworking spirit for the service of children with disabilities, the poor and displaced. To Realize social welfare for children with disabilities, the poor and displaced, was not an easy job such as turning the palm, challenges came and went, both from the community and the Church who disagreed. Paul Janssen and his friends continued to struggle hard through their ideas to realize the hopes and needs of children with disabilities, the poor and displaced.

In caring and fostering those with special needs, they needed workers who had expertise in the field of social services, so that those who were cared for and fostered could eventually be independent, and could live a normal life in the community. Thus, Paul Janssen officially opened the Social Worker Middle School (SMPS) in 1981, as based on an interview with the Head of the Bhakti Luhur Malang Vocational High School (October 6, 2017). At the beginning of the education of Social Worker Middle School (SMPS), students came from various places, namely villages throughout Indonesia through promotion for those willing or servant-spirited and hardworking for the service of children with disabilities, the poor and displaced. And apparently, many people were interested in attending education at that school. In this school, the students were educated and trained to assist and serve children with special needs.

The education system in the Social Worker Middle School (SMPS) is an official bond. This school system is very helpful for economically poor or disadvantaged parents. This school system is four years study, with 3 (three) years of theory and 1 (one) year of field practice.

After completing their education, the students must fulfill the official bond for 4 years under the initial agreement when starting education in this school. It is not what binds them, but in this way, they do not need to find a job by becoming employees at the foundation. Although the allowance they have is not comparable to work elsewhere, but social workers are volunteers, which means voluntary workers or *prodeo*, as its founder said. There were 20 students in the first class, who came from various regions in Indonesia, such as Sumatra, Flores, Java, and Maluku.

The vision of the Bhakti Luhur Vocational School (SMK) is "the realization of social welfare through loving service". While its mission is (1) Forming and fostering individuals who have noble character and devotion to God Almighty, and national character, (2) Forming social nurses who are skilled in the field of disabled rehabilitation and people living in poverty, displaced, and able to handle social problems in society, (3) Development of education that builds people who are creative, innovative, sportsmanlike, and entrepreneurial. (4) Fostering and forming professional social nurse graduates who can be placed anywhere to devote themselves to social services for the realization of community welfare. Besides, the Vocational High School (SMK) Bhakti Luhur also has goals which are: (a) To produce school members who can practice the values of faith, humanity and national values, (b) To produce quality of students in thinking, acting and behave. (c) To produce educators who are militant, competent and professional, (d) To produce school citizens who are confident, disciplined, honest, and responsible. (e) To create a beautiful, clean, neat, healthy and beautiful school in togetherness and family (f) Improving the quality and capacity of educational facilities and infrastructure under national education standards, (g) To provide Providing opportunities for school residents to improve human resources in the use of ICTs in education.

The children with special needs in Malang city has rapidly increased over time, so it requires adequate services. However, due to limited personnel and facilities, the services for many children have not been reached. In the city, there are so many children with special needs scattered in various sub-districts, with the following details: (1) 135 children in Lowokwaru Sub-District, (2) Sukun Sub-District is 180 children, (3) Klojen Sub-District is 71 children, (4) Blimbing Sub-District is 134, and (5) 151 children in Kedungkandang Sub-district, so that the total number of children with special needs in five subdistricts in Malang City is 671 children. These children are served by Bhakti Luhur Foundation field officers who are specifically trained in their respective homes. The number of children with special needs in Malang above does not include children with special needs in the Bhakti Luhur Orphanage. The number of children with special needs at the Bhakti Luhur Orphanage is currently 572 children, with classification according to type of disability, namely: (a) 25 blind children, (b) 30 deaf children, (c) Impaired and Mentally retarded is 245 children, (d) disabled is 29 children, (e) Tunalaras (conduct disorder) is 19 children, (f) Epilepsy 9 children, (g) double disabled 61 children, (h) Others 102 children, and (i) I / D2: Cerebral Palsy (CP) 52 children (Identification Results of PPRBM In-depth Rights Team Bhakti Luhur Malang City, 2018).

Disability or colloquially encompasses disorder, limited activities, and restrictions on participation. This definition has the consequences of the weakening of physical, mental, cognitive, sensory, emotional, developmental, or a combination of these things. Weakening means that there are problems that occur in the structure or function of the body. Limited activity means a difficulty experienced by a person in carrying out a task or action, while the restriction on participation means a problem faced by someone in carrying out their life activities.

The lives of children with special needs cannot be separated from the community because they are part of the community and are the community itself. In social life, children with special needs are considered a problem and a disgrace to the family. The children with special needs need help and positive responses from the community, especially parents, to develop, but they actually get different treatment. Generally, people avoid children with special needs from their lives. The reason is simple because they do not want to get negative effects from the appearance of children with special needs in their lives, such as sources of disgrace, exclusion in relationships, and other problems.

In a further development, Asean Magazine (2017) explains the views of the community towards children with special needs turned into something they should feel sorry for and help. It is because they are the people who are considered less able and need help. Broadly speaking, people's attitudes and views towards children with special needs vary, among others; unuseful, need to be pitied, need to be educated or trained, and the existence of equal rights between those with special needs and humans in general. The public's view of children with special needs is also divided into two models, namely the individual model and the social model. Individual models assume that if the specificity experienced by a person is considered as a problem. While the social model considers if the problem lies not in the disability experienced by someone, but how does the community's negative view of children with special needs that cause problems. Children with special needs are complex phenomena in society because people's perspectives on them are diverse. In reality, however, children with needs are living in society, especially in families. This reality requires the courage of parents and the community to accept the existence of children with special needs and fight together in helping to empower these children they have. Children with special needs can be since they were born or in the middle of one's life journey. Therefore, they need intervention from parents and the community in order to live a normal and decent life and carry out their functions as members of the community. But on the other hand, they also want to be accepted and treated as equal and independent individuals, without having excessive compassion.

The concern for children with special needs is the treatment of discrimination related to employment. Every individual needs a job, including children with special needs. It is reasonable in terms of meeting the primary needs or basic needs of every diverse human being, both from national and regional statistics. The existence of vacancies seems to be interesting in the work field, which is not merely to meet the needs of one's life, but more than that, so that what becomes the rights of children with special needs from all aspects of life can be fulfilled. Law No. 8 of 2016 of the Republic of Indonesia Concerning Persons with Disabilities, the seventh section of article 11 discusses the rights to work, entrepreneurship, and cooperatives for persons with disabilities, including the rights: (a) to obtain work carried out by the government, regional government, or the private sector without discrimination, (b) to obtain wages that are the same as workers who are not disabled in the same type of work and responsibilities, (c) to obtain adequate accommodation at work, (d) To be not dismissed for reasons of disability, (e) to get the program back to work, (f) Placement of work that is fair, proportionate and dignified, (g) Gain the opportunity to develop career paths and all the normative rights inherent therein, (h) Promote business, own work, be self-employed, develop cooperatives, and start your own business, and Regional Regulation of East Java Province Number 3 of 2013 third part of articles 15-34 concerning employment and business.

These regulations have not yet been fully implemented so that employment access for children with special needs is still far from expectations. In terms of the involvement of children with special needs in the public and private sectors, one of the hopes for children with special needs is to work and obtain decent income to meet their needs. The government is still facing a major problem in dealing with child labors with special needs, because the handling of them is far more complex than the problem of unemployment of normal people, in terms of opportunities, mastery of skills, qualifications required by the work field, as well as the internal conditions of children with special needs themselves [1]

Social inequality, even discriminatory treatment, which is mostly still experienced by children with special needs when socializing in the community, must be eliminated immediately. The negative image that children with special needs are only a burden on the family and cannot have achievement must be removed immediately. By overtime, the serious symptoms, recognized from children with special needs based on a variety of characteristics, there are several symptoms, namely: (a) Children with visual impairments, symptoms observed such as difficulties and limitations in orientation and mobility. (b) Deaf children, the symptoms observed are the disability to communicate and fail to respond to the words said by others. (c) children with Impaired and Mentally retarded, a serious symptom experienced is the disability to take care of himself. (d) Children with physical disabled, the symptoms observed are mobility impairment. (e) Children with Epilepsy, symptoms that appear are frequent relapses (foaming at mouth and muscles are stiff and tense). (f) Children with Autism, disability to associate with themselves and with others. These symptoms often appear in children with special needs in accordance with their respective characteristics. These symptoms are a benchmark in handling children with special needs, both in orphanages and in their respective families[2].

Based on the background of the problems raised above, in general, the main problems examined in this study are: (1). What is the role of the teacher in the learning process of Vocational High School students for the assistance of children with special needs? (2). How is the teacher's involvement in educating Bhakti Luhur Vocational High School students?

II. LITERATURE REVIEW

2.1 Role Theory

The principal theory in this dissertation is role theory. In the "Big Indonesian Dictionary," the role means actor (film), a comedian in the play of Mak Yong, a set of behavior owned by people who hold the position in the community. A role is a block of human expectations about the way individuals must behave and act in certain situations based on their social status and function. It is a set of behavior expected by other persons towards a person according to their status in a system. This role is influenced by a stable social condition, both inside and outside[3]. The role is also interpreted as a form of expected behavior from a person in certain social situations. It is a concept of what behavior can be performed by individuals in society as an organization. It can also be said as individual behavior that is important for the social structure of society. A role is an orderly sequence that results from a position. As social creatures, humans tend to live in groups. In living as groups, of course, there will be interactions between members of the community.

The growth of interaction will surely increase interdependence with each other. The role is very closely related to the so-called socialization. Some sociologists categorize socialization as a role theory. Although Park explains the impact of society on our behavior on roles, long before that, an anthropologist, Robert Linton (1936), developed a role theory. The role theory describes social interaction in the terminology of actors who play as what is determined by culture. Based on this theory, role expectations are about mutual understandings that lead us to behave in our daily life[4].

According to this theory, people who are equipped with an understanding of roles will automatically understand more in interacting with the surroundings because being taught with roles is one of the main factors in achieving individual satisfaction to carry out a function. It is related to how an individual or community understands what the socialization agent is doing. Therefore we need an active role in the socialization process for individuals or communities to achieve the agreed wishes. Role theory describes social interaction in the terminology of actors who play according to what is determined by culture[5]. In accordance with this theory, role expectations are mutual understandings that lead us to behave in daily life. According to this theory, a person who has a certain role, for example as a doctor, student, parent, woman, etc., is expected to behave based on those roles. Why does someone treat others? because he is a doctor. Thus, due to his status as a doctor, he has to treat patients who come to see him. Behavior is determined by social roles. Scott et al. (1981) in (Soekanto, 2012), mentions five significant aspects of the role, namely: (1). The role is impersonal: the position of the role itself will determine expectations, not the individuals, (2). The role is related to the task behavior, that is, expected behavior in a particular job, (3). The role is difficult to control - (role clarity and role ambiguity), (4). The role can be learned quickly and can produce several major behavioral changes, (5). Role and job are not the same - someone who does a job can play several roles. To be able to see a simple explanation of the role theory, what, and how the definition and mechanism of the theory itself, then we can first see a description of the role theory studied in social relations between humans in everyday life. In human relations, three theories can be used as a reference to help explain the model and quality of human relations, one of which is role theory.

Based on the above understanding, the authors conclude that the role is an attitude or behavior expected by many people or groups of people towards someone who has a certain status or position. Thus, when associated with teachers, this role is not an individual's rights and obligations but rather a duty and authority as teachers in the learning process of Malang Vocational High School students for the assistance of Children with Special Needs.

2.2 Teacher

The teacher is the ideal figure expected of his existence and role in education. In the general provisions of Law No. 14 of 2005 stated that teachers are professional educators with the task of educating, teaching, guiding, directing, and evaluating students at various levels and types of formal education. In the world of education the role and function of teachers is one of the most important factors. The teacher is the most important part in the teaching and learning process, both formal and informal education pathways. Therefore, in every effort to improve the quality of education in the country, it cannot be separated from various matters relating to the existence of the teacher itself. The learning process or teaching and learning activities cannot be separated from the existence of the teacher.

Without teachers the learning process will be difficult especially in the context of implementing formal education, the teacher becomes a very vital role. Teachers have the most active role in the implementation of education in order to achieve the educational goals to be achieved. Teachers carry out education through learning activities by teaching students. Students will also have difficulty in learning or receiving material without the presence of a teacher, if only relying on learning resources and learning media will be difficult in mastering the material without guidance from the teacher. The teacher also has obligations in learning, starting from planning learning, implementing the learning process, to evaluating the learning that has been done. Sardiman(2016), outlines 9 roles of the teacher in teaching and learning activities, namely: a. Informator, b. Organizer, c. Motivator, d. Director / director, e. Initiator, f. Transmitter, g. Facilitator, h. Mediator, i. Evaluator.

There is a tendency that perana as an evaluator, the teacher has the authority to assess the achievements of students in academia and social behavior, so that it can determine how their students succeed or not. But when observed in depth the evaluations conducted by the teacher are often only extrinsic evaluations and have not touched intrinsic evaluations at all. The evaluation in question is an evaluation which includes intrinsic evaluation. Thus the teacher needs to be careful in determining the value or success criteria. In this case it is not enough just to be seen from whether or not you can work on the subjects being tested, but you still need to consider very unique and complex considerations, especially those concerning the behaviors and values that exist in each subject.

Teachers as agents of learning must have competence, and competence will be realized in the form of mastery of knowledge and professionals in carrying out its function as a teacher. The competencies needed by a person can be obtained both through formal education and experience. Competencies that must be possessed by a teacher based on the law must include academic qualifications, competencies, certificates of educators, physically and mentally healthy, and have the ability to realize the goals of national education.

Being a professional teacher is not easy. A teacher must study hard and master a number of basic abilities to become a professional. Professional teachers are expected to be role models for other teachers in developing their competencies and potential in all areas of life. A teacher must master some basic abilities, namely: (1). The ability to master the materials, (2). The ability to manage teaching and learning programs, (3). The ability to manage classes with learning experiences, (4). The ability to use media/resources with learning experiences, (5). The ability to master educational foundations with learning experiences, (6). The ability to manage teaching-learning interactions with learning experiences, (7). The ability to assess student achievement with learning experiences, (8). The ability to recognize the functions and programs of guidance and counseling services with learning experiences, (9). The ability to recognize and carry out school administration with learning experiences, (10). The ability to understand the principles and interpret the results of educational research for educational purposes[8].

To understand how learning with dependency pattern, [9] suggests several characteristics of these patterns, namely:

- 1) Student-centered learning

Teaching is not determined by the feelings of the teacher but is mostly by the students themselves. Students want to learn from the topics that must be learned and how to learn it, is not only determined by the teacher, but also by

students. They have the opportunity to learn according to their own style. Thus the role of the teacher has changed from a source of learning to the facilitator, motivator, and administrator.

2) The learning process is anywhere.

Classes are not the only place for the student to learn. Students can make use of various learning spaces according to the needs and nature of the learning material. If students will learn how to deal with children with special needs for example, then they are invited to a place where children with special needs living that they can learn directly to handle children with special needs. This kind of teaching requires the teacher to understand various sources of learning because when the teacher describes which sources of learning that can be learned, he must master it first.

3) Teachers are not the only source of learning.

The old paradigm of students learning only from the teacher's mouth. What comes out of the teacher's mouth is considered as an unquestionable absolute truth. The teacher does not encourage students to analyze and test the truth of the subject matter. Students are only encouraged to memorize it. As a consequence, it is only students' intellectuals develop, while aspects of attitude and skills are left untouched.

4) The criteria for learning success are determined by the student's learning process in achieving the goals.

Learning objectives are not the mastery of subject matter, but the process of changing student behavior in accordance with the objectives to be achieved. Therefore, mastery of subject matter is not the end of the teaching process, but only as an intermediate goal for building their overall behaviors, that is, the extent to which subject matter is mastered by students can form the patterns of student behavior itself. For this reason, the methods and strategies used by the teacher are not just lecture method but should be various methods, such as discussions, assignments, and visiting particular sites.

If analyzed further, then this basic pattern of dependency might only be possible under certain conditions. It means that there are a number of prerequisites for this pattern to be implemented as four prerequisites put forward by Sanjaya. First, the pattern of dependency is only possible when the teacher acts himself as a professional who is recognized and respected by all parties. Professional teachers are teachers who have full responsibility for the success of their students. Second, the dependency pattern can only be implemented in situations and conditions of high learning culture, both for teachers and students themselves. Third, the dependency pattern can only be implemented when all components in the system are cooperating to achieve the same educational goals and directions. Education is a system consisting of several components that are interrelated and collaborate to achieve the same educational goals and directions. Fourth, the dependency pattern can only be implemented when the school has complete facilities, both facilities that are directly related to the effort to teach students, such as libraries, laboratories, and computer laboratories, as well as comfortable and exciting learning environment facilities.

2.3. Learning

The Big Indonesian Dictionary defines the word "pembelajaran" (learning) derived from the word "ajar" (teach) which means instructions given to people to be known or participated, while "learning" means the process, method,

act of making people or living things learn[10]. According to Kimble and Garmezy (in Pringgawidagda, 2002: 20), Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is assistance given by educators so that the process of acquiring science and knowledge, mastery of skills and character, as well as the building of attitudes and beliefs in students. In other words, learning is a process of assisting students to be able to learn well. Thus the comprehensive understanding of learning is a process carried out by individuals to acquire a new change in behavior as a whole, as a result of the experience of himself in interaction with the environment (Rahmawati&Daryanto, 2015: 39). Robert F. Mager stated that learning objectives are behaviors to be achieved, or that can be done by students in certain conditions and competency levels. Kemp (1977) and David E. Kapel (1981) argued that the learning objectives of a specific statement expressed in behavior or appearance are manifested in written form to describe the expected learning outcomes. Henry Ellington (1984) said that learning objectives are statements that are expected to be achieved as a result of learning. Meanwhile, OemarHamalik (2005) states that learning objectives are a description of the behavior expected by students after learning.

Although some experts provide many formulations of diverse learning objectives, but all of them point to the same essence, that; (1) learning objectives are the achievement of changes in behavior or competency of students after participating in learning activities; (2) objectives are formulated in the form of specific statements or descriptions.

In order to improve the ability of educators, they must have a strong empirical basis to support their profession as instructors. Jerome S. Bruner, a well-known researcher, provides some description of learning theories to support the learning process in the classroom, as well as some practical examples to be able to provide references for the professionalism of teachers. Learning theory is a theory that describes what and when the learning process is taking place. There is no explicit limitation on how a person who relies on learning theory can take the right bases that will guide him to compile the curriculum.

1. Gestalt Theory

Gestalt Theory of learning was coined in Germany in 1912, pioneered, and developed by Max Wertheimer (1880-1943) who examined observation and problem solving, from his observations, he regretted the use of memorization methods in school and urged students to learn with understanding rather than memorization. The term "Gestalt" itself is a Germanic term that is difficult to find in other languages. The meaning of Gestalt can vary, namely "form", "shape" or thing, event, nature, essence, totality.

An important concept in Gestalt psychology is about "insight", namely sudden observation and understanding of the relationships between parts in a problem situation. In the implementation of learning with Gestalt theory, the teacher does not provide pieces or parts of teaching materials, but always in complete unity. The teacher gives a unified situation or material that contains problems, in which the students must try to find relationships between parts, gain insight so that they can understand the whole teaching material.

2. Cybernetics Theory

Cybernetic learning theory is a relatively new learning theory compared to the theories discussed earlier. According to this theory, learning is information processing. The learning process is indeed important, but more important is the processed information system that students will learn. Another assumption is that no learning process is ideal for all situations and suitable for all students. It is due to the learning model is highly determined by the system of information.

3. Learning Theory According to Pask and Scott

There are two kinds of ways of thinking according to Pask and Scott, namely serialist ways of thinking and wholist or overall ways of thinking. The serialist approach he proposes has in common with an algorithmic approach. While the whole way of thinking or wholist is thinking that tends to jump forward, directly to the complete picture of an information system. Cybernetic theory as a learning theory is often criticized because it puts more emphasis on the information system to be learned, while how the learning process takes place in individuals is mostly determined by the information system being studied. This theory views humans as information processors, thinkers, and creators. Based on this view, it is assumed that humans are creatures capable of processing, storing, and organizing information.

The assumptions above are reflected in a learning model. The model describes mental processes in learning that form a system of mental activities in a structured model. Based on this model, it was developed following learning principles:

1. The process of learning is focused on meaningful knowledge.
2. The mental process can encode information significantly.
3. Mental processes lead to the organization and actualization of information.

2.4. Education

In Indonesian, education is a process of educating or carrying out an activity that contains an educational process between those who educate and be educated. Through input to the educator, participants will consciously be digested by the soul, mind, and body so that knowledge (cognitive), attitude (affective), and skills (psychomotor) in accordance with the objectives of the students. Along with the times, the field of education continues to significantly change that changes the mindset of educators from a traditional mindset and rigid to more modern. It is very influential in the progress of education in Indonesia. In response to this development, the education experts criticized by revealing the actual education theory to achieve the true educational goals.

To understand education, there are two terms that can lead to understanding the nature of education, namely the word Paedagogie and Paedagogiek. Paedagogie means education while paedagogiek means education. Therefore, pedagogics or the science of educating is the systematic science or theory of actual education for children until they reach maturity [11]. The purpose of education is to create someone of high quality and character so that they have a broad view of the future to achieve the desired goals and can adapt appropriately and quickly in various environments.

According to the Law No. 20 of 2003 Concerning National Education System, Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/herself, for the community, for the nation, and the State.

According to Ki Hajar Dewantara (Father of Indonesian National Education), education is a demand in the lives of growing children, while the meaning of education is to guide all-natural forces that exist in these children so that as humans and as members of society, they can obtain safety and highest happiness. To achieve maximum education, it needs elements that play a role in it. These elements include educational goals, curriculum, students, educators, educational interactions, educational content, and educational environment [12]. The purpose of education in the national education system is stated in the Law of National Education System, which is to develop learners' potential so that they become faithful and pious to the Almighty God, possessing morals and noble characters, be healthy, knowledgeable, skillful, independent, and become Indonesian citizens who are democratic and responsible.

Learners are members of the community who are trying to develop their potential through a learning process that is available at certain levels, levels, and types of education. At Bhakti Luhur Malang Vocational School, students are those who come from various regions throughout Indonesia. Educative interaction is the process of interaction of students with educators and learning resources in a learning environment. Educational content is material and competencies for achieving minimum graduate competencies at certain levels and types of education. While the educational environment is a place where humans interact reciprocally so that their abilities can continue to be developed in a better direction. Educational theory or often referred to as learning theory emphasizes the educational process. This theory is the basis for educators to provide excellent educational services. Educational theories include behaviorism, cognitivism, constructivism, and humanism (Triwiyanto, 2015: 48-58).

1. Informal Education

Informal education is a way of family and environmental education in the form of independent learning activities. The results of informal education are the same as formal and non-formal education after students pass the examination in accordance with national education standards. Informal education is not structurally organized at all, there is no chronological classification, no certificate, long-life education, and more experience of individual independent results and education do not occur in the field of artificial teaching-learning interactions ([13]).

According to Philip H. Coombs, informal education is education that a person receives from daily experience consciously or unconsciously, from the day he was born until his death.

2. Characteristics of Informal Education

- 1) Education continues without recognizing the time and place.
- 2) Teachers are parents.
- 3) There is no clear management.

The characteristics of informal education in families that can build developments in children's education are as follows:

1. The educational process is not bound by time and space. It means that the educational process carried out in informal education does not determine when and where the learning process is.
2. The education process can take place without teachers and students, or vice versa. The learning process of socialization takes place between one member and another, without being determined who the teacher and students are. However, the learning process of socialization is carried out by parents, relatives, and close relatives. Thus this education is natural in accordance with the conditions as they are.
3. The education process can take place without any level and sustainability of the study, the educational process in informal education is not only the decisive level of being able to continue to a higher level.

In an informal environment, an individual is consciously, intentionally, planned, or not at all, gained several valuable experiences from birth to the end of his life. The family is a small institution met by an individual who can teach many things, including social values. In the process of socialization, the family has an important role, especially in introducing:

1. Self-Control

Society demands its members to control and align with all existing norms and rules. The role of parents in educating their children to control themselves can be done with training on how to maintain personal hygiene. This self-control develops from the physical to the emotional. Children learn to keep their emotions towards their parents and siblings. Self-control is very important for the balance of the souls of children in their associations. Without having the ability to control oneself, the child's psyche will not be stable and interfere with his development process.

2. Values

The inculcation of values can be done along with the self-control training, how the children can lend their play equipment to their peers, and also teach them cooperation. For example, while teaching the children to control themselves so as not to play before finishing their homework, it would teach them about the value of a work. These values are highly significant for the process of internalizing good habits in children.

3. Social roles

Orientation and learning about social roles can transpire through family interaction. After the children are embedded in self-control and social values that can distinguish themselves from others, they begin to learn about social roles that fit their self-images.

General characteristics of education in the family are:

1. The oldest educational institution

Educational institutions emerged from human existence, where parents as educators and children as being educated.

2. Informal education institutions

This informal education institution does not recognize gaps based on age or skills.

3. First and foremost educational institutions

Children get an education since they were born, and family education is the basis for building their personality.

4. Nature

Nature means that there is still blood relation between educators and their students.

3. The Functions of Education in the Family

1. First Experience of Childhood

Children get the first experience, which is a significant factor in children's personal development further.

2. Instilling the Foundation of Moral Education

This education then affects the moral education of children because, in the family, especially the foundations of moral education instilled. The family carries out its role as a social system that can build the character and morals of children.

3. Provide a basis for social education

Foster the development of seeds of social awareness in children.

4. Family education is an educational institution to set the foundation of religious education for children.

2.5. Social Interaction Theory

Interaction consists of words inter (inter) and action (activity). So, interaction is a reciprocal activity. The term "interaction" means mutual action; related; influence; interrelations. Interaction will always be related to the term communication or relationship. While "communication" is based on the word "communicate" that participates, informs, belongs to the community. Interaction is a type of action that occurs between two or more objects that affect each other or have an effect on each other. Social interaction is a reciprocal relationship between individuals and other individuals, individuals and groups, and vice versa. Social interaction enables society to proceed in such a way to build a relationship pattern. Social interaction can also be assumed as what Weber called as an individual social action subjectively directed towards others [14]. In Kimball Young's view, social interaction can take place between: (1). Person to groups or groups to person (there may be person to group or group to person relations), (2). Group to group (there is group to group interaction), (3). Person to person (there is person to person interaction)[6]. Social interaction, according to Shaw (Soekanto, 2012), is an interpersonal exchange characterized by each person showing their behavior in their presence, and each behavior influences each other. In this case, the action taken by a person in an interaction is a stimulus for another individual who becomes his partner. Homans (Soekanto, 2012) defines interaction as an event when an activity carried out by a person against another person is rewarded or punished by using an action by another person who is his partner. The concept put forward by Homans implies that interaction is an action carried out by a person in an interaction, is a stimulus for the actions of other persons as their partners.

Meanwhile, according to Shaw, social interaction is an interpersonal exchange where each person shows their behavior to one another in their presence, and each behavior influences one another. Similarly, Thibaut and Kelley also stated that social interactions as an event affect one another when two or more people are being together, they create an outcome or communication with each other. So in terms of interactions, each person's actions aim to influence others. According to Bonner (Soekanto, 2012) interaction is a relationship between two or more individuals, where individual behavior influences, changes or influences other individuals or vice versa. Roestilah (1994: 35) argues that "interaction is a two-way process that contains the actions of communicators and communicants". It means that interaction can occur between parties if the parties involved provide each other actions and reactions. Connection with that interaction is the process of taking on each other's roles. Zahra (1996: 91) suggests that "Interaction is a reciprocal activity. Teaching and learning interactions mean a social activity because there is social communication between students and their teachers ". Homans (Ali, 2004: 87) defines interaction as an event when an activity carried out by someone against another individual is rewarded or punished by using an action by another individual who is his partner. According to [7]: "interaction is said to be the interaction of education if consciously has the aim to educate, to lead students toward maturity". Meanwhile, according to Soetomo, the interaction of teaching and learning is a reciprocal relationship between the teacher (instructor) and the child (student), which must show an educational (educational) relationship. Where the interaction must be directed at a specific educational goal, namely the change in the behavior of students towards maturity.

2.6. Functional Structural Theory

Ritzer in this theory emphasizes order and disregards conflict and changes in society. The main concepts are function, dysfunction, latent function, manifest function, and equilibrium. According to this theory, the community is a social system consisting of parts or elements that are interrelated and united in balance. Changes that occur in one element will also bring changes to other elements. The basic assumption is that each structure in a social system is functional against the other [15]. Conversely, if we are not functional, the structure will not exist or will disappear by itself. Proponents of this theory tend to look only at the contribution of one system or event to another system, and therefore ignore the possibility that an event or a system can operate against other functions in the social system. They extremely assume that all events and all structures are functional for a society [16]. Hence, at some level, for example, war, social inequality, racial disparities, and even poverty are "needed" by a society. Change can occur slowly in society. When conflicts occur, proponents of structural functionalism theory focus on the problem of how to solve it to make the community remains in balance.

Robert K. Merton [16], a figure in this theory argues that the object of sociological analysis is social facts, such as social roles, institutional patterns, social processes, group organizations, social control, and so on. Almost all proponents of this theory tend to focus on the function of one social fact against another one. However, according to Merton, there is often an amalgam of subjective motives with the perception of function. Whereas interest to structural functionalism must be focused more on functions than motives. Functions are observable consequences that lead to adaptation or adjustment in a system. Since the function is ideologically neutral, then Merton also proposes a concept, which he calls dysfunction.

As social structure or social institutions can contribute to the maintenance of other social facts; on the contrary, it can also have negative effects. An example is slavery in the old United States social system, especially in the South. Slavery was functional for white Americans because the system can provide cheap labor, advance the cotton farming business, and become a source of social status for Whites. But on the contrary, slavery has dysfunction. The slavery system makes people so dependent on the agrarian economic system that they were not ready to join industrialization [15].

Based on the above description, it can be seen that a particular institution can be functional for a particular social unit and conversely dysfunctional for another social unit. In the example above, the institutionalization of slavery is functional for the White social unit and dysfunctional for Negro social unit. Here we have delved into another concept from Merton, which is the nature of functions. Merton distinguishes it into manifest and latent functions. Manifest function is an intended function.

III. METHODOLOGY / MATERIALS

The approach used by researchers is qualitative. This qualitative research method is often called the naturalistic research method since the research is carried out in natural settings; also called the ethnographic method as initially, this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, since the data collection and analysis are more qualitative. Objects in qualitative research are natural objects or natural settings, so this research method is often referred to as a naturalistic method. Natural objects are objects as they are, not manipulated by the researcher so that the condition when the researcher enters the object, after being in the object, and after leaving the object is relatively unchanged. In addition to the approaches that have been described, researchers need to put forward also the theoretical framework, namely the framework of thinking to understand the meaning of a phenomenon where the type of research used is Centralized-Interview. A centralized interview is a process to collect information by face-to-face question and answer between researchers (as interviewers, with or not using interview guidelines) with the subjects examined. To obtain information as expected, it took a relatively long time in conducting a detailed interview process, and it could occur repeatedly.

This research was conducted at the Bhakti Luhur Malang Vocational School. The location was chosen with several considerations, including that the Vocational School is located at Dieng Canal Street No. 40, which is in the center of the city, and in the crowd, which in this case is Malang Mall City Point, Cyber Mall. Even though in this crowded situation, there are still young people whose ages range from 15-18 years are devoted to serving children with disabilities through education at this Vocational High School. Besides, young people today are not easy to be educated, mentored for tasks that are not actually their duties and responsibilities in assisting, educating, and training children with special needs, but they are open-hearted to acquire education and training at SMK Bhakti Luhur on how to assist children with special needs in the future. And this is a challenge for teachers in educating, mentoring, and training them. The informants in this study were taken from data sources in the field [17]. The data from this informant was obtained directly at the research site, which was conducted using interview techniques. The data were deduced from the following informants: Chairperson of the Foundation, Principal, Teachers of Local Content Subjects, Students, Person in Charge of dormitory/Homes.

In qualitative research, researchers become the main instruments [18]. But it does not mean that to eliminate the human essence of the researchers themselves. Therefore, what is demanded in the position of researchers as instruments is the ability to conduct their own research. Additional instruments that could be used were cameras, research design formats, and stationery.

The data collection technique is a technique used by researchers to obtain data. In this study, the type of qualitative research was chosen, the data obtained must be in-depth, clear and specific. Furthermore, as explained by [19] that data collection can be obtained from the results of observations, interviews, documentation, and combination/triangulation. In this study, researchers used data collection techniques through observation and interview. In analyzing data, it was employed coding as the analysis process. According to Strauss and Corbin, there are 3 (three) types of data analysis (coding) processes, namely Open Coding, Axial Coding, and Selective Coding. Thus, to avoid data errors in the theory constructed, these three kinds of coding must be done simultaneously in research. To obtain the validity of qualitative research data, including: degrees of trust/internal validity (credibility), externality / validity (transferability), reliability (dependability), and objectivity (confirmability) [20]. Test of data credibility in qualitative research data include, among others, extended observations, increased perseverance in research, triangulation, discussions with colleagues, negative case analysis, and member checks.

IV. RESULTS AND FINDINGS

4.1. The Role of Teachers from SMK Bhakti Luhur Malang

1. Learning Preparation (Syllabus, Lesson Plan, and Teaching Materials)

Based on the results of research in the field, the role of Malang Bhakti Luhur Vocational School teachers in Malang is described using social interaction theory. Weber in social interaction theory emphasizes the question of how the relationship between person to person, person to group, group to group. This social interaction allows a process in building a pattern of relationships that directs action towards another person. The teacher's role in this research clearly illustrates and applies what is referred by social interaction theory, as well as role theory. The role theory in this research is the main theory in describing how a teacher's progress in the main learning process. The effort of a teacher in carrying out their duties and functions in preparing learning, and the process of implementing learning to students. The duties and functions of this teacher who played an important role in interacting with students in the field. According to Robert Linton, the teacher as an actor plays a role in social interaction based on what is determined by culture. Culture as a teacher, in this case, is required to behave well in the duties given in daily life.

Based on the results of interviews with the principal related to the role of the teacher in learning preparation, it was indeed stated by the principal, that the role of the principal as a leader in an institution is maximum in providing expectations for the teachers in improving the quality of the school itself. The professionalism of a teacher is always echoed by the principal by providing guidance and direction, which is according to the vision and mission of the school. Nevertheless, the role of the teacher is not yet optimal in realizing the vision and mission of the school.

A qualified school is also supported by professional teachers and the qualifications of educators in the whole learning process with the students. According to the principal, there are 23 teaching staff at SMK Bhakti Luhur, out of them, there are 6 permanent teachers and 17 honorary teachers. This honorary teaching staff is also a dual employee, who does not permanently teach at the School. They go to school only when they have a class based on the set hours.

Every teacher needs to improve their competence and quality by developing themselves to improve the quality of the students they teach. According to Scoot et al (1981), the role is impersonal, which means that the status of the role itself will determine the expectations, not individuals. The role is also related to task behavior, the expected behavior in a particular job. The role of the teacher in learning preparation is not easy. It means that to start a good learning process, the teacher needs to prepare everything related to the process, as the learning process requires clear curriculum and teaching tools (syllabus, lesson plans, and teaching materials). In the interview with the principal on supervision conducted related to the function as the principal that the principle was very disciplined with the administration needed to be prepared as a teacher. Before carrying out the learning process, the teacher needs to prepare a syllabus, lesson plans, and teaching materials. James W. Brown in [7] said that the task and role of the teacher is to master and develop learning material, plan, and prepare the learning. From the results of interviews with the teachers as informants that the teachers had difficulty in preparing the teaching tools, in this case, the difficulty in the lesson plan, especially in using operational words. The school principal certainly never ceases to urge teachers on the importance of teaching tools, implementation, and evaluation of learning. Of course, the principal expects that every teacher becomes a professional teacher.

Professional teachers certainly need to improve their competencies continuously throughout their lives. From the field interviews with school principals, there were certainly efforts made to improve the competency of a teacher by involving teachers in various activities, such as MGMP (Subject Teachers' Consultation), seminars, workshops, trainings organized by the government or by PPRBM (Center for Community Resources Rehabilitation Development) of BahktiLuhur, as well as further studies at their own expense. According to the Regulation of Minister for Education and Culture Number 65 of 2013 Concerning Process Standards, Lesson Plan is a face-to-face learning plan conducted by a teacher in one or more meetings. The lesson plan is the result of a study developed from the syllabus that directs students to achieve basic competencies. Preparing lesson plans is very basic for teachers in providing learning for children. The obstacles or difficulties found in this study were that the teacher of Local Content subject has not been able to use operational words in making the lesson plan. When the teacher cannot use these operational words, the material presented was not in accordance with the objectives achieved in the subject matter. Thus, the results of the learning process did not meet the expected competence.

In reality, students who have been taught the local content subject must apply or practice it when they accompany children with special needs. It caused difficulties in serving the children since the students did not master the local content materials given as the difficulty lied on teachers who did not understand the preparation of lesson plans. The professionalism of a teacher is very important in determining his success and fulfill his obligations. But the duties and responsibilities of a teacher have not been well-realized, and still, it needs efforts and support in the form of a good communication process with all parties involved in an institution where they belong.

The role of the teacher in his tasks needs a process of socialization through dialogue between teachers. This dialogue, as informants stated in the process of preparing learning tools, it was necessary to also learn from other colleagues. This process is indeed not easy if all teachers encountered this process so that the one learns from another, and vice versa.

This learning experience is usually carried out by sharing knowledge and skills with the teacher. However, it is often that what is understood as not surely understood by others as well. But one good thing is that there are already good relationships between teachers, and they can share the knowledge they have. Thus, it can bring insight for each teacher in developing themselves into professional teachers.

A Professional teacher certainly has competence in carrying out his duties and functions as a teacher. As a professional, a teacher must study hard and also must master the basic abilities, skills to teach, understand the material that will be given to students so that he can assist students in the learning process, both inside and outside the classroom. Besides being a professional, the teacher must also have high enthusiasm and dedication in guiding and assisting students to achieve what is expected both by the teacher and by themselves. The role of the teacher in the learning process of SMK Bhakti Luhur students is very important for the assistance of children with special needs in the dormitory/institution, especially for local content subjects directly related to students in assisting children with special needs.

V. THE PROCESS OF LEARNING IMPLEMENTATION

The role of the teacher becomes very important in the process of learning implementation, both in the classroom and outside the classroom. It is where the professionalism of a teacher becomes the main point. Based on the results of the researchers' interview with the head of the Vocational School Bhakti Luhur, stated that the main learning process is the presence of students in the class. The role of the teacher in this process is in terms of student attendance, which the teacher pays attention to student attendance. Whether or not the students diligent during the class or they always skip the class. If students orderly enter the classroom, it means that all learning processes can run well and smoothly. Likewise, when researchers interviewed teachers, especially those who teach local content subjects, the presence of these students is a major factor in a learning implementation process.

In addition to the presence of students, it is also expected the activity of students during the learning process. The teacher's role in the process of learning implementation is about how to activate students throughout the process. Of course, it is not easy for teachers in the process of teaching in the classroom. Kimble and Garnezy (in Pringgawidagda, 2002) argue that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. It is also a process of interaction between students and educators and learning resources in a learning environment. It is a process of implementing the learning provided by the teacher to help students learn well. Learning well with the intention that students can interact with the environment as a form of behavior change from each individual.

Robert F. Mager stated that learning objectives are behaviors to be achieved or to be acted by students in certain conditions and competency levels. It means that in the learning process carried out at a certain level, students can understand what is conveyed by the teacher to achieve the expected competence.

Related to the learning theory, according to Jerome S. Bruner, learning activities will run well and creatively if students can find a certain conclusion. Bruner argues that in the learning process three stages can be distinguished, namely: first, the information stage, that each lesson obtains a certain amount of information, adds to the knowledge already possessed, deepens and refines it, and maybe conflicted with what was previously owned. Second, the transformation stage, analyzing various information learned and changing or transforming into more abstract forms of information so that it can be used for broader matters. Third, the evaluation stage, assessing the extent of the knowledge that is already owned and transformed it to be used to look at other symptoms or solve problems encountered.

The teacher's role in the learning process is the process in the classroom and outside the classroom. In the classroom, of course, the task and role of the teacher is very meaningful for the students targeted. The process in the classroom is how to facilitate students to understand what is conveyed by the teacher. Theories obtained by students in the classroom certainly become a provision for students themselves when outside the classroom and practice in the assistance of children with special needs in the dormitory/home. Thus, students can apply what they get to assist children with special needs. Between teacher and student can build an intense pattern of relationships in the whole process of learning in the classroom and outside the classroom. A more intense relationship when practicing with a friend and teaming up with children means that to practice what has been learned in class requires a good relationship because of the practice with the children with special needs in the dormitory/home.

Teacher professionalism in the field of education whose existence and role is one of the important factors. The teacher is the most important element of the teaching and learning process, both formal and informal education. Thus efforts to improve the quality of the teacher's role in education in the country cannot be separated from the existence of the teacher's role itself. Intense relations or so-called interactions between teachers and students are two-way processes that contain the actions of communicators and communicants as expressed by Roestilah. In this connection, the interaction between them is in the process of taking on roles. The intended role is that the teacher provides learning in the classroom and students actively participate in the learning process. Outside the classroom, the local content teacher provides training to students based on the fields taught in the classroom. This training aims to make students practice in the service of assisting children with special needs in each dormitory/home.

The intense relations between teacher and student does not only happen in the classroom but also outside the classroom, which in this case at the dormitory/institution, in the practice of mentoring services to children with special needs. What is practiced at the dormitory/institution is the application of what has been learned in class. The training program created by specialists for children in the dormitory/houses is trained by students who are in the dormitory/institution. In training children with special needs, of course, there is a relationship or communication with children so that the training program can run well and easily. Of course, the students also communicate with the person in charge of the dormitory as well as with the Local Content subject teacher for matters relating to advisory services for children with special needs. The teacher has the responsibility to evaluate the assignments of students in the dormitory/nursing home each semester by looking at the extent to which students' understanding of the material received in class and applied together in mentoring children with special needs.

Likewise, the intense relationship between students and those in charge of a dormitory/home is very important because students live together with them. The person in charge of this dormitory/institution also directly witnessed how these students assist children with special needs. Of course, the relationships experienced by students relating to the tasks and responsibilities given to them at the dormitory/nursing home. A good teacher, of course, wants his students to be successful in learning. No teacher wants his students to fail. And this is the duty and responsibility of every teacher. The role of the teacher in the learning process is very important for students' success in achieving the expected competencies. The role of the teacher in every process carried out both in the classroom and outside the classroom, certainly determines how successful a student is. Of course, a teacher seeks in such a way that the whole process of learning is designed for the success of the students.

4.2. Teacher Involvement in Educating Students of Bhakti Luhur Vocational School of Malang

1. To Guide

The role of the teacher in guiding students in the whole learning process is an important factor of teacher involvement in educating students of SMK Bhakti Luhur, Malang. From the results of interviews with the informant, that the teachers who taught local content subjects had a role in guiding students when students were at school. The role of teachers in the field, based on the 2013 Curriculum, is to provide services to students and provide opportunities to take an active part in every learning process.

Sardiman (2016), in one of the nine roles of teachers in teaching and learning activities, said that the role of teachers in guiding students is as a director. The spirit of leadership for a teacher in the role of a mentor is very prominent. Where the teacher in this role is to be able to guide and direct student learning activities in accordance with the goals that are aspired. With the assistance provided by the teacher to students, it is highly expected that what is given by the teacher can help students in achieving the ideals expected by both the teacher and the family.

The role of the teacher also needs to pay attention to the characteristics of each student where students have the potentials and learning experiences possessed so that students themselves are more proactive in their own lives. The thing that teachers need to pay attention to is that students pay more attention to things that they think are interesting or that they are interested in. Students prefer to be given praise or rewards rather than punishment. The teacher's role in guiding students is a basic ability that must be possessed by a teacher as conveyed by Oemar Malik (in Hasanah, 2012) which states that the teacher's role is also to have the ability to recognize the functions and programs of guidance and counseling services with learning experiences. This capability includes recognizing the functions and service programs and guidance at school, learning the guidance function at school, as well as the responsibilities between the teacher and the school supervisor. Then organizing a guidance service program at school such as practicing identifying the difficulties faced by students, especially tutoring.

An important role of a teacher in the learning process is to develop student learning interests through guidance. Guidance given to students is one way for students to achieve the expected competencies. This important role is carried out by the teacher both in the classroom and outside the classroom to students, especially for students who have difficulty in learning or who have difficulty in practice. Each teacher tries so that each student can complete the learning process through the theories provided and in the field practice at the dormitory/home in assisting children

with special needs. If students have difficulty in accepting theories given in class, the teacher's role is to provide guidance both in groups and individually. Each teacher is allowed to provide guidance to students in accordance with local content taught. Besides, in the practice at the dormitory/institution, each Local Content teacher is also responsible for guiding students in accordance with their respective fields.

2. To Motivate

As a teacher, of course, it is important to motivate the students to build an effective learning behavior of students. Every teacher is expected to be able to directly motivate students to foster their enthusiasm throughout the learning process. From the perspective of Management and Psychology, several motivational theories, which are expected to help teachers to develop skills in motivating students in demonstrating a learning achievement well. It must be admitted that to be a motivator for students is not easy, especially in this increasingly modern era. Sardiman (2016), in one of the roles of the teacher in the teaching-learning process, put forward how to be a good motivator, in the sense that the teacher's role as a motivator is very important to increase the excitement and development of student learning activities. Teachers must be able to stimulate and provide encouragement and reinforcement for students' potential, foster self-help activity, and creativity so that there are dynamics in the teaching-learning process. The teacher's role as a motivator is very important in teaching-learning interactions because it involves the essence of the work of educating, which requires social skills, involves performance in terms of personalization and self-socialization.

Motivation is a desire to do something to satisfy the needs of an individual. Robbins (2002) says that the motivation given to a person can be seen in terms of behaviors that appear or are displayed in that person. People will be motivated to do something better. Motivation given to students by the teacher is one technique for developing student learning interests. The teacher's role is very important in motivating students, both individually and in groups when they experience the same problem. In the sense that the problems experienced by students differ, so the motivation provided is also in accordance with their needs. The motivation provided must be sustainable. If it is not, then a person or student will fail. For example, in terms of practice, a teacher must continue to motivate students, if the motivation declines, of course, students will fail. The role of the teacher in motivating students is not easy, in the sense that the teacher must be able to motivate them when they face various problems, or even deal with hindrances in learning, also hindrances in carrying out the tasks given. Moreover, in today's development of increasingly sophisticated science so students are more likely to be negligent in learning or doing their assignments. It is when the role of the teacher is very meaningful for students in the entire learning process.

3. To Evaluate

Besides acting as a guide and motivator, the teacher also acts as an evaluator in the whole learning process. As an evaluator, there is a tendency that the teacher has the authority to assess student achievement in academics and social behavior, to determine how students are successful or not. In reality, evaluations conducted by teachers are often extrinsic evaluations and have not touched intrinsic evaluations at all. Thus, the teacher needs to be more careful in determining the value or criteria of student learning success. It means that in the evaluation, it is not

enough to only see whether the student can or cannot in working on the subject being tested, but still needs other complex considerations, especially those relating to the behavior or values that exist in each subject.

OemarHamalik (2012) said that a teacher must have mastery in some basic abilities, including the ability to assess student achievement with learning experiences. This ability includes learning assessment functions, learning and practice of various assessment techniques and procedures, selection criteria and assessment procedures, the practice of processing and interpreting assessment results, and practice of using the assessment results to improve the teaching-learning process, and practice to assess the effectiveness of a teaching program. Evaluation or assessment of education at the level of vocational school is an evaluation of learning outcomes by educators, an assessment of learning outcomes by education units. The evaluation carried out is a way to measure student success in the entire learning process. The teacher's role as an evaluator has the authority in assessing student achievement and evaluating student behavior, which is also a determinant of whether students are successful or not. The teacher's role as an evaluator is indeed not easy in the whole learning process. Moreover, it must look at the whole process from beginning to end, both from the academic aspect and behavioral aspect. Thus the teacher is required to be able to evaluate, both in terms of theories in the classroom and practices outside the classroom, in this case, the practice in the dormitory/home with children with special needs. Guidance is a technique that is very useful for students when entering a certain level of education. The purpose is to make students get better in the field of learning. Besides, guidance is also an effort made by the teacher to each individual or group in solving difficulties experienced. The teacher's roles in teaching and guidance are primary roles in the process of learning.

The teacher is a professional educator with the main task of educating, teaching, directing, assessing students throughout the learning process. So the role of the teacher here is very important and influential in motivating student learning. Thus student motivation is very important for student achievement and learning achievement. The teacher's role in motivating student learning, such as making them active in the teaching and learning process, creating a conducive classroom atmosphere, varied learning methods, activities that involve all students, and giving rewards.

VI. CONCLUSION

1. Planning of Learning undertaken by the teacher is to prepare a syllabus, lesson plan, and teaching materials, and other learning tools. The role of a teacher in preparation for learning is the main point before entering the entire learning process.
2. The role of the teacher in the learning implementation process becomes the main element, besides the preparation of learning tools. In the process of implementing learning, every teacher used a variety of methods applied both in the classroom and outside the classroom. The role of the teacher in this process also included the relationships, which were built between teachers and students in theories discussed in the classroom as well as practices outside the classroom, namely the practice of working in the dormitory/home with children with special needs.
3. The role of the teacher in guiding students, based on the results of research by interviewing the informant, is each teacher in the learning process can develop student learning interests through mentoring, both in-

person and groups for better student achievement. Besides, the role of the teacher as a motivator based on the results of research in interviews with informants who, in this case, as teachers of Local Content subject, the teacher's role is very important in motivating students to increase their interest in learning.

4. The teacher's role as an evaluator based on the results of the study through interviews with data sources or informants i.e. teachers of local content subjects. Evaluations conducted throughout the learning process were through midterm, final exam, and field practice. When a student's work did not reach the expected KKM (Minimum Completeness Competency), a remedy was carried out.

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