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The Role of Database Teachers in Increasing the Learning Interest of Class XI PPLG Students

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Article Info	ABSTRACT
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1. INTRODUCTION

In Indonesia, formal education is a unit of education. According to Article 1 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, every level and type of education is included in the formal, non-formal and informal education service groups. Vocational High School (SMK) is a type of vocational education intended to produce graduates who are productive, able to work independently, ready to enter the world of work according to their abilities, and have an attitude of professionalism (Republic of Indonesia Law Number 20 of 2003).

In the current information era, education requires a deep understanding of information technology, including data management. According to Hasrul and Siregar (2016) database theory is an important topic for understanding world information technology which is useful for storing, managing and accessing data properly and correctly. Vocational school students must have a strong understanding of databases in order to compete in a world of work that is increasingly competitive along with advances in technology.

According to Abin Syamsuddin (2003), in terms of education as a whole, an ideal teacher must be able to function as: (1) Conservator (keeper) of a value system that functions as a source of maturity norms; (2) Innovator (developer) of the science value system; (3) Transmitter (successor) of the value system to students; and (4) Transformer (translator) of the value system through its manifestation in the person and his behavior, which is the basis of education as a whole. Database subject teachers have a strategic role in growing vocational school students' interest in this subject.

Interest can be defined as a feeling of preference or interest in something Harefa and Zega (2022). If someone has no interest in learning, they tend to get bored and have no desire to learn what they should learn Zebua and Harefa (2022). Teacher involvement in cultivating student interest and providing good understanding can be the key to successful learning. As educators, they are responsible for creating a fun and inspiring learning environment in addition to delivering lessons formally.

According to Islamiah (2019), interest can be a motivation to do something and also a consequence of doing it. Therefore, interest in learning is the tendency of the heart to learn to acquire information, knowledge, or abilities through effort, teaching, or experience. The results of psychological research show that a lack of interest in learning can lead to a lack of interest in a particular field or even rejection of teachers. One of the keys to academic success is interest. According to research conducted in the United States, one of the main factors responsible for students' failure in studies is lack of interest.

Database teachers can make connections between student interests and learning materials by using innovative and creative approaches. By knowing that vocational school students prefer practical learning, teachers can help students participate more actively and enthusiastically in the learning process by applying database concepts to real-world situations.

It is very important for teachers to increase students' interest in learning so that they are truly involved in learning. Without interest in learning, students will not be truly involved in learning. Researchers conducted research with the title "The Role of Database Teachers in Increasing the Learning Interest of Class XI PPLG Students" based on the information above. The purpose of this research is to find out the role of teachers in increasing students' interest in learning about databases.

2.   RESEARCH METHOD

This research is included in the qualitative research category because it uses a descriptive qualitative approach. In qualitative research, the data collected does not come from numbers, but from field notes, interviews, personal documents, and other official documents (Suharsimi,2006), However Nawawi (2012) states that there are three "descriptive methods can be interpreted as a problem-solving procedure that is investigated by describing or depicting the current state of the subject or object of research (a person, institution, society, etc.) based on visible facts, or as they really are."

This research involved one teacher and 35 public school students in Surakarta. The following is information about the number of research participants:

Table 1. Gender

Gender	Amount	Total
Female teacher	1	
Male Students	33	36
Female Students	2	

2.1. Research Procedure

Data were collected when teachers were teaching at State Vocational Schools in Surakarta. Detailed data collection was carried out through observation and interviews. Aspects of class culture, class status, social status of students, interest in learning, initial abilities, learning styles, learning motivation, emotional development, social, moral and spiritual development are all recorded in observation sheets during three PPL 1 learning cycles. To obtain data, teachers at Surakarta State Vocational School were interviewed once and students were observed twice, with various indicators showing the interest in learning of class XI PPLG students.

Analysis is carried out by conducting analysis during data collection, namely inductively using descriptive data using systematic logical reasoning to ensure the validity of the data; then, after the data was collected, data analysis was carried out using triangulation techniques (comparing/examining, checking the validity of the data) with the results of the interviews and the contents of the documents.

Therefore, the aim of this qualitative research is to provide an in-depth, detailed and comprehensive picture of the empirical reality behind the existing phenomenon. As a result, this research method uses a qualitative approach because it matches relevant theories with empirical facts.

3.   RESULT AND ANALYSIS

According to Naro and Yuspiani (2023), one of the teacher's responsibilities is to help students become students who are in line with school goals. During their work in education, teachers influence many aspects of life, including schools, society, culture, and the economy. Teachers play an important role in the educational process and function as facilitators for students. Teachers have many responsibilities, one of which is being responsible for student learning outcomes through teaching and learning interactions. In other words, educators must have the ability to create an ideal learning environment.

3.1. Teachers' Efforts to Develop Learning Plans

The teacher's important role in the teaching and learning process includes planning and creating learning that will help students achieve goals. According to humanistic experts, curriculum factors that influence planning are closely related to students' desire to learn. Students must feel satisfied with the material taught.

At one of the Surakarta State Vocational Schools, teachers have a role to be a good example for students and an inspiration for students. This can be seen in their communication habits (greetings, smiles and greetings), as well as their discipline in carrying out routine school activities. This is in line with Sarwiji (2015) idea that the teacher's role in a student-centered perspective is as a guide, coordinator and facilitator in the learning process. In addition, Kirom (2017) stated, based on the results of their research, that learning is an effort made by teachers or educators deliberately to convey knowledge by organizing and creating learning environment systems in various ways so that students can utilize their learning in a more optimal way.

Teachers make learning plans by considering learning objectives:

1) Attend workshops, seminars, training and MGMP to improve teacher competency.
2) Coaching and training provided by companies collaborating with schools in implementing industrial class programs, which allows teachers to improve their abilities.
3) Expand reference books and make comparisons.
4) By using various learning resources and references from the internet as well as reading books, teachers can develop teaching modules that are tailored to students' initial interests and abilities.

This emphasis shows that the teacher's role is to help, encourage, explain and implement learning in terms of content, methods and evaluation.

3.2. Database Teacher Methods, Strategies and Approaches to Improve Learning

The learning process is greatly influenced by the database teacher's strategies, techniques and approaches. The students' expected abilities will be determined by the application of methods that are appropriate to the learning objectives. Innovative learning, according to Uno and Mohammad (2012), is a learning method that is designed in such a way that it involves existing basic competencies. This differentiates the ordinary learning provided by the teacher.

The teacher's role is to help, encourage, and teach students. The following are several methods and media used by teachers in their learning activities to encourage student interest:

1) There are many different learning methods and approaches, such as industry-based learning, case studies, discussions, and project-based learning.
2) Learning outside the classroom with interesting media.
3) Tools used include PowerPoint, LCD, Laptop, Nearpod, Internet, and library.

Experience, individual guidance, openness, exemplary, and functional are the strategies used by Database teachers at SMK Negeri Surakarta. This method is used to provide useful content both in the industrial world and in everyday life.

3.3. Teacher Responsibilities in Developing Interest in Learning

Because students trust their parents and guardians, the results of observations and interviews show that the role and responsibility of database teachers at SMK Negeri Surakarta is very large. Teachers are also responsible for providing and equipping graduates of the PPLG skills program so that they are proficient in their fields and ready to work.

The hope of database teachers is to produce graduates who are competent in their fields and ready to enter the world of work, so database teachers make a conscious effort to guide and/or train students so that they can: (1) increase their faith and devotion to Allah SWT. which has been instilled in the family environment; (2) channeling his talents and interests in exploring the field of databases and developing them optimally, so that they are used for himself and can also be used for others; (3) correct errors, shortcomings and weaknesses in beliefs, understanding and data processing experiences in daily life; (4) bringing in practitioners from the industrial world so that students can receive learning according to their needs in the work environment; (5) adapting to their environment, both physical and social; (6) using project-based learning methods, problem solving and group discussions in classroom and out-of-class learning; and (7) able to inspire and educate on the development of information technology as a whole in accordance with students' absorption capacity and limited time available.

Apart from that, this is relevant to the findings of research conducted by Esmaeili (2015), who concluded that educators must realize that each student has unique characteristics. Creative and enthusiastic teachers will use the right approach by observing the differences in each student, giving punishment and rewards at the right time, and creating a pleasant classroom atmosphere so that the learning process becomes enjoyable.

Increasing interests and talents optimally benefits himself and others. Making information technology, especially the field of databases, something that must be followed wisely in order to become a vocational school graduate who is ready to work, and responsive to developments in society and the country both in school and life achievements for a database teacher is a challenge and difficulty in increasing interest in study.

3.4. Evaluation

According to Purnomo and Munadi (2005), assessment is part of the teaching system to find out whether the set goals can be achieved, so evaluation must be carried out regularly. In an independent curriculum, the most important assessment is not to provide numbers, but as a basis for criticism for revision. Because learning and teaching take place while achieving goals.

The teaching process must be evaluated (formative) every time it is carried out in order to provide benefits to the teaching system. Students may also receive a final project assignment in lieu of a final evaluation for broader system development. This is in line with research findings conducted by Sugiri and Priatmoko (2020), which stated that in the independent learning curriculum, teachers are given the freedom to determine and design their own evaluation activities. This evaluation activity can provide an overview of students' abilities and learning processes in the class as a whole, and this is known as authentic evaluation.

4. CONCLUSION

Based on research conducted by the author regarding the role of database teachers in increasing students' interest in learning at State Vocational Schools in Surakarta, the following conclusions can be made:
1) The Role of Database Teachers in Increasing Interest in Learning for State Vocational School Students in Surakarta:
a. Developing Kemdikbud learning programs based on student needs and circumstances.
b. Using various teaching methods, strategies, media, approaches and motivation.
c. Make learning fun and interesting.

d. Facilitate interests, talents and needs with facilities and infrastructure that support learning.

e. Evaluate children's learning outcomes both individually and in groups.

f. Providing personal guidance for learning Database.

2) Intrinsic and extrinsic factors have the ability to increase students' interest in learning. The existence of needs and ideals are intrinsic factors. Factors that come from outside a person, such as competition and rewards, are called extrinsic factors. Teachers want to produce a young generation who have noble character, are capable, creative, and ready to work. complement existing facilities and infrastructure, with school support. The influence of the environment, friends, and conditions of the student's own family and school are several things that can hinder students' interest in learning. However, from the teacher's perspective, the lesson schedule is inappropriate and ineffective because the teacher must be responsible as the Skills Program Coordinator.

5. SUGGESTION

The author contributes thoughts about the role of teachers in increasing interest in learning at State Vocational School students in Surakarta, as well as ways to make the role of database teachers more efficient and increase enthusiasm for teaching:

1) Schools must collaborate more with families, communities and various related parties to achieve the vision and mission of vocational school education and improve education in schools. There was also a meeting between the teacher council and student parents who discussed the importance of education, especially in database information technology.

2) The principal allows extra time for additional classes.

3) There needs to be a full industrial class as a superior class with a curriculum based on the industrial world, so that students learn from real work situations in industry.

4) It is very important that industrial classes are specifically designed as superior classes. This class should have a curriculum that is based on the world of industry so that students can learn in real work situations in industry.

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