



A Study Of Vocational School Teacher Preferences And Readiness To Form A Learning Community With The Collaborative Teacher Inquiry Approach

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Abstrak

This study aims to analyze the preferences and readiness of vocational high school (SMK) teachers in Medan City to form a learning community based on Collaborative Teacher Inquiry (CTI). A mixed-methods sequential explanatory approach was employed, involving 250 quantitative respondents and 9 in-depth interview participants. The findings indicate that Learning Goal Orientation (LGO) is a significant predictor of CTI readiness ($\beta = 0.216, p < 0.001$), with systemic barriers acting as a key mediator. Teacher preferences for collaborative learning were reflected in a strong interest in small discussion groups (78%) and flexible scheduling. This study proposes a contextualized CTI model tailored to the needs of vocational teachers, strengthening the role of LGO as a resilience mechanism for overcoming structural challenges.

Kata kunci: Collaborative Teacher Inquiry, Teacher Learning Community, Learning Goal Orientation, Vocational High School Education, Professional Development

INTRODUCTION

Vocational education is a crucial pillar of the Indonesian education system, aiming to prepare a skilled and employable workforce. Vocational High Schools (SMK) play a strategic role in producing competent graduates who meet the needs of industry (Aspi & Syahrani, 2022). However, various challenges still hamper the effectiveness of vocational education in Indonesia, particularly in terms of teacher quality and professionalism (Suhartina, 2017).

Medan, the capital of North Sumatra Province, is one of the largest economic and industrial centers outside Java. With 127 vocational high schools (SMK) and over 3,000 teachers, Medan faces complex challenges in improving the quality of vocational education. Data from the North Sumatra Provincial Education Office in 2023 showed that only 45% of vocational high school teachers had direct industry experience, while the remaining 65% required continuous competency improvement. (Hermawan et al., 2021).

CTI emerged as an innovative approach to teacher professional development. CTI is a collaborative process in which teachers systematically examine their own learning practices through a cycle of reflection, investigation, and continuous improvement (Harefa et al.,

2022) . This approach has proven effective in improving the quality of learning in various countries, but its implementation in the Indonesian context remains limited (Bintoro & Fitrianto, 2019) .

This research is important for several reasons. First, there has been no comprehensive study examining the readiness and preferences of vocational high school teachers in Indonesia for CTI implementation. Second, the unique socio-cultural and systemic context of Indonesian education requires appropriate adaptations of the CTI model (Witarsa & Alim, 2022) . Third, a thorough understanding of the factors influencing teacher readiness will aid in the development of effective implementation strategies (Sulistia & Rahman, 2024)

Formulation of the problem

Based on this background, this study answers the following questions:

1. What are the preferences of vocational school teachers in Medan regarding the formation of CTI-based learning communities?
2. To what extent are vocational school teachers in Medan prepared to be involved in CTI?
3. What are the main obstacles faced by vocational school teachers in forming CTI-based learning communities?
4. How can the results of this study be used to design effective learning communities?

Research purposes

This research aims to:

1. Analyzing vocational school teachers' preferences for the format, content, and mechanisms of CTI learning communities
2. Measuring the level of teacher readiness in terms of knowledge, skills and motivation
3. Identifying structural and cultural barriers to CTI implementation
4. Developing a contextual CTI learning community model for vocational schools in Indonesia

Benefits of research

The research's benefits encompass both theoretical and practical aspects. Theoretically, this study contributes to the development of a contextual model for teacher professional development. Practically, the research findings can serve as a reference for policymakers in designing effective professional development programs (Wasila, 2024) .

Literature review

Collaborative Teacher Inquiry

Collaborative Teacher Inquiry (CTI) is defined as a systematic process in which teachers collaborate to examine and improve their instructional practices through a cycle of planning, acting, observing, and reflecting. This concept is rooted in the tradition of action research and professional learning that has developed since the 1990s (Hanafiah et al., 2022)

In the context of vocational education, CTI offers a relevant approach for several reasons. First, CTI enables teachers to develop contextual and field-specific pedagogical knowledge. Second, the collaborative approach in CTI aligns with the characteristics of industrial work, which emphasizes teamwork and problem-solving. Third, CTI provides a space for teachers to integrate practical experiences with learning theory (Sutarsih & Misbah, 2021) .

Research by Nurhasanah et al. showed that the implementation of CTI at SMK Negeri 2 Medan successfully increased student engagement by 35% and learning outcomes by 28% within six months. These findings are consistent with a similar study at SMK Negeri 1 Medan, which reported a 42% increase in teachers' pedagogical competence after participating in a CTI program for one semester (Jao & McDougall, 2015) .

Learning Goal Orientation

Learning Goal Orientation (LGO) is a psychological construct that refers to an individual's tendency to develop competencies through mastering new knowledge and skills. In the educational context, LGO in teachers is related to intrinsic motivation to continue learning and improve teaching practice.

The goal orientation theory developed by Dweck (Andra et al., 2022) distinguishes between a learning orientation focused on developing competencies and a performance orientation focused on demonstrating abilities (Marisana et al., 2023) . Teachers with high LGO tend to be more resilient in facing challenges, more open to feedback, and more active in professional development.

Abbas's research (Cravens & Hunter, 2021) on vocational high school teachers in West Java found that LGO was significantly correlated with participation in professional development ($r = 0.68$, $p < 0.01$). This finding is supported by research by Irnidayanti et al. (2020), which reported that teachers with high LGO demonstrated better adaptation to curriculum changes and learning innovations.

Barriers to Professional Development

The implementation of CTI in Indonesia faces various complex obstacles. These obstacles can be categorized into three levels: micro (individual), meso (institutional), and macro (systemic).

At the micro level, research by Mustofa (Brown et al., 2021) identified that high teaching loads (averaging 24 hours/week) and administrative burdens significantly deprive teachers of time for professional development. Furthermore, a lack of intrinsic motivation and self-confidence also hindered teacher participation in collaborative activities.

At the meso level, limited institutional support is a significant obstacle. Research by Ariani et al. (Leijen et al., 2024) shows that only 30% of vocational schools (SMKs) have a dedicated budget allocated for teacher professional development. Limited facilities and a work culture that discourages collaboration also impact the effectiveness of CTI.

At the macro level, frequently changing and inconsistent education policies create uncertainty for teachers. Rigid standardization and evaluation systems that focus on administration rather than substance also hinder innovation in professional development.

Theoretical Framework

This study uses an integrated theoretical framework that combines Bandura's (1977) *Social Learning Theory* , Deci and Ryan's *Self-Determination Theory* (Osmond-Johnson & Fuhrmann, 2022) , and Wenger's (1998) *Communities of Practice* theory . This integrated framework allows for a comprehensive analysis of the social, motivational, and cultural aspects of CTI implementation (Bukit & Tarigan, 2022) .

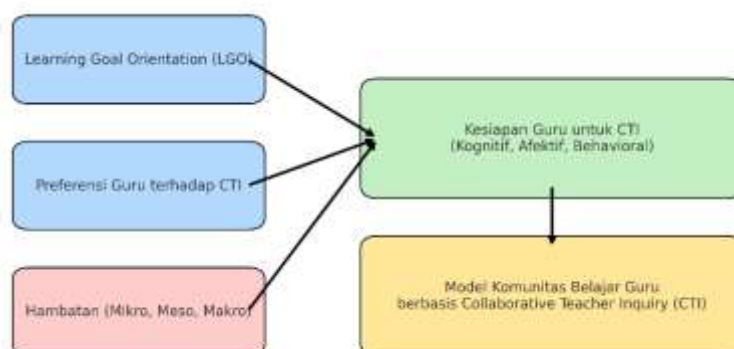


Figure 1. Research Paradigm

Social Learning Theory explains how teachers learn through observation and modeling within learning communities. *Self-Determination Theory* helps understand the motivational factors that drive teacher participation in CTI. *Communities of Practice* provides a lens for analyzing the social and cultural dynamics within learning communities.

METHOD

Research Design

This study employed a *mixed-methods sequential explanatory design* that integrated quantitative and qualitative approaches sequentially. The first phase used a quantitative survey to collect data from a large sample, followed by a qualitative phase to deepen understanding of the phenomenon under study.

This design was chosen based on the consideration that the research problem requires a comprehensive understanding that cannot be answered by a single approach. Quantitative data provides an overview of variable patterns and relationships, while qualitative data provides the context and meaning behind those patterns (Schnellert & Butler, 2021).

Participants and Sampling

The study population consisted of all vocational high school teachers in Medan City, totaling approximately 3,200. The quantitative sample was determined using the Slovin formula with a 5% margin of error, resulting in a sample size of 250 respondents. Proportional random sampling was used to ensure representativeness across various areas of expertise and types of vocational high schools.

For the qualitative stage, 9 participants were selected using purposive sampling techniques with the following criteria: (1) having at least 5 years of teaching experience; (2) having been involved in collaborative activities; and (3) representing a variety of demographic and professional characteristics (Kurniasih, 2024).

Data Collection Instruments

The research instruments consisted of a questionnaire for the quantitative phase and an interview guide for the qualitative phase. The questionnaire was developed based on a literature review and has undergone validation by three experts and reliability testing, with Cronbach's alpha results > 0.90 for all constructs.

Table 1. Quantitative Data Collection Instruments

Variables	Number of Items	Scale	Cronbach's α		Sample Items
CTI Preferences	15	Likert points	5	0.94	"I prefer small discussion groups to large seminars"
Cognitive Readiness	10	Likert points	5	0.92	"I understand the concepts and principles of CTI"
Affective Readiness	12	Likert points	5	0.96	"I am motivated to get involved in CTI"
Behavioral Readiness	8	Likert points	5	0.91	"I have participated in CTI-like activities"
Obstacle	20	Likert points	5	0.95	"Administrative burdens hinder my participation"

For the qualitative phase, a semi-structured interview guide was developed to explore teachers' experiences, perceptions, and suggestions regarding CTI implementation. Interviews were conducted face-to-face and recorded for analysis purposes.

Data analysis

Quantitative data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to describe respondent characteristics and variable distributions. Inferential analysis used *Structural Equation Modeling* (SEM) to examine relationships between variables.

Qualitative data were analyzed using thematic analysis techniques based on the Braun and Clarke framework (Jauhar, 2025) . The analysis process included transcription, coding, theme identification, and interpretation. NVivo 12 *software* was used to assist in the qualitative data analysis process.

The integration of quantitative and qualitative data is done through a joint display technique that visualizes how qualitative findings explain and enrich quantitative findings.

RESULTS AND DISCUSSION

Respondent Characteristics

A total of 250 vocational high school teachers from 10 different public schools participated in this study. The distribution of respondents based on demographic characteristics is presented in Table 2.

Table 2. Respondent Characteristics (N=250)

Variables	Number of Items	Scale	Cronbach's α		Sample Items
CTI Preferences	15	Likert points	5	0.94	"I prefer small discussion groups to large seminars"
Cognitive Readiness	10	Likert points	5	0.92	"I understand the concepts and principles of CTI"

Affective Readiness	12	Likert points	5	0.96	"I am motivated to get involved in CTI"
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Obstacle	20	Likert points	5	0.95	"Administrative burdens hinder my participation"

Teacher Preferences for CTI

Data analysis revealed varying teacher preferences for CTI implementation. Seventy-eight percent of respondents expressed a preference for a small group format of 5-7 students. This preference was based on considerations of effectiveness and time efficiency (Wahyono et al., 2025) .

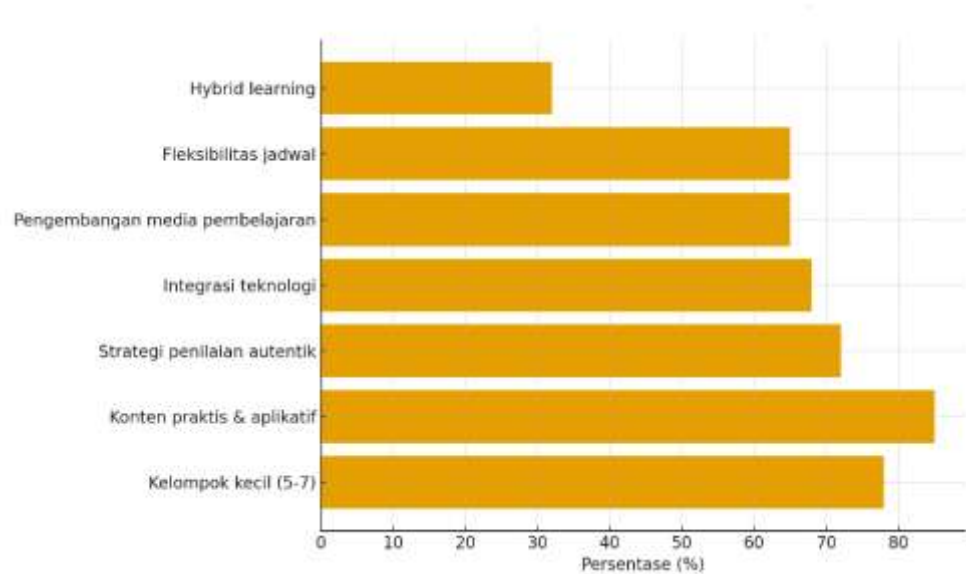


Figure 2. Percentage of Teachers to CTI

"Small groups are more effective because they allow for more intensive interaction and focus on the specific problems we face" (Participant 3, Interview).

For CTI content, 85% of teachers expressed a need to focus on practical issues directly related to classroom learning. Topics of greatest interest included: (1) authentic assessment strategies (72%); (2) integrating technology into learning (68%); and (3) developing learning media (65%) (Ummah & Fauziah, 2021) .

When it comes to scheduling, 65% of teachers prefer flexible activities that don't interfere with teaching hours. The most popular options are biweekly meetings after school (45%) or hybrid learning (32%) (Taran, 2019) .

Teacher Readiness for CTI

The results of the quantitative data analysis showed variable levels of readiness across the measured dimensions. The mean cognitive readiness score was 3.85 (SD=0.72) on a scale of 5, indicating a sufficient understanding of the CTI concept. Affective readiness showed a higher score (M=4.12, SD=0.68), indicating a strong motivation to engage (Amelia et al.,

2022) . However, behavioral readiness showed the lowest score ($M=3.45$, $SD=0.81$), reflecting limited experience in CTI practice.

SEM analysis revealed that LGO was a significant predictor of CTI readiness ($\beta=0.216$, $p<0.001$). Teachers with high LGO demonstrated higher levels of readiness across all dimensions. This finding is supported by qualitative data indicating that teachers with strong intrinsic motivation are more active in seeking professional development opportunities (Nugroho, 2023) .

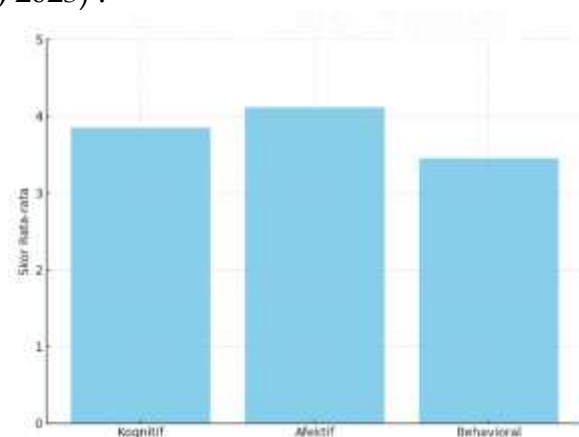


Figure 3. Teacher Readiness in Implementing CTI

"I am always looking for ways to improve my learning, whether through workshops, discussions with colleagues, or self-study. CTI is appealing because it provides structure to this process" (Participant 7, Interview).

Barriers to CTI Implementation

The main barriers identified included time, resources, and institutional support. Eighty-two percent of respondents reported that a heavy teaching load was the main obstacle to CTI participation. The average teacher teaching load is 24 hours per week, not including administrative and extracurricular duties.

Resource barriers included limited access to literature (65%), inadequate facilities (58%), and limited technology (52%). Institutional support was also a critical factor, with only 35% of teachers reporting tangible support from school leaders.

Further analysis revealed differences in perceptions of barriers based on gender. Female teachers reported higher levels of barriers ($\beta=-0.251$, $p<0.05$), particularly related to the dual burden of professional and domestic responsibilities (Retnowati, 2015) .

"As a teacher and a housewife, time is very limited. After-school activities often clash with family responsibilities" (Participant 5, Interview).

Discussion

Contextual Preferences For Cti

Research findings reveal that teachers' preferences for CTI are influenced by their specific work context. The preference for small groups and flexible scheduling reflects adaptation to real-world conditions. This aligns with research by Utomo (Napisa et al., 2021) , which emphasizes the importance of contextualizing professional development models.

The preference for practical and applicable content demonstrates teachers' need for immediate solutions to learning problems. This finding is consistent with adult learning

theory, which emphasizes relevance and immediate application as key factors in the effectiveness of adult learning.

The Role of LGOs in CTI Readiness

The finding that LGO is a strong predictor of CTI readiness supports *Self-Determination Theory*, which emphasizes the importance of intrinsic motivation. Teachers with high LGO tend to view CTI as an opportunity for development rather than an additional burden.

These results align with Abbas's research (Ananda et al., 2022), which found a strong correlation between LGO and participation in professional development. Practical implications suggest that CTI programs should be designed to address the psychological needs of autonomy, competence, and connectedness to enhance teachers' intrinsic motivation (Sukmawarti, Ramadani Siregar, 2022).

Systemic Barriers

The complexity of the barriers revealed in this study suggests that CTI implementation requires a systemic approach. Barriers exist not only at the individual level but also at the institutional and systemic levels. These findings support research by Rafiq et al. (Eliza et al., 2022) on the need for a holistic approach to teacher professional development reform. Identified gender barriers require special attention. Gender-sensitive policies and specific support for female teachers are needed to ensure equal access to professional development (Munfarida, 2022).

CONCLUSION

This study revealed that vocational high school teachers in Medan have a strong preference for a flexible, practical, and contextual CTI model. Teacher readiness levels vary across dimensions, with behavioral readiness being the area requiring the most attention. LGO proved to be a key factor in predicting teacher readiness to engage in CTI. Implementation barriers are multilevel and complex, encompassing individual, institutional, and systemic factors. Significant gender barriers require special attention in CTI program design.

Suggestion

Based on the research findings, several suggestions can be put forward:

1. For Schools:
 - a. Integrating CTI into school development plans
 - b. Provide adequate facilities and resources
 - c. Building a culture of collaboration and continuous improvement
2. For Teachers:
 - a. Developing a growth mindset and learning orientation
 - b. Actively build collaborative networks with colleagues
 - c. Engage in systematic reflection on teaching practice
3. For Further Research:
 - a. Testing the effectiveness of the CTI model in different contexts
 - b. Examining the factors that influence CTI sustainability
 - c. Developing more sensitive instruments to measure CTI readiness

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