

ABSTRAK

Penelitian tentang kompetensi profesional guru vokasi selama ini cenderung menempatkan profesionalisme sebagai kemampuan pedagogis dan penguasaan materi yang bersifat administratif dan normatif, sementara dimensi reflektif dan situasional dalam pembelajaran kelas heterogen masih belum banyak dikaji secara mendalam, khususnya melalui perspektif etnografi pendidikan. Penelitian ini bertujuan menganalisis praktik profesional guru dalam mengaktualisasikan kompetensi pembelajaran vokasi pada kelas heterogen di SMKS Pariwisata Triatma Jaya Singaraja. Penelitian menggunakan pendekatan kualitatif dengan desain etnografi pendidikan. Data diperoleh melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi yang melibatkan lima guru produktif, kepala sekolah, dan tiga puluh siswa. Analisis data dilakukan secara interaktif melalui kondensasi data, penyajian data, verifikasi, dan penarikan kesimpulan yang diperdalam melalui analisis domain, taksonomi, komponensial, dan tema budaya. Hasil penelitian menunjukkan bahwa kompetensi profesional guru berkembang secara adaptif melalui pengalaman mengajar, improvisasi pedagogis, dan refleksi situasional dalam menghadapi dinamika kelas heterogen. Namun demikian, implementasi pembelajaran masih didominasi pendekatan teacher-centered, integrasi teori dan praktik berlangsung secara sekuensial, serta diferensiasi pembelajaran belum dirancang secara sistematis. Praktik reflektif guru juga lebih banyak berlangsung dalam bentuk reflection-in-action yang bersifat spontan dibanding reflection-on-action yang terstruktur. Penelitian ini mengonstruksi konsep “profesionalisme reflektif situasional” sebagai bentuk profesionalisme guru yang berkembang melalui kemampuan adaptasi pedagogis, refleksi kontekstual, dan pengambilan keputusan secara responsif dalam situasi pembelajaran yang dinamis. Secara teoretis, penelitian ini memperluas kajian profesionalisme guru vokasi berbasis refleksi dan konteks pembelajaran, sedangkan secara praktis menegaskan pentingnya budaya reflektif, diferensiasi pembelajaran, dan penguatan kapasitas adaptif guru dalam transformasi pendidikan vokasi abad ke-21.

Kata Kunci: Profesionalisme guru, Pembelajaran vokasi, Kelas heterogen, Reflektif situasional, Etnografi pendidikan.



ABSTRACT

Research on vocational teachers' professional competence has generally positioned professionalism as pedagogical ability and mastery of subject matter that are administrative and normative in nature, while the reflective and situational dimensions of teaching in heterogeneous classrooms remain underexplored, particularly from the perspective of educational ethnography. This study aims to analyze teachers' professional practices in actualizing vocational learning competencies within heterogeneous classrooms at SMKS Pariwisata Triatma Jaya Singaraja. The study employed a qualitative approach using an educational ethnography design. Data were collected through participant observation, in-depth interviews, and documentation involving five vocational teachers, the principal, and thirty students. Data analysis was conducted interactively through data condensation, data display, verification, and conclusion drawing, which were further deepened through domain, taxonomic, componential, and cultural theme analyses. The findings reveal that teachers' professional competence develops adaptively through teaching experience, pedagogical improvisation, and situational reflection in responding to the dynamics of heterogeneous classrooms. However, the learning process remains dominated by teacher-centered approaches, the integration of theory and practice is still sequential, and differentiated instruction has not been systematically designed. Teachers' reflective practices also tend to occur in the form of spontaneous reflection-in-action rather than structured reflection-on-action. This study constructs the concept of "situational reflective professionalism" as a form of teacher professionalism that develops through pedagogical adaptability, contextual reflection, and responsive decision-making within dynamic learning situations. Theoretically, this study contributes to the development of vocational teacher professionalism studies grounded in reflective practice and contextual learning, while practically emphasizing the importance of reflective culture, differentiated instruction, and strengthening teachers' adaptive capacities in transforming twenty-first century vocational education.

Keywords: Teacher professionalism, Vocational learning, Heterogeneous classrooms, Situational reflective professionalism, Educational ethnography.

