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## RESOURCES MAPPING OF FIRST HIGH SCHOOL EDUCATORS IN NORTH JAKARTA

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**Hamid Al Jufri**

Muhammadiyah University Prof. Dr. HAMKA, Indonesia

Emails: [jufri@uhamka.ac.id](mailto:jufri@uhamka.ac.id)

### ABSTRACT:

The problem of this research is that there are still many teachers who are not yet professional because teachers are the spearhead of a nation's progress. The purpose of this study was to determine the level of education, status, certification, and age of junior high school teachers in North Jakarta. The population in this study were all teachers in North Jakarta. Data collection techniques were carried out by means of documentation and questionnaires. In order to get an accurate assessment, the assessment of the results of the questionnaire is carried out with a descriptive quantitative assessment. The results showed that there were still many teachers with 334 high school levels, 2328 assistant and honor teachers, and 2013 who had not been certified, and there was still a lack of young teachers. Based on the results of this study, it is suggested that public schools in North Jakarta need to increase the level, status, and certification of teachers, and that there should be age considerations in accepting teachers.

**Keywords:** Professionalism of Middle School Teachers.

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### INTRODUCTION

Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national

education goals. The academic qualifications referred to above are the minimum level of education that must be met by an educator as evidenced by relevant diplomas and/or certificates of expertise in accordance with applicable

laws and regulations. Teachers have several important roles, namely being agents of reform and development as well as improving quality and equalizing access to education for students. The tasks assigned to the teacher will be carried out more smoothly if the teacher has professional competence.

Law number 14 of 2005 concerning Teachers and Lecturers, article 1 explains that teachers have a position as professionals at the levels of basic education, secondary education, and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations. Article 2 explains that the recognition of the teacher's position as a professional as referred to in paragraph (1) is proven by an educator certificate. This law has consequences for all teachers to be certified educators so that they get the title of professional teacher, without exception for teachers in rural areas.

The teacher certification policy is conceptually very good for increasing teacher competency in Indonesia. However, the unequal geographical conditions have resulted in regional development not being evenly distributed throughout the countryside, resulting in disparities in the quality of education, both for teachers and students. Differences in environmental conditions between big cities and small towns, or even further with rural areas often lead to a sense of unfairness towards the implementation of uniform policies. The completion of the teacher certification

program faces major challenges because there are still many teachers who do not have a minimum education qualification of S1 or D4.

Based on the conditions above, namely the low number of public junior high school teacher education staff in the North Jakarta area, we tried to research the "Mapping of North Jakarta Middle School Teachers"

## LITERATURE REVIEW

### Resource

The implementation of educational institutions in any country in the world is seen as a program of strategic value. This is based on an assumption that the educational process is a process that is deliberately carried out solely for the purpose of educating the nation. Through the educational process individual figures will be formed as human resources who will play a major role in the nation and state development process. Therefore the role of education is very important because education is the main key to creating quality human resources. The relationship between the educational process and the creation of human resources is a logical relationship that cannot be separated.

This is in accordance with the notion of education itself. Mc. Donald gives a formula about education: "... is a process or an activity which is directed at producing desirable in the behavior of human beings." Education is a process or activity that aims to produce changes in human behavior. In simple terms, changes in behavior that

occur are caused by changes in three elements including cognitive, affective and psychomotor elements (Bloom's Taxonomy). Mangkunegara (2001:67) performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The level of employee performance is closely related to the reward system implemented by the institution/organization where they work. Inappropriate rewards can affect performance improvement, in carrying out their duties a teacher needs to have three basic abilities so that performance is achieved as follows:

1. personal abilities include physical things such as looks, voice, eyes or views, health, clothing, hearing, and psychological things such as humor, friendly, intellect, patient, polite, diligent, creative, confident, optimistic, critical, objective, and rational;
2. social skills include being open, disciplined, dedicated, responsible, helpful, constructive, orderly, fair, forgiving, honest, democratic, and loves students;

Professional abilities as formulated by P3G which include ten (10) teacher professional abilities, namely: mastering the subject areas in the school curriculum and mastering study material/applications for study, managing teaching and learning programs, managing classes, using media and resources, mastering educational foundations, managing teaching and learning interactions, assessing student

achievement for educational purposes, familiar with the functions and counseling guidance programs, familiar with and implementing school administration, understanding the principles and interpreting the results of educational research for teaching purposes according to Sanskrit: which means teacher, but the literal meaning is "heavy" is a teacher of a science. In Indonesian, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students.

The term teacher professionalism is certainly not something foreign to the world of education. In simple terms, professional comes from the word profession which means position. A professional person is a person who is able to carry out the duties of his position in a qualified manner, both conceptually and practically. A professional teacher is a teacher who has the ability to carry out the duties of a teacher's position. When reviewed more deeply, there are several characteristics of teacher professionalism.

Rebore (1991) suggests six characteristics of teacher professionalism, namely: (1) understanding and acceptance in carrying out tasks, (2) willingness to cooperate effectively with students, teachers, parents, and the community, (3) the ability to develop vision and continuous job growth, (4) prioritizing service in assignments, (5) directing, suppressing and cultivating student behavior patterns, and (6) implementing the office code of ethics.

Meanwhile, Glickman (1981) provides characteristics of teacher professionalism from two sides, namely the ability to think abstractly (abstraction) and commitment (commitment). Professional teachers have a high level of abstract thinking, namely being able to formulate concepts, capture, identify, and solve various kinds of problems encountered in assignments, and also have a high commitment in carrying out assignments. Commitment is a strong will to carry out tasks based on a full sense of responsibility. Furthermore, Welker (1992) argued that teacher professionalism can be achieved if the teacher is an expert (expert) in carrying out the task, and always develops himself (growth). Glatthorn (1990) suggests that in looking at teacher professionalism, in addition to ability to carry out tasks, it is also necessary to consider aspects of commitment and responsibility (responsibility), as well as independence (autonomy).

Talking about teacher professionalism, of course, cannot be separated from the teacher professional development activities themselves. Broadly speaking, teacher professional development activities can be divided into three parts, namely: (1) intensive development, (2) cooperative development, and (3) self-directed development (Glatthorn, 1991).

### Teacher Certification

According to Supardi (2009: 61-62), teacher certification is a necessity, because various problems related to teachers are found, such as: the low quality and

relevance of education and according to data from the Directorate General of Education Quality of Educators and Education Personnel shows that from around 2.05 733,881 new million teachers (state and private) with qualifications above D-3 are entitled to certification.

Certified teachers at least go through further education, to obtain good knowledge again. Therefore, educational status is needed to improve education in schools.

### Teacher Age

The definition of age according to experts is the life span of a human being. The influence of age on humans is very closely related to the ability of what educators do, while the influence of age can cause various problems, both biologically, mentally and economically. As a person's age increases, physical abilities will decrease, so that it can cause a decline in social roles. Based on Law Number 14 of 2005 concerning teachers and lecturers, it is emphasized that the minimum retirement age for teachers is 60 years. In this regard, the retirement age limit for Civil Servants (PNS) as stipulated in Government Regulation Number 32 of 1979 is 56 years. Whereas for civil servants who are appointed to the functional position of teacher, the regulation is based on the Law on teachers and lecturers, namely 60 years.

### RESEARCH METHODS

The research method used is descriptive quantitative method, because

the research was carried out in natural conditions (natural setting). Descriptive research is a form of the most basic research. Intended to describe or illustrate existing phenomena, both natural phenomena<sup>12</sup> and human engineering. In addition, the research data is more concerned with the interpretation of the data found in the field. In quantitative research<sup>15</sup> is "a research procedure that produces descriptive data in the form of numbers and words." Data analysis techniques were used by Miles and Huberman<sup>8</sup>, namely by following a flow model: data collection, data reduction, data presentation, and drawing conclusions/verification. Data analysis in research is based on the approaches, methods and techniques used, which are then developed and modified according to research needs.<sup>28</sup> The data analysis was carried out in the following way.

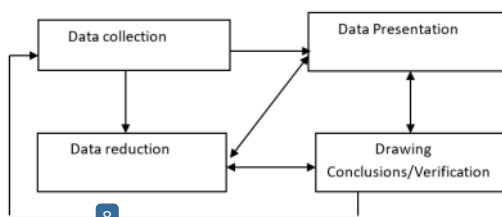


Figure 1. Data Analysis Flow

## RESULTS AND DISCUSSION

Based on the results of data tabulation carried out on the four aspects assessed, they can be seen below:

### 1. Assessment of the Educational Level of Teachers

The assessment of the status of

teachers consists of four items as shown below. From the results of Figure 2. below it gives meaning, including aspects of education level or status of junior high school teachers in the North Jakarta area for senior high school = 9%, S- 1 = 84%, S-2 = 7%, S-3, 3 teachers out of 3,831 teachers in the North Jakarta area. Even though the number of S-1 teachers is 3,234, there are still 334 teachers who are still in senior high school. This needs to be improved to make it better.

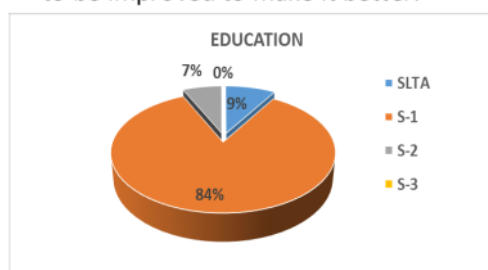


Figure 2. Status of Teachers

### 2. Assessment of the Status of Teachers

The assessment of the status of teachers consists of four items as shown below, Figure 3. Below gives meaning including the aspects of teachers for civil servants, from the results obtained 31%, and 3% auxiliary teachers, Honor teachers 58%, and non-permanent teachers 8% even though civil servant teachers are 31% but contract teachers and assistant teachers are 61%, so the government must process teachers to become civil servant teaching staff (PNS).

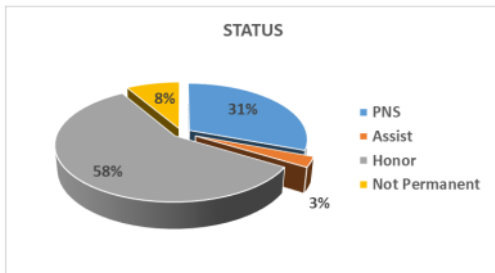


Figure 3. Status of Teachers

3. Assessment of Certification

Figure 4. Of the total SMP teachers in the North Jakarta area, totaling three thousand eight hundred and thirty one (6336) certified SMP teachers, 47% of the teachers are quite good, but for auxiliary teachers who are not yet certified, they must be certified immediately so they have better teaching skills.

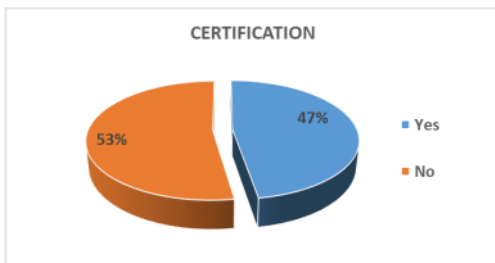


Figure 4. Teacher Certification

4. Assessment of Teacher Age

Regarding the age of the teachers, there are still at least 38% of the young people who become teachers, the government must increase the number of teachers who are young so that the work process has more power to work than those aged over 40 years and over.

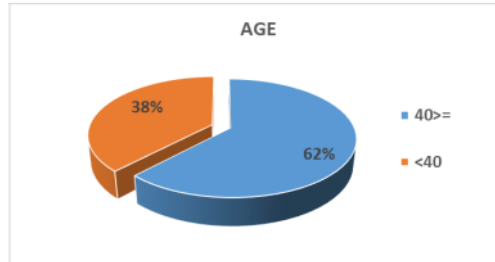


Figure 5. Age of Teachers

To find out from the overall results it will be seen from table 2. below,

Table 2. Results of a Survey of North Jakarta Middle School Teachers

NORTH JAKARTA MIDDLE SCHOOL												
EDUCATIONAL LEVEL				STATUS				CERTIFICATION		AGE		
SLTA	S-1	S-2	S-3	PNS TEACHER	TEACHER ASSIST	HONORS TEACHER	TEACHER TT	YES	NO	40 >=	< 40	
334	3234	260	3	1177	113	2215	326	1818	2013	2377	1454	
<b>TOTAL</b>				<b>:</b>				<b>3831</b>				

From the survey results in the table above, it can be concluded that it is very encouraging, but the level or quality of teacher education in North Jakarta must always be increased. Therefore, the government is expected to provide more space for teachers to develop their interests and talents to continue their education so that it is better for the teacher personally, the institution, and the nation.

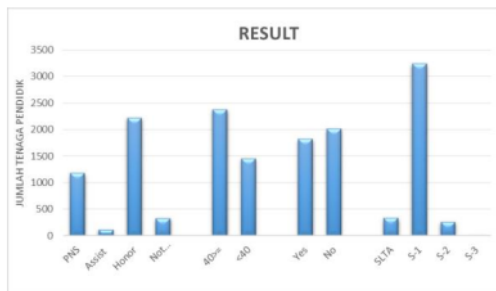


Figure 6. Results of all variables

## CONCLUSION

North Jakarta education staff covering the aspects of status, age, certification, and education level of teachers showed that in general North Jakarta teachers had a bachelor's degree, 84%. however, there are still 9% who have high school education, this must always be improved. Even so, youth who have the potential to become educators must be given the widest possible opportunity. As for the status for teachers who are still assistant teachers, they must be appointed as civil servants as soon as possible. And what is no less important for teacher certification must always be processed to become professional teachers.

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