

# Mapping of Educational Resources of Central Jakarta Junior High School

**Hamid Al Jufri**

Muhammadiyah University Prof. Dr. HAMKA, Indonesia

Email: jufri@uhamka.ac.id

---

## KEYWORDS

*Professionalism of Middle School Teachers.*

## 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 research is to find out the level of education, status, certification, and age of junior high school teachers in Central Jakarta. The population in this study were all teachers in Central 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 of the study showed that there were still 194 high school level teachers, 633 auxiliary and honorary teachers, and 816 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 Central Jakarta need to increase the level, status, and certification of teachers, and that there needs to be age consideration in accepting teachers.

---

## 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 Central Jakarta area, we tried to research "Mapping Central Jakarta Middle School Teachers".

**METHOD**

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 and human engineering. In addition, the research data is more concerned with the interpretation of the data found in the field. in quantitative research is "a research procedure that produces descriptive data in the form of numbers and words."

Data analysis techniques were used by Miles and Hubermen, 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. The data analysis was carried out in the following way.

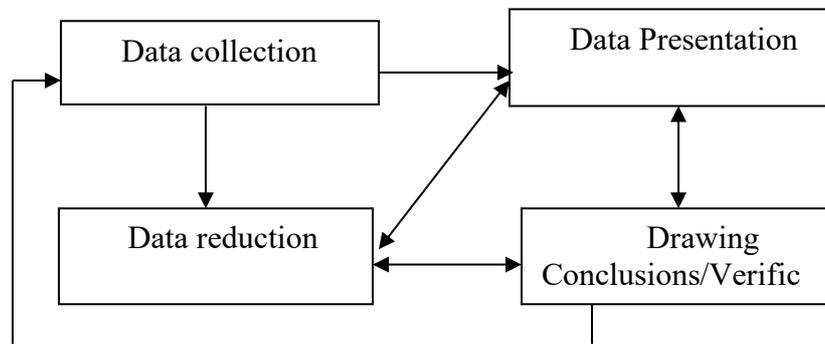


Figure 1. Data Analysis Flow

**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 the education level of junior high school teachers in the Central Jakarta area including for senior high school = 11%, bachelor's degree = 83%, S-2 = 6%, S-3 = none of the 1829 teachers in the Central Jakarta area.

Even though there are 1,511 teachers with an undergraduate degree, there are still 194 teachers who are still in senior high school. This needs to be improved to make it better.

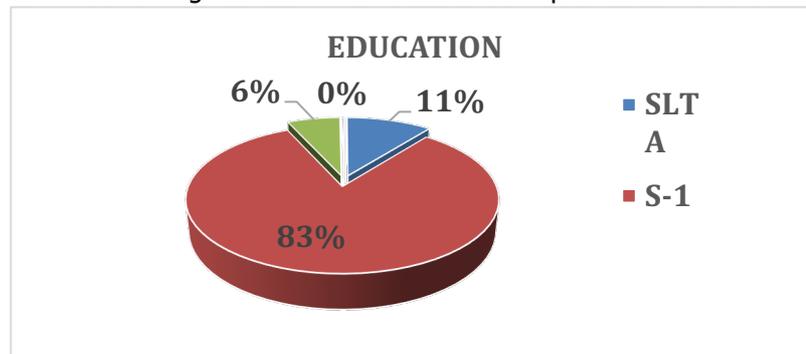


Figure 2. Status of Teachers

## 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 54%, assisted teachers 4%, honorary teachers 30%, and temporary teachers 12%, although for civil servant teachers it is 54% but honorary teachers and assistant teachers must be processed to become civil servant teaching staff.

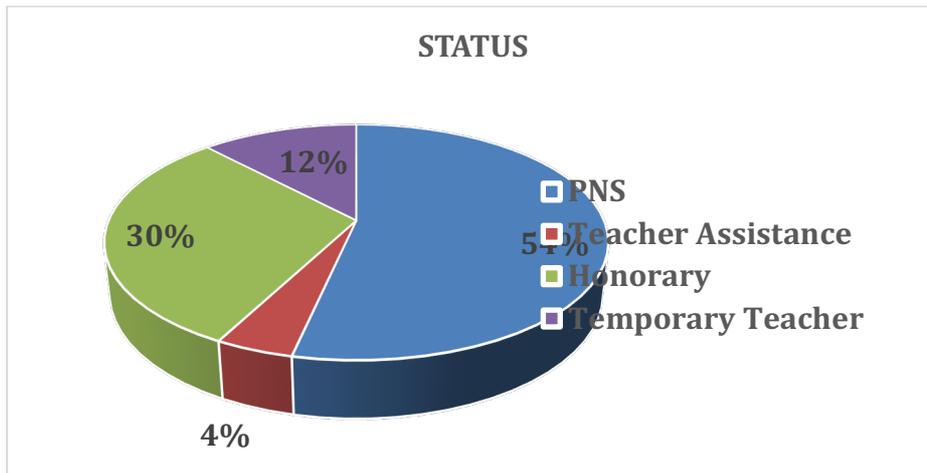


Figure 3. Status of Teachers

## 3. Assessment of Certification

Figure 4. Of the total SMP teachers in the Central Jakarta area, totaling six thousand three hundred and thirty six (1829) SMP teachers who are certified 55% of teachers are quite good, but for auxiliary teachers who are not yet certified 45% of teachers, then it must be certified immediately so that it has better teaching abilities.

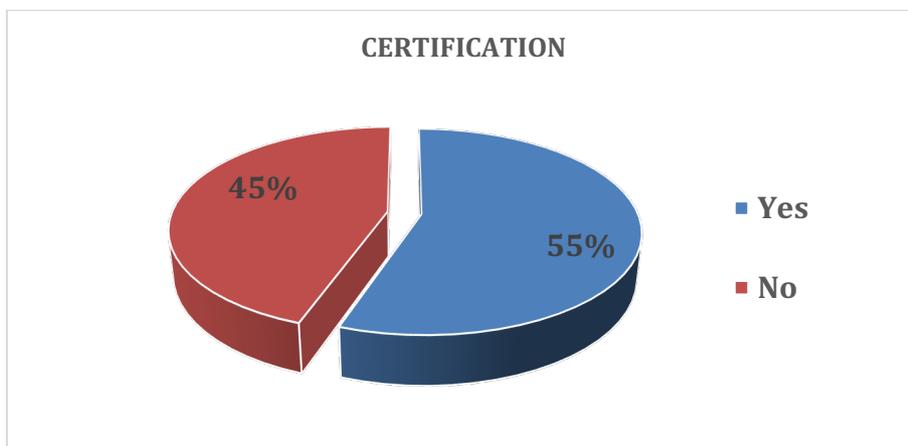


Figure 4. Teacher Certification

## 4. Assessment of Teacher Age

Regarding the age of the teachers, there are still at least 28% of the young people who become teachers, so the government must add young teachers so that the work process has more work force than those over 40 years of age.

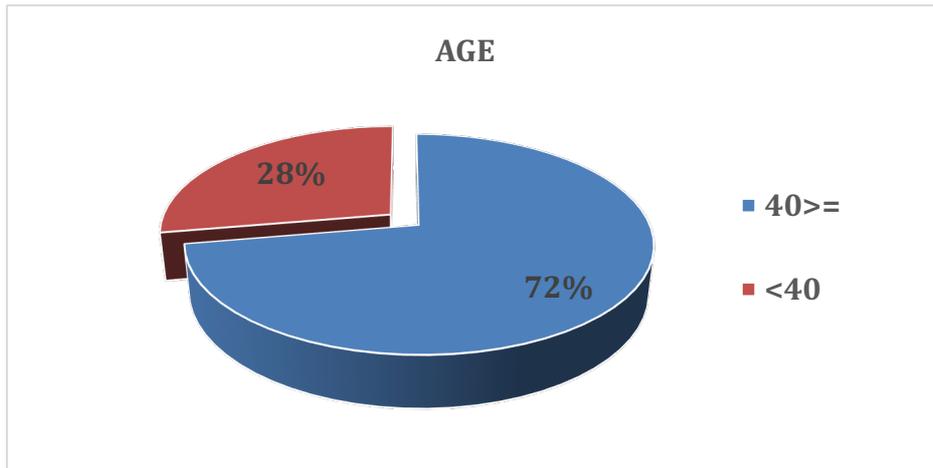


Figure 5. Age of Teachers

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

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

Central Jakarta Middle School										
EDUCATIONAL LEVEL				STATUS			CERTIFICATION		AGE	
SLTA	S-1	S-2	S-3	PNS TEACHER	TEACHER ASSISTANT	HONORS TEACHER	TEACHER	YES	NO	>= 40
194	1511	120	4	977	78	555	219	1013	816	1322
<b>TOTAL</b>				<b>:</b>			<b>1829</b>			

From the survey results in the table above, it can be concluded that it is very encouraging, but the level or quality of education for teachers in Central 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, the nation and the nation.

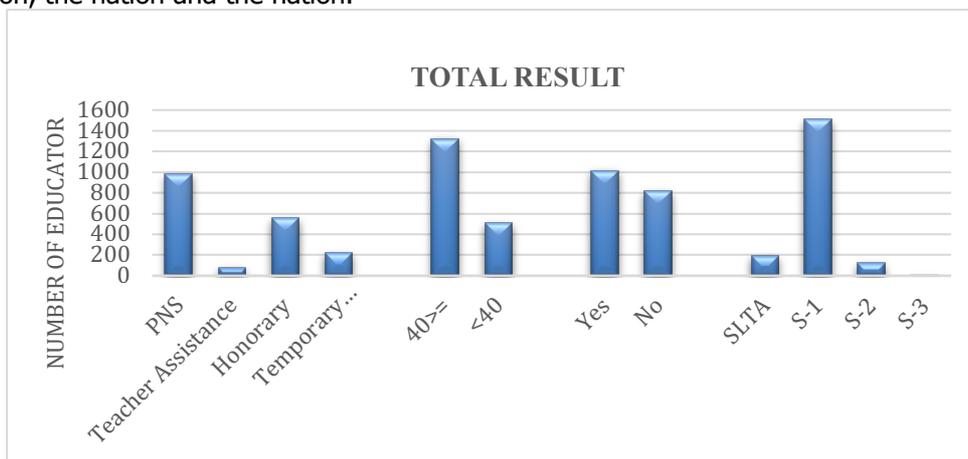


Figure 6. Results of all variables

### CONCLUSION

The educational staff of the Central Jakarta Junior High School covering the aspects of status, age, certification, and education level of the teachers showed that in general Central Jakarta teachers had a bachelor's degree, 83% of the teachers. However, there are still 11% of teachers with 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.

## REFERENCES

- Badudu, J.S. and Mohamad Zain. 1994. Indonesian General Dictionary. Jakarta: Rays of Hope
- Brown, James Dean. 1995. The Elements of Language Curriculum. Boston USA: An International Thomson Publishing Company.
- Hamalik, Oemar. 2005. Curriculum and Learning. Jakarta: Earth Script.
- Nasution. 2009. Curriculum and Teaching. Cet. 5. Jakarta: Earth Script.
- Nation, I.S.P and Macalister, J. 2010. Language Curriculum Design. New York: Routledge.
- Nunan, D. 1988. Syllabus Design. Oxford: Oxford University Press.
- Richards, Jack C. 2005. Curriculum Development in Language Teaching. New York: Cambridge University Press.
- Sanjaya, Vienna. 2008. Curriculum and Learning. Jakarta: Kencana Prenada Media Group.
- Singarimbun, Masri. 1991. Research Methods, Yogyakarta: LP3S.
- Sugiyono, Dr. 2002. Administration Research Methods. Bandung: Alfabeta.
- Suharsimi, Arikunto. 2009. Fundamentals of Educational Evaluation. Cet. 10. Jakarta: Earth Script.
- Supardi, et al. 2009. Teaching Profession. Cet.2. Jakarta: Diadit Media.
- Sutikno, Sobry. 2013. Learning and Learning. Lombok: Holistica.
- Wahab, Abdul Aziz. 1990. Preparation and Development of Professional Education Managers. Bandung: IKIP Bandung
- Yamin, Martinis. 2013. Teacher Professionalization and Implementation of KTSP. Jakarta: Echoes of Persada Press.

---

**Copyright holder:**

Hamid Al Jufri (2023)

**First publication right:**

Journal of Social Science

**This article is licensed under:**