

EDUCATION AND TRAINING TOWARDS TEACHER'S QUALITY IN INDONESIA

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ABSTRACT

Teachers have a very strong role in improving the quality of education in a country. Therefore, in becoming a teacher, they need to fulfill one of the requirements, namely the need to always strive to achieve quality education (Mustafa, 2013; Jatirahayu, 2013). The Government of Indonesia's efforts to improve the quality of teachers are carried out by issuing Law no. 14 of 2005 concerning Teachers and Lecturers. In ensuring the importance of the teacher's role in realizing the state's educational goals, efforts such as improving the role of teachers to become better professionals are needed both at the national and international levels. A teacher is said to be professional if he has a professional teacher certificate. Provision of professional teacher certificates is carried out through portfolio assessment, teacher training and professional training, direct teacher certification and teacher professional education (Republik Indonesia, 2012). The construct of professional competence with its indicators has a higher value than the correlation of personality competence, pedagogic competence and social competence. The social competence construct with its indicators has a higher value than the correlation of personality competence, pedagogic competence and professional competence.

Keywords: Education, Training, Quality, State Junior High School Teachers

1. INTRODUCTION

The importance of education in the life of a country has long been recognized by the founders of the Indonesian nation, the fourth paragraph of the 1945 Constitution states that one of the goals of the establishment of the Unitary State of the Republic of Indonesia is to educate the life of the nation, the next article 31 paragraph 3 of the 1945 Constitution states that the government is planting and implementing a national education system. to increase trust, piety and noble morals to educate the life of the nation. This means that the state is obliged to promote education as an effort to foster national civilization in providing a generation that has the character to face global competition in the future. The orientation of education in Indonesia is not only aimed at academic aspects but also aspects of noble attitudes that will accompany the implementation of the fields of knowledge they master.

The success of the implementation of education is determined by several aspects, namely students, teachers, organizations as well as infrastructure and the environment. But rather than these aspects the teacher becomes the main aspect. This is because the teacher is the main character in shaping the learning process. A good teaching process can only be carried out by trained teachers who can manage classes and schools well, have the ability to assess well and reduce differences to facilitate learning (Unicef, 2000). The role of the teacher becomes dominant in the learning process because the teacher plays an important role in fostering the spirit of learning and the achievement of a student (Hammond, 2000; Stronge, 2007; Adeniyi, 2014). This is because the teacher contributes thirty percent to student achievement, fifty percent from himself and twenty percent from other factors (Hattie, 2013).

The importance of teachers in the learning process according to a study by Wuryanti (2014) which states that in developing the community, teachers have a very important role as agents of change. The important role of teachers must be accompanied by mastery of knowledge, information and technology in accordance with current developments in an effort to improve quality and professionalism so that the role of teachers as agents of change can really be maximized. In other words, the continuity and success of learning is determined by the role of the teacher.

Likewise, a study by Heyneman and Loxley (2009) states that in 29 countries, more than one third of the inputs that determine the quality of learning are determined by the teacher. The teacher's role is more important in developing countries which are generally known to have limited facilities and infrastructure. In 16 developing countries, 34 percent of teachers contribute to learning achievement, more than 22 percent of management, 18 percent of learning time, 26 percent of physical fitness. In 13 industrialized countries, teacher contributions are 36 percent, 23 percent are management, 22 percent are learning and 19 percent are physical fitness. The results of the studies above show that if you want to get a quality education, improving the quality of teachers must be a top priority.

Teachers have a very strong role in improving the quality of education in a country. Therefore, in becoming a teacher, they need to fulfill one of the requirements, namely the need to always strive to achieve quality education (Mustafa, 2013; Jatirahayu, 2013). The Government of Indonesia's efforts to improve the quality of teachers are carried out by issuing Law no. 14 of 2005 concerning Teachers and Lecturers. In ensuring the importance of the teacher's role in realizing the state's educational goals, efforts such as improving the role of teachers to become better professionals are needed both at the national and international levels. A teacher is said to be professional if he has a professional teacher certificate. Provision of professional teacher certificates is carried out through portfolio assessment, teacher training and professional training, direct teacher certification and teacher professional education (Republik Indonesia, 2012).

Pensijilan through portfolio assessment is given to teachers who have a bachelor or diploma IV (D-IV) or who have not met the requirements but have reached the age of 50 years or have work experience for 20 years, have group IV / a or meet a cumulative credit score along with class IV/a and was appointed to the teacher before December 30, 2005. This portfolio assessment is an acknowledgment of the teacher's professional experience in the form of an assessment document that describes academic eligibility (a) education and training (b) teaching design and implementation (c) supervisor and supervisor assessment (d) academic achievement (e) professional development work (f) participation in scientific forums (g) organizational and educational experience (h) relevant to education (Republic of Indonesia, 2011).

The provision of pensijilan through teacher professional training education (PLPG) is given to teachers who are not willing for portfolio assessment, fail to pass portfolio assessment and vice versa and do not meet the requirements for direct educator pensijilan (Republik Indonesia, 2011). Teachers who are allowed to take part in the PLPG are teachers who were appointed before 2016 and have a teacher competency exam (UKG) decision before the PLPG with the lowest score of 55. At the end of the PLPG. Materials reviewed in the PLPG include material depth, student-centred learning, teaching practices and achievement tests. Teachers are expected to pass the PLPG if they get the lowest score of 80. For teachers who do not pass the PLPG proficiency test, they may take four examinations for two years after carrying out free studies without going through the PLPG process (Republik Indonesia, 2016).

The provision of an educator certificate is directly given to teachers who have the qualifications of S2 or S3 education in the field of education or the field of recitation that are relevant to the subjects they teach and have the lowest class IV / b or meet the cumulative credit score equivalent to group IV / b or to teachers who have group IV/c or have a cumulative credit score equivalent to group IV/c (Republic of Indonesia, 2012).

The provision of an educator certificate through the Teacher Professional Education (PPG) pattern is given to teachers who have the qualifications of undergraduate education (S1) or D-IV and have been appointed as teachers until the end of 2015. The Teacher Professional Education Program is an educational program held after the undergraduate or graduate program After being declared graduated from the PPG program, the teacher is entitled to an educator certificate (Republik Indonesia, 2017).

Therefore, the study of teacher quality is a matter that needs to be done. With so many phenomena that describe teacher evangelism not as expected, this study would like to dig deeper into why this may happen. The failure of teacher certification in improving the quality of teachers in Indonesia is certainly a concern, but there must be concrete efforts so that this program that has swallowed a large budget does not go to waste. For this reason, it is very important to try to improve the quality of teachers by minimizing the things that may hinder them.

2 LITERATURE REVIEW

2.1. Definition and Concept of Quality

According to the Big Indonesian Dictionary, quality means a good or bad rating of something (Muhsin, Mohd. Nazaruddin & Nor Suzylah, 2021; Language, 2001), so that the better something is, the better its quality is, on the other hand, the worse something is, the worse the quality. According to Juran (1993), quality is the suitability of product use (fitness for use) to meet customer needs and satisfaction. The suitability for use is based on the following 5 main characteristics:

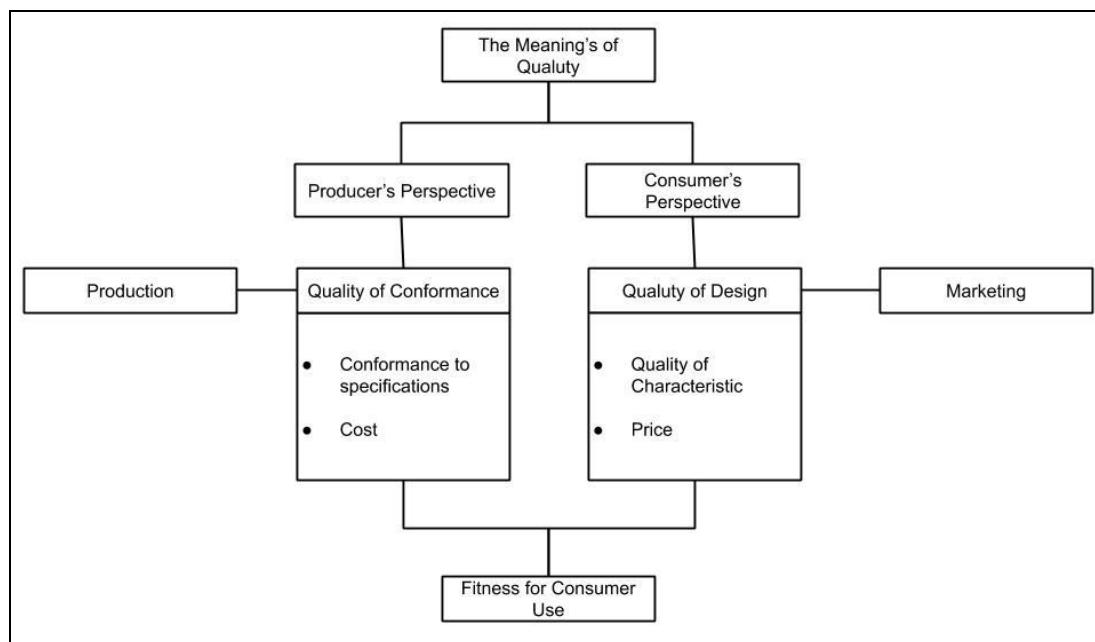
- a) Technology, is strength or endurance.
- b) Psychological, is the image of taste or status.
- c) Time, is reliability.
- d) Contractual, is the existence of a guarantee.
- e) Ethics is polite, friendly and honest.

The suitability of using a product is if the product has a long shelf life, improves the image or status of consumers who use it, is not easily damaged, has quality assurance and is ethical when used. Especially for services, it requires

friendly, polite and honest customer service so that it can delight or satisfy customers (Yusoff, Ngah, Talib & Rahman, 2016). Crosby (1979), explains that quality, namely conformance to requirements, is in accordance with what is required or standardized. A product has quality if it matches the quality standards that have been set. Quality standards include raw materials, creation processes and finished products (Yusoff, Nawi & Ibrahim, 2015). For Deming (1982), quality is conformity to market needs. If Juran defines quality as fitness for use and Crosby as conformance to requirements, so Deming defines quality as conformity to market or consumer needs, the industry must really be able to master what consumers need for a product to be produced.

Muhsin and Mohd. Nazaruddin (2021) and Feigenbaum (1986) commented that quality is full customer satisfaction. A product is said to be of quality if it is able to provide complete satisfaction to consumers, which is in accordance with what consumers expect of a product. Meanwhile, for Garvin (1988) quality is a dynamic condition related to products, people/labor, processes and tasks, and areas that meet or exceed customer or consumer expectations. Consumers' tastes or expectations for a product are always changing so that the quality of the product must also change or be adjusted. With the change in product quality, it takes a change or increase in workforce skills, changes in the creation process and tasks, and changes in industrial areas so that products can meet or exceed consumer expectations.

Table I: Quality Perspective



2.2 Definition of Competence

It has been explained above that the quality of a teacher can be seen from the competencies he has. There are 4 competencies that must be possessed by a teacher, namely pedagogic competence, professional competence, social competence and personal competence. Referring to Spencer and Spencer (2001) argue that competence is a basic characteristic of a person related to the performance of efficient and superior criteria in a job in a certain atmosphere. Competence is said to be an underlying characteristic because character is a deep and attached part of a person's character and can predict various types of situations and jobs. Competence creates or predicts attitudes and performance. Competence really predicts who performs well or poorly, based on certain criteria or standards.

Competence as well as ability, is the capacity of a person to do various tasks on a job. A person's expertise is influenced by two things, namely intellectual skills and physical skills (Mohd. Nazaruddin, 2020; Robbins, 2004). Meanwhile, referring to the Decree of the Minister of National Education Number 045/U/2002, it is stated that competence is a set of intelligent actions, full of responsibility that is owned by a person and is a condition that is considered capable of carrying out tasks in certain fields of work. According to McShane & Glinow (2008) skills are skills, knowledge, talents, values, direction and other personal characteristics that lead to superior achievement.

2.3 Teacher Competence

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties.

This can be interpreted that competence is a combination of knowledge, ability, and application in carrying out tasks in the field of work. Teacher competence is related to the authority to carry out their duties, in this case in using the

field of study as learning material that acts as an educational tool, and pedagogical competence related to the teacher's function in paying attention to the behavior of students learning (Mohd Nasrun, Mohd Nazaruddin & Ibrahim Siti Halipah, 2015; Djohar, 2006).

From the above understanding, it can be concluded that teacher competence is the result of the incorporation of many types of abilities, which can be in the form of a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out their professional duties (Mohd Nazaruddin, Azlizan & Siti Maisarah, 2015). According to Suparlan (2008) adds that teacher competency standards are divided into three interrelated components, namely learning management, professional development, and academic mastery.

Teacher competence in essence cannot be separated from the concept of the nature of the teacher and the nature of the task of the teacher (Mohd Nazaruddin et al, 2020; Spencer 1993). Teacher competence reflects the duties and obligations of teachers that must be carried out in connection with the meaning of a teacher's position that demands a certain competence as already mentioned. Ace Suryadi (1999) suggests that achieving the level of competence of a teacher takes a long time and is expensive.

3. CONCLUSION

The conclusion in this study is that discriminant validity is related to the principle that different constructs (manifest variables) should not correlate with high. The way to test discriminant validity with reflexive indicators is to see the crossloading value for each variable must be > 0.70 . Correlation of the needs analysis construct with its indicators has a higher value than the correlation of indicators of skills, knowledge and changes in behavior. The correlation of skill constructs with their indicators has a higher value than the correlation of indicators. Analysis of needs, knowledge and changes in behavior. The correlation of the construct of knowledge with its indicators has a higher value than the correlation of indicators. Analysis of needs, skills and changes in behavior. And the correlation of the construct of attitude and behavior change with the indicator has a higher value than the correlation indicator. Analysis of needs, skills and knowledge. Thus, it can be concluded that all latent constructs or variables predict indicators in their block better than indicators in other blocks.

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