



## Mapping the Resources of First High School Educators in East Jakarta

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### ABSTRACT

The problem of this research is that there are still many unprofessional teachers because teachers are the spearhead of the advancement of a nation. The purpose of this study was to determine the education level, status, certification, and age of junior high school teachers in East Jakarta. The population in this study were all teachers in East Jakarta. Data collection techniques were carried out by means of documentation and questionnaires. 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 show that there are still 491 high school teachers, 2416 auxiliary and honorary teachers, and 2391 who have not been certified, and there is still a lack of young teachers. Based on the results of this study, it is suggested that public schools in East Jakarta need to increase the level, status, and certification of teachers, and consider age in accepting teachers.

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### 1. INTRODUCTION

Educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize national education goals (Jamilah et al., 2019). The academic qualification referred to above is the minimum level of education that must be met by an educator as evidenced by a diploma and or certificate of relevant expertise in accordance with the provisions of the applicable legislation (Sholihah et al., 2020). Teachers have several important roles, namely being agents of renewal and development as well as improving the quality and equity of access to education for students (Ginting, 2020). The tasks assigned to the teacher will be carried out more smoothly if the teacher has professional competence (Kartini et al., 2020). Law number 14 of 2005 concerning Teachers and Lecturers, article 1 explains that teachers have a position as professionals at the level of basic education (Rusilowati & Wahyudi, 2020), secondary education, and early childhood education in the formal education pathway which are appointed in accordance with statutory regulations. Article 2 explains that the recognition of a teacher's position as a professional as referred to in paragraph (1) is evidenced by an educator certificate (Rusilowati & Wahyudi, 2020). The law has consequences for all teachers to be certified educators so that they can get the title as professional teachers, without exception for teachers in rural areas (Carver-Thomas & Darling-Hammond, 2019).

The teacher certification policy is conceptually very good for improving teacher competence in Indonesia. However, the unequal geographical conditions have caused regional development to have not been evenly distributed to all corners of the countryside so that it has an impact on the gap in the quality of education, both for teachers and students. Differences in environmental conditions between big cities and small towns, or furthermore with rural areas often lead to a feeling of injustice towards uniform policy implementation(Weckroth & Ala-Mantila, 2022).

The educator certification policy is considered unfair, especially for teachers who cannot meet the requirements to follow it. The government has targeted the in-service teacher certification program to be completed in 2014(Cardichon et al., 2020). Completion of the teacher certification program faces big challenges because there are still many teachers who do not have a minimum educational qualification of S1 or D4. According to Baedhowi (www.republika.co.id/berita, November 17, 2008) until 2008 the number of teachers who had passed certification was only 370 thousand and there were still around 1.6 million teachers who had not yet graduated S-1. From another source (Kedaulatan Rakyat, 7 December 2008) Baedhowi stated that the number of teachers who have not yet passed S1 and D4 is still around 40%. The quota for teacher certification in 2008 of 200 thousand has not been fully absorbed because only 196,000 teachers have registered. Of this number, only 175 thousand teachers managed to complete portfolio documents. With this incident, the 2009 teacher certification quota of 200 thousand may not all be absorbed.

Based on the above conditions, namely the low education staff of State Junior High School teachers in the East Jakarta area, we tried to research on "Mapping East Jakarta Middle School Teachers"

## 2. RESEARCH METHOD

The research method used is descriptive quantitative method, because the research is carried out in natural conditions (natural setting)(Mishra & Alok, 2022). Descriptive research is the most basic form of research. Intended to describe or describe existing phenomena, both natural phenomena or human engineering. In addition, the research data is more related to the interpretation of the data found in the field. In quantitative research, it is "a research procedure that produces descriptive data in the form of numbers and words."

The data collection technique used in this research is by using a questionnaire. Questionnaires are data collection by sending a list of questions to be filled out by respondents by marking the available alternative answers. While the respondents are people who provide responses to answer the questions asked. (Hasan: 2002, 83-84) . The questionnaire prepared in this study was addressed to teachers in the East Jakarta area.

The data analysis technique was carried out by Miles and Hubermen, namely by using 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.

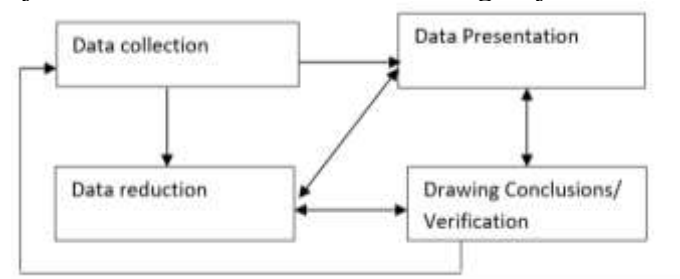


Figure 1. Data Analysis Flow

### 3. RESULTS AND DISCUSSIONS

Based on the results of the data tabulation conducted on the four aspects assessed, it can be seen below:

#### Assessment of the Educational Levels 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 in the aspect of education level for junior high school teachers in the East Jakarta area for senior high school = 7% of teachers, S-1 = 84% of teachers, S-2 = 9% of teachers, S-3 = 5 teachers out of 6588 teachers in the East Jakarta area. Although the number of S-1 teachers is 5498, there are still 491 teachers who are still in high school. This needs to be improved for the better.

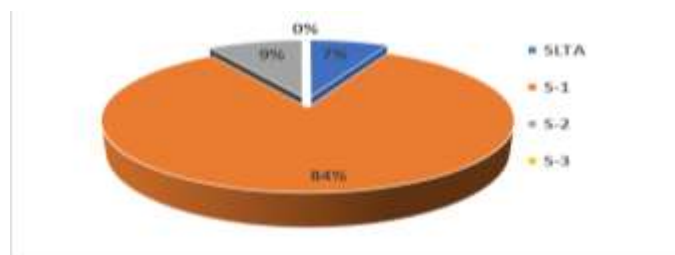


Figure 2. Teacher's Status

#### 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 civil servant teachers, from the results obtained 56% of teachers, 3% of assistant teachers, 36% of honorary teachers, and 5% of non-permanent teachers even though for PNS teachers 53 However, honorary teachers and assistant teachers must be processed to become civil servant teaching staff.

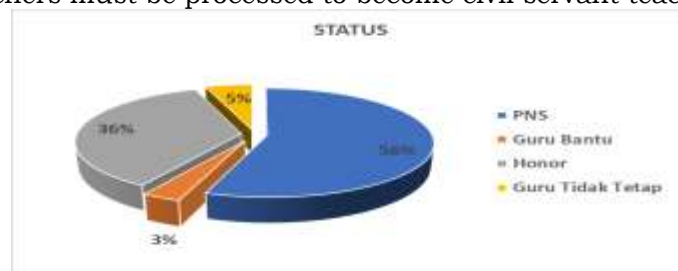


Figure 3. Teacher's Status

#### Assessment of Certification

Figure 4. Of the total junior high school teachers in the East Jakarta area, which amounted to six thousand five hundred eighty eight (6588) certified junior high school teachers, 64% were quite good, but for assistant teachers who were not certified, 36% were teachers, this is must be certified immediately in order to have better teaching skills.



Figure 4. Teacher Certification

Assessment of Teacher's Age

Against the age of teachers, there are still at least 26% young age who become teachers, the government must add young teachers, so that the work process has a better working power than those aged over 40 years and over.

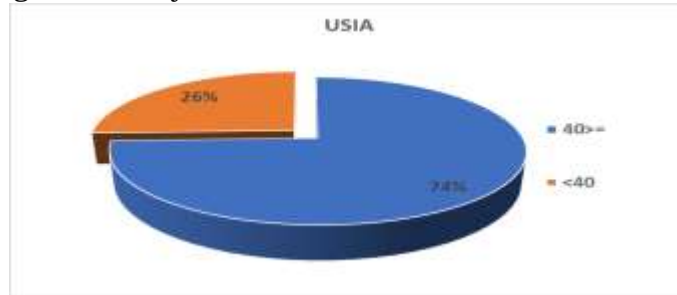


Figure 5. Age of Teachers

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

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

SMP JAKARTA TIMUR											
EDUCATIONAL STAGE				STATUS				CERTIFICATION		Age	
SLT	S-1	S-2	S-3	GURU PNS	GURU BANTU	GURU HONOR	GURU TT	YA	TIDAK	40 >=	< 40
491	5498	594	5	3410	201	2215	326	4197	2391	4904	1684
<b>TOTAL :</b>				<b>6588</b>							

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

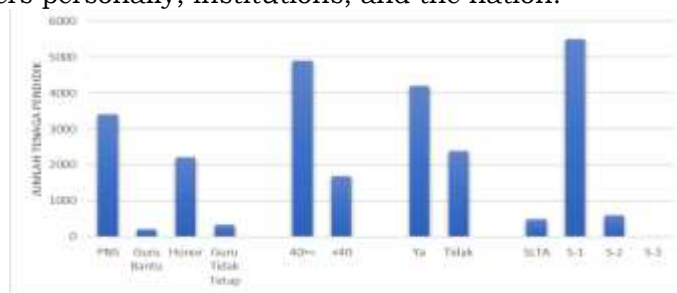


Figure 6. Results of all Variables

4. CONCLUSION

East Jakarta education staff covering aspects of status, age, certification, and level of education of teachers showed that in general East Jakarta teachers had an undergraduate education level of 1.84%. however, there are still 7% of teachers with high school education, this must always be improved. Bebitupun for the age for youth who have the potential for educators should be given the widest possible opportunity. As for the status for teachers who are still assistant teachers, they must be immediately appointed as civil servants. And no less important for teacher certification must always be processed to become professional teachers.

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