

The achievement of educator and education personnel management in improving the quality of education

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Abstract

The quality of education in Indonesia is currently experiencing a notable decline. According to the latest Program for International Student Assessment (PISA) 2022 results, Indonesia ranks 68th out of 81 participating countries. This study aims to examine the achievement of standard management indicators for educators and education personnel as part of efforts to improve education quality at SDN Mojokerto 3. Employing a qualitative descriptive approach, data were collected through interviews, observations, and document analysis. The research instrument consisted of nineteen standard indicators related to educators and education personnel. The study involved teachers and staff at SDN Mojokerto 3 to assess the school's alignment with the eight national education standards. Findings reveal that several key indicators have not been optimally implemented. Most teachers lack teaching certification, the school does not employ a guidance counselor, administrative head, or librarian, and it lacks both a laboratory and designated laboratory staff.

Keywords: Quality of Education, Educators, Educational Staff

Abstrak

Kualitas pendidikan di Indonesia saat ini mengalami penurunan yang signifikan. Berdasarkan hasil terbaru dari Program for International Student Assessment (PISA) 2022, Indonesia menempati peringkat ke-68 dari 81 negara peserta. Penelitian ini bertujuan untuk menggambarkan pencapaian indikator manajemen standar bagi pendidik dan tenaga kependidikan dalam upaya meningkatkan kualitas pendidikan di SDN Mojokerto 3. Penelitian ini merupakan penelitian deskriptif kualitatif dengan teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Instrumen yang digunakan meliputi sembilan belas indikator standar bagi pendidik dan tenaga kependidikan. Subjek penelitian adalah pendidik dan tenaga pendidik di SDN Mojokerto 3 untuk menilai kontribusi sekolah dalam mencapai delapan standar pendidikan nasional guna meningkatkan kualitas pendidikan. Hasil penelitian ini menunjukkan bahwa beberapa indikator standar bagi pendidik dan tenaga kependidikan di SDN Mojokerto 3 belum diimplementasikan secara optimal, yaitu sebagian besar guru belum memiliki sertifikat pendidik, sekolah belum memiliki guru BK, sekolah belum memiliki kepala tata usaha, sekolah tidak memiliki kepala perpustakaan, dan sekolah tidak memiliki laboratorium dan tenaga laboran.

Kata kunci: Kualitas Pendidikan, Pendidik, Tenaga Pendidik

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1. Introduction

Education is a way of life that helps a person develop all their potential to live and live life as a whole so that they can become an educated person at all cognitive, affective and psychomotor levels. Education plays an important role in the preparation and development of highly skilled Human Resources (HR), so that they can compete at the global level, where its success depends on educators and education personnel or the quality of teachers as the main thing in an educational institution.

The quality of education in Indonesia is currently showing a significant decline. Based on the latest results from the Program for International Student Assessment (PISA) 2022, Indonesia is ranked 68th out of 81 participating countries (OECD, 2022). Indonesian students' scores were 379 for math, 398 for science, and 371 for reading, indicating a decline in student performance in all three disciplines compared to previous years. This decline is largely due to the impact of the COVID-19 pandemic, which resulted in learning losses equivalent to 5-6 months of education.

National Education Standards (SNP) is a reference for the quality of education in Indonesia that has been regulated in Government Regulation Number 32 of 2013 concerning National Education Standards. SNP is the minimum standard for the education system in the Republic of Indonesia, covering eight standards, one of which is the standard of educators and education personnel (PTK standard). The achievement of PTK standards is a determining factor in the achievement of National Standards, because it acts as the main driver in educational institutions that ensure the success of these institutions (Lubis, 2013; Setiawan, 2019; Sriwahyuni et al, 2019; Maranting et al., 2020; Qadafi et al., 2023; Jannah et al., 2024; Robi'ah & Prihantini, 2024). Teachers' understanding of the national standards of education must be improved in order to achieve the quality of education (Triwiyanto, 2013).

One of the main discourses that needs to be realized at this time is improving the quality of education, especially in the face of intense competition by preparing for the era of globalization. The formation of quality Human Resources (HR) includes not only formal academic education, but also mastery of knowledge and expertise in certain fields as one of the qualifications that should be met. The main component for efforts to improve the quality of education is the existence of educators and education personnel. PTK is an integrated part, where they are directly involved in the education process. Therefore, the capacity development of PTK is a major factor in successful education (Bachtiar, 2016; Ananda, 2018; A'yun, 2019; Ratu, 2019; Wijaya et al., 2019; Syahrul & Nurmayanti, 2020; Aulia, 2022; Basri et al., 2024; Saputra et al., 2024).

Law No. 19 of 2005 explains that the standards for PTK include criteria for pre-service education, physical and mental fitness, and in-service education. These standards include various criteria that must be met both before and during carrying out duties as educators and education personnel. Every teacher is required to meet the standards of academic qualifications and competencies set nationally, and have an educator certificate as recognition of being a professional educator. As Law No. 16 of 2007, which explains that as educators, teachers must have a minimum academic

qualification of diploma four (D-IV) or bachelor's degree (S1) in elementary / MI education (D-IV / S1 PGSD / PGMI) or psychology from an accredited study program. In addition, teachers must also have competency standards such as pedagogical, personality, social and professional competencies. Recent research shows that the competence of teaching and education personnel has a significant influence on the quality of education. A study conducted at SMP Negeri 56 Surabaya revealed that innovative and creative teaching skills contribute to improving the quality of education at the school (Febrianti & Mujahidah, 2024).

One of the potential locations for PTK capacity building is schools or educational institutions (Utama, 2017). SDN Mojokerto 3 is one of the public primary schools under the auspices of the government. The school is committed to improving the quality of education through the implementation of School-Based Management (SBM). This MBS is realized with various programs and policies that actively involve PTK, including in the recruitment process.

The achievement of PTK standards necessary to achieve other standards will affect the quality of education, which is measured through accreditation scores. In this regard, SDN Mojokerto 3 has a grade B accreditation with a score of 81 (accreditation in 2021) from BAN-S/M (National Accreditation Board) School/Madrasah. SDN Mojokerto 3 plays a role in improving the quality of education by achieving eight national standards of education, one of which is the standard of educators and education personnel. By analyzing the management of PTK at SDN Mojokerto 3, this research is expected to provide valuable insights into best practices in student discipline management at the primary school level and contribute to the quality of education at SDN Mojokerto 3.

2. Research Method

This research is a qualitative descriptive approach, focusing on describing, explaining, and reporting the conditions, objects, or events under study. The aim is to collect data thoroughly through interviews and observations, then present it in the form of clear and easy-to-understand descriptions. In addition, this research also includes supporting data in the form of photographs of observation results. The data sources for this study consisted of primary sources, namely the principal of SDN Mojokerto 3, and secondary sources obtained from various media such as the internet (journals, articles, and books), documentation, and field notes. Data collection techniques were carried out through interviews, observations, and documentation.

According to Meoleong (2014), an interview is a conversation conducted to achieve a specific purpose, in this case conducted by the researcher with the Principal of SDN Mojokerto 3 as the informant. Observation, as explained by (Sugiyono, 2016), is the basis of all knowledge and in this study was used to verify the validity of data related to the standards of educators and educational personnel at SDN Mojokerto 3. Meanwhile, documentation, according to Suharsimi (2006), is a qualitative research method that involves analyzing or examining documents compiled by other parties regarding the subject being studied, which in this study includes photographic data related to the learning process and interview results.

3. Results and Discussion

3.1 Results

SD Negeri Mojokerto 3 is one of the schools targeted by the Campus Teaching Batch 7 program. This school is located in Nglaban, Mojokerto village, Kedawung sub-district, Sragen Regency. This school has 6 study groups. The school continues to improve the quality of education provided to its students. Currently, the school has a total of 108 students from grades I to VI and is accompanied by 9 teaching and education personnel. Data regarding PTK at SDN Mojokerto 3 can be seen in the following table:

Table 1. Data on Educators at SDN Mojokerto 3

No.	Position	Education	Department
1	Principal	S2	PGSD
2	Teacher	S1	PGSD
3	Teacher	S1	PGSD
4	Teacher	S1	PGSD
5	Teacher	S1	PGSD
6	Teacher	S1	PGSD
7	Teacher	S1	PGSD
8	Subject Teacher	S1	Agama Islam
9	Subject Teacher	S1	Pendidikan Olahraga

Table 1 shows that SD Negeri Mojokerto 3 is supported by nine educators. The principal holds a Master's degree in Primary School Teacher Education (PGSD), while six classroom teachers have a Bachelor's degree in the same field. Additionally, the school has two subject-specific teachers: one in Islamic Education and one in Physical Education, both with relevant undergraduate degrees. This indicates that the school's teaching staff is well-qualified and aligned with their instructional roles.

Table 2. Data on education personnel at SDN Mojokerto 3

No	Position	Education	Department
1	Head of Administration	-	-
2	Staff / TU Administration	-	-
3	Security Guard	-	-
4	School janitor High school	SLTA	-

Table 2 outlines four education personnel at the school: an administrative head, one administrative staff, a security guard, and a janitor. Among them, only the janitor's education level is listed (high school graduate), while the others have no formal education data provided. This suggests a need for improved documentation and capacity-building for support staff.

3.2 Discussion

Based on the data from this research, it is known that the number of educators and education personnel at SDN Mojokerto 3 is 9 people, consisting of a principal, 6 class teachers, 2 subject teachers and a school janitor. In the context of the PTK standard, there are nineteen indicators that must be met. The indicators cover various aspects related to the qualifications, competencies and roles of education personnel to ensure optimal education quality in schools.

Indicator 1: Teachers have a minimum academic qualification of bachelor's degree (S1) or diploma four (D-IV) from an accredited study program. Among the teaching staff at SDN Mojokerto 3, eight of the teachers, including the principal, have a Bachelor of Education (S1) academic qualification. There are no educators with D1V qualifications. According to Permendiknas No 16 of 2007, teachers in SD/MI or equivalent institutions must have a minimum academic qualification in the form of a diploma four (D-IV)/ bachelor's degree (S1) in SD/MI education (D-IV/S1 PGSD/PGMI)/ psychology, which must be obtained from an accredited study program.

Indicator 2: Teachers have teaching certificates. Based on the interviews, in addition to the facts about academic qualifications, most teachers at SDN Mojokerto 3 do not have teaching certificates. One study suggests that the certification program is effective as a strengthening of leadership, knowledge base, and additional experience in accordance with the school background (Humphrey et.al., 2008). Educator certificates are official evidence that recognizes teachers and lecturers as professionals, in accordance with Law No. 14 of 2005. Referring to the law, it can be concluded that teachers who do not have teaching certificates are not considered professionals.

Only two teachers at SDN Mojokerto 3 have teaching certificates, namely the principal and the fifth-grade teacher. Almost all of the existing teaching staff are not yet certified educators. To address this, schools can propose and/or organize certification training for teachers and it is hoped that the government will not apply complicated requirements so as not to burden educators who will carry out certification. In line with the opinion of Darling-Hammond et al. (2005) that uncertified teachers who have attended teacher training have the same effectiveness as certified teachers who have similar experience. In response, the school tries to include teachers in various training workshops to improve their competence.

Indicator 3: Teachers teach subjects according to their educational background and/or eligibility and equivalency tests. Judging from the data table of educators at SDN Mojokerto 3, all educators have a PGSD / MI background and 2 others as mapel teachers also teach according to their educational background. The ideal implementation of educator qualifications at SDN Mojokerto 3 is to seek a Bachelor's degree in PGSD. For this reason, the school continues to strive for the standard qualifications of S1 PGSD educators so that the grouping of educators in the teaching and learning process is more ideal and relevant to the field being taught.

Indicators 4, 5, 6 and 7: Subject teachers have pedagogic, professional, personality and social competencies. In accordance with Law No 14 of 2005 Article 10 related to teachers and lecturers, which states that teachers must master four competencies. Teachers at SDN Mojokerto 3 already have all four competencies well. When the researchers conducted Teaching Campus 7 activities at the school, the teachers were friendly and polite, and always accompanied the research team in carrying out various planned work programs. Teachers have also been able to utilize ICT when learning takes place. The school plays a role in assisting the development of teacher

competencies by holding teacher training programs, workshops, seminars, and also comparative studies which are generally conducted online.

Indicators 8 and 9: BK teachers have professional competence and the ratio of BK teachers to the number of students is 1:150. In relation to this, SDN Mojokerto 3 does not yet have a counseling guidance teacher. In fact, a counseling teacher is very necessary in guiding students who have problems and it must be done by someone who is an expert in his field. So far, the task of guiding students is still duplicated by existing homeroom teachers. An alternative solution is for schools to open vacancies to recruit professional counseling teachers in accordance with their field of expertise. Meanwhile, indicator 10 show that the principal meets the requirements. The principal of SDN Mojokerto 3 meets the requirements, including having an S1 academic qualification, being a maximum of 56 years old, physically and mentally fit and a certified educator.

Indicators 11, 12 and 13: Principals/madrassas have managerial competencies, entrepreneurial skills and academic supervision skills. So far, the principal of SDN Mojokerto 3 has fulfilled these requirements, especially in terms of the ability to plan; manage teachers, administrative staff, and infrastructure; establish reciprocity with the community; select students; carry out monitoring, evaluation, and reporting; innovate in school development; work hard; and plan, implement, evaluate results, and follow up on supervision results. The principal is also often at school to supervise school activities. The principal always leads and participates in regular activity meetings with teachers held every Monday after the flag ceremony.

Indicator 14: The school/madrasa has a Head of Administrative Staff in accordance with the regulations. So far, SDN Mojokerto 3 does not have a chief administrative officer (KTA). So far, the school administration is shared by the Grade I teacher, and the teacher has not been teaching at the school for long. Similarly, indicator 15 states that Schools or madrasahs have administrative staff with a minimum academic qualification of senior high school or equivalent, according to their field of work. SDN Mojokerto 3 does not have any administrative staff. This is certainly not in accordance with their field of expertise. It would be more optimal if the school recruited administrative personnel who are in accordance with their fields so that school administration can run optimally.

Indicators 16 and 17 state that the library head meets the requirements and library staff are qualified according to the provisions. Based on the interviews conducted, SDN Mojokerto 3 does not have a library head and library staff. So far, the library has not been managed properly, and the library has not been utilized as a learning resource. The presence of a competent head and library staff plays a big role in helping to improve students' literacy skills. An alternative solution to this problem is to immediately recruit library personnel who are competent and meet the set requirements. Research shows that librarians need to have skills in using ICT as well as the ability to manage and interpret information needed by teachers and students (Johan, 2012).

Indicator 18 states that schools/madrassas have laboratory assistants with academic qualifications in accordance with the standards for laboratory personnel. SDN Mojokerto 3 does not have a single laboratory so far, so there are no laboratory assistants working at this school. The school should provide a computer laboratory so that in the implementation of the national assessment, the school does not need to visit SMPN II Kedawung and can facilitate educators in the learning process. Meanwhile, indicator 19 requires school has a special service officer. SDN Mojokerto 3 already has special service personnel such as a janitor who doubles as a school guard. These special service personnel are sufficient to meet the needs of the school in terms of security and cleanliness of the school environment so there are no problems with this.

4. Conclusion

Based on the results and discussion related to the achievement of the PTK standard in improving the quality of education at SDN Mojokerto 3, it can be concluded that there are still several indicators of the standard of educators and education personnel that have not been fully implemented, namely: most teachers do not yet have teaching certificates, the school does not yet have a guidance counselor, the school does not yet have an administrative head, the school does not have a librarian, and the school does not have a laboratory or laboratory staff. Therefore, the management of PTK at SDN Mojokerto 3 needs to be continuously improved and developed to support the achievement of optimal education quality.

To fulfill the indicators of the PTK standard that have not been met, the school should collaborate with stakeholders to achieve this fulfillment, so that it can get the maximum score in the upcoming accreditation process, and regarding indicators that have been met, SDN Mojokerto 3 should continue to develop them.

The shortcomings of the problems that still exist need to be discussed together by finding the best alternative solutions and of course based on the results of consensus. All input from various parties and the results of training participants, seminars, workshops, and comparative studies can be used as a reference for future improvements.

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