THE CHALLENGES IN UNDERSTANDING STANDARDS OF EDUCATORS AND EDUCATIONAL STAFF

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Abstract
This study aims to analyze the achievement of the standards of educators and education staff. It needs to be discussed to ensure the achievement of an institution based on the eight national education standards that have been set. This study uses a qualitative descriptive method with 10 teachers and education staff at different schools and Madrasah in West Java as participants. The instrument used is in the form of a questionnaire with reference to 19 National Education Standard (SNP). This study concluds that (1) the achievement profiles of the standards of teachers and education staff show various results with an average of 81.1% for Islamic Religious Education teachers, and 81.6% for Non-Islamic Religious Education teachers; (2) aspects that have not reached the maximum score are teacher certification, technology and communication competence, and schools or madrasas that have not had Heads of Administrative Personnel who are experienced and certified from designated institutions by the government. The recommendation of this research is the need for a more in-depth and comprehensive study of the competence and eligibility of teachers in schools. This is important because the teachers is the main actors who play a determinant role for success in achieving educational goals.

Keywords: *Educator Standards; Education Personnels; Teacher Qualifications*

INTRODUCTION

As a law-based state, Indonesia has laws which become the basis to regulate the all sectors of life, including in the education field. Law No. 20 of 2003 about the National Education System is one of the basic references to govern education policies in Indonesia. Regarding teacher professionalism, through this law the government specifically regulates it in article 39 point 2. More particularly, in article 42 of that Law also explains that teachers are required to have standard capacity and certification in line with teaching authority, physically and mentally healthy, and the ability to support national education goals (Samani, Mucklas, & et al, 2006). Such indicators have actually been explained in Article 8 of the Law No 14 of 2005 that teachers are required to have academic standards of, at least, D4/S1 and abilities as a learning agent, which includes personal, pedagogical, professional and social competencies. The existence of these legal products can be interpreted as the form of the government's seriousness in developing the professionalism of teachers with the aim of improving the quality of national education.

Furthermore, according to the policy above, Article 42 of the Law No. 21 of 2003 also discussed that as a learning agent, the teacher professionalism must be formally proven by an educator certification (Latiana, 2002). According to Yamin (2006), certification is the process of submitting legality to teaching staff who already have several competencies to carry out learning as a source of formal legitimacy given to professional teachers and lecturers. In the

other words, it can be said that an educator certification is a competency test process formed as a test of one's competence as the basis for awarding educator certification (Mulyasa, 2009). The minimum criteria that should be met by the education system in Indonesia consist of eight main standards, namely process standards, graduate competency standards, content standards, teacher and education staff competency standards, infrastructure standards, management standards, assessment standards and financing standards. All of these cannot be separated, instead they are always interrelated and complement one another (Karenina, A, Amelia, & Sajidin, 2015).

Based on the results of a survey conducted by the researchers from several junior high schools (SMP) in West Java, it has been obtained the concrete data from the achievement of standard indicators for teachers and education staff. The results of the qualifications of educators show that indicators that have not received perfect scores in the Islamic Religious Education teacher group are indicator number 2 which do not yet have an educator certificate, indicator number 5 which indicates a lack of ability to master technology and educator communication. Meanwhile, the non-Islamic Religious Education teacher group shows several weaknesses, especially in indicator number 14 related to the qualifications of school administration staff.

Based on such results, this study actually show different outcomes from previous studies. A study conducted by Dikdik, (2020), for example, states that there are low indicators related to educational staff, especially the qualifications of library staff, which has a percentage of 55%. Meanwhile, Astuti (2020) shows that of the 19 indicators that have been determined, there are several indicators that are weak, including the 9th indicator related to inequality in the ratio of counseling teachers which shows a percentage of 65%; the 17th indicator is related to uncertified library staff with a percentage of 70%; and the 18th indicator related to laboratory eligibility standards in schools or madrasas that have not yet had academic qualifications according to laboratory staff standards which shows a percentage of 70%.

Thus, from the results of the preliminary study aforementioned, in this study the researchers want to examine the standards of teachers by assigning five Islamic Religious Education teachers and five non-Islamic Religious Education teachers to teach at secondary level schools or madrasas in West Java. From the problems encountered, the researchers also intend to find the proper alternative solutions to overcome the problem so that the determined standards get the maximum value.

RESEARCH METHODS
This study uses a qualitative descriptive method by describing data and analyzing the achievements of educators and education staff standards. The number of respondents in this study was 10 people, namely 5 teachers of Islamic Religious Education and 5 teachers of Non-Islamic Religious Education respectively. The instrument applied in this study is to use a questionnaire guideline to obtain information related to the achievements of educators that refer to the standards of educators and education staff as stipulated in the law. In addition, interviews as a tool for triangulating instruments that need more in-depth data are also carried out in this study.

RESULTS AND DISCUSSION
There are several terms that can be interpreted regarding the standards of educators and education staff based on the Government Regulation No. 19 of 2005. For example, Article 1 explains that the standards for educators and educational staff are pre-service education standards and compatibility between the physical and mental aspects of a teacher's functional position. This means that these standards include several standards that have to be owned before and after serving as teachers and education staff (Hidayati, 2014).

The stipulation of such standards above is based on the Government Regulation Number 32 of 2013 regarding the changes to the Government Regulation number 19 of 2005 (Article 1 Point 1 and Article 2 Point 1) related to the eight National Education Standards (SNP) which then become the basis for curriculum development to achieve national education goals. (Setiawan et al., 2019). The National Education Standard (SNP) is a minimum criterion consisting of eight basic standards that must be owned by educational institutions for all levels from elementary to higher level. (Karenina, Anjani, Amiela, & Sajidan, 2015). Furthermore, the eight National Education Standards (SNP) have the obvious implications for the quality standards of a school or madrasa to enhance the quality of education management.

Then, regarding the standards of educators and education staff, the National Standards Agency has regulated that there are 19 indicators that have to be had by educators and education staff. Some of them are the academic standards and expertises as learning agents who are physically and mentally healthy, and have the power to manifest educational goals. From some of these indicators, researchers obtain various answers from a number of respondents who have been surveyed. The respondents' answers are as follows:

Table 1
The score of respondents' answer

No.	The Achieved Indicators	Score
1.	Nothing	1
2.	Fraction	2
3.	Majority	3
4.	Totality	4

Based on the provisions in the table above, the maximum score obtained is 76. The percentage is gained based on the calculation formula as follows:

$$\textbf{The Achievement Percentage} = \frac{Score\ Aquisition}{Maximum\ Score} \text{ x } 100\%.$$

The determination of the percentage of achievement indicator qualifications by using Table 2 below:

Table 2
Indicator Score of Respondents' Answer

No.	Achievement Percentage	Qualification
1.	< 61%	Very Less
2.	61 – 70%	Less
3.	71 – 80 %	Enough
4.	81 – 90%	Good
5.	91 – 100 %	Very Good

From the results of the data analysis that the researchers obtain related to 19 standards for educators and education staff for 10 respondents, the researchers gain information related to the achievement profiles of educators and educational staff. Comparison of the percentage of understanding and triangulation results of respondents' answers as well as alternative problem solving at the following standards of educators and educational staff can be described below.

Profile of Achievement Indicator Standards of Educators and Education Staff

The understanding profile of 19 indicators of educational standards and educational staff from 10 respondents, consisting of 5 respondents who teach Islamic Religious Education and 5 respondents who teach Non-Islamic Religious Education can be described as follows:
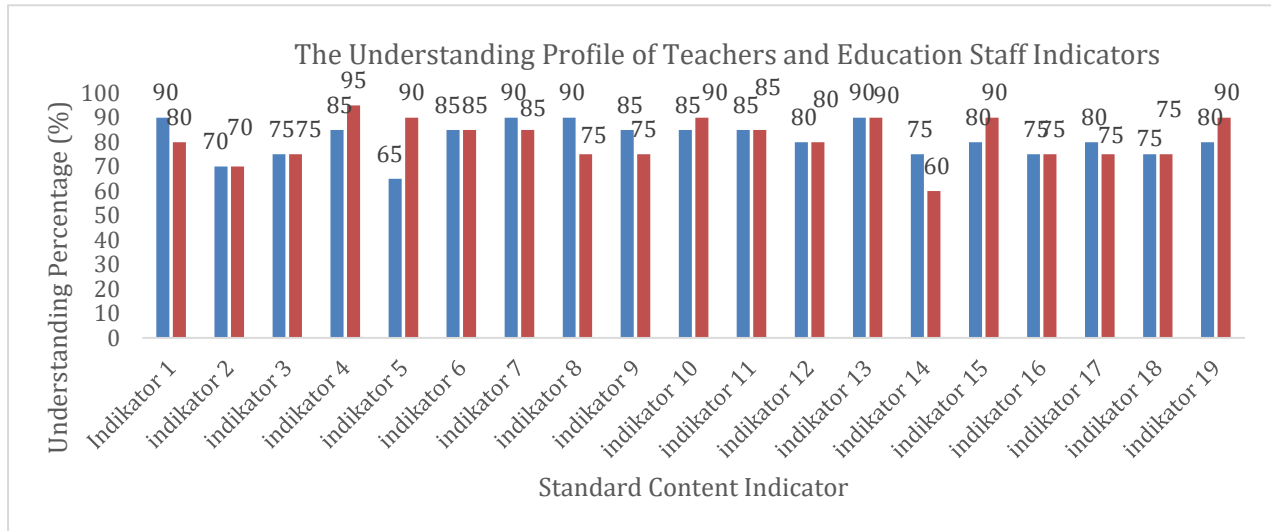

Figure 1. Profile of understanding indicators of Islamic and non-Islamic Religious Education Teachers

Figure 1 points out that the level of achievement of Islamic Religious Education in each aspect of the Standard of Educators and Educational Staff at the school or madrasah level, especially for 5 respondents of Islamic religious education subjects and 5 respondents of non-Islamic religious education subject teachers shows different results. There is an aspect of understanding of Islamic Religious Education teachers whose percentage qualification score is lack, namely in the 2nd indicator related to certified teachers with a percentage of 70%, and the 5th indicator, namely teachers who have technology and communication competencies with a percentage of 65%. Thus, the standard achievement of educators and education staff for teachers of Islamic Religious Education is 81.1%.

As for the indicators of understanding of non-Islamic Religious Education teachers, several percentages were obtained indicating a lack of understanding. This is shown by the 2nd indicator related to certified educators with a percentage of 70% and the 14th indicator related to an experienced and certified head of administrative staff with a percentage of 60%. These two indicators indicate that non-Islamic Religious Education teachers' understanding is lacking as well. Overall, the standard achievement of educators and education staff for Non-Islamic Religious Education teachers is 81.6%.

From the results of the data analysis above, it can be seen that the achievement standards for educators and educational staff are still not optimal, as indicated by several indicators as follows: *the first*, it is related to teachers who have been certified. Darling-Hammond et al, said a teacher who is certified or a teacher who is not certified but has received teacher training has the potential to produce the same teaching effectiveness. However, in the analysis of student achievement results, teachers who have been certified are much better than educators who do not have certification to make the outstanding studrnts. (Darling-Hommond, L, Holzman, D.J, Gatlin, S. J, & Heilig, J.V).

The second, it relates to teachers who have good technological and communication competencies. Hernawan states that the needs and features of students are something that needs to be monitored at all times, particularly in terms of the teaching and learning process. In this context, it should be emphasized that educators need to know in advance the

understanding that students have before the learning process is carried out. This situation also requires to be supported by the selection of appropriate methods, strategies, and media to be used in the process of teaching and learning activities. Koehler & Mishra (2008) as quoted by Mahmud, Darmawan, Suherman, & Jamilah, (2002) argue that the use of media needs to more consider aspects of Content Knowledge. It is a part of knowledge related to the subject matter to be taught such as geology, physics, art, language, etc. Teachers need to study and understand the material that will be delivered to students comprising of procedures, theories and facts in certain fields.

The third, it relates to experienced and certified administrative staff. According to Kuncoro (2002) as quoted by (Zakhiroh, 2013) explains that School Administrative Staff is a service whose role is to relieve the main tasks of school administration (facilitating function). Every school or educational institution has and faces its own complexities. Therefore, each educational institution has its own targets and goals that have to be achieved. In general, the school administration has two main activities, namely substantive activities and office work. In addition, school institutions also have main activities that are the teaching and learning activities and the office work in the form of school administration.

Comparison of Percentage and Average Standards of Educators and Education Staff

The comparison of the percentage of standard understanding of educators and education staff is shown in the diagram below:
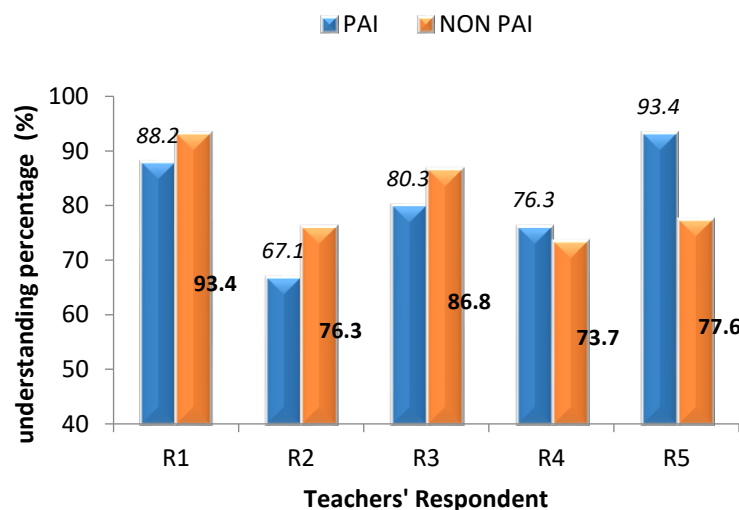

Figure 2. Percentage Differences in Understanding Standards of Educators and Education Staff

The figure above shows the results of the differences in the percentage understanding of the standards of educators and education staff. Based on the results of the 10 respondents who were surveyed, a comparison is obtained that respondent 1 of Islamic Religious Education teacher has a total percentage of 88.2% while respondent 1 on Non-Islamic Religious Education teachers gets a total of 93.4%. Respondent 2 of teachers of Islamic Religious Education has a total percentage of 67.1% while respondent 2 of non-Islamic Religious Education teachers has a total of 71.1%. Respondent 3 of teachers of Islamic Religious Education has a total percentage of 80.3% while respondent 3 of non-Islamic Religious Education teachers is 86.8%. Respondents 4 teachers of Islamic Religious Education has a total percentage of 76.3% while 4 respondents of non-Islamic Religious Education teachers is 73.7%. Then, respondent 5 teachers of Islamic Religious Education has a total percentage of 93.4% while respondent 5 of Non-Islamic Religious Education teachers is 77.6%.

From such explanation, it can be concluded that respondents 1, 2, and 3 of Islamic Religious Education teachers have a smaller percentage compared to the percentage of non-Islamic Religious Education teachers. Then, for respondents 4 and 5, teachers of Islamic Religious Education have a greater percentage value compared to non-Islamic Religious Education teachers.

Meanwhile, the comparison of the average standard of educators and education staff can be seen in the diagram below:

the comparison of the average standard of educators and education staff
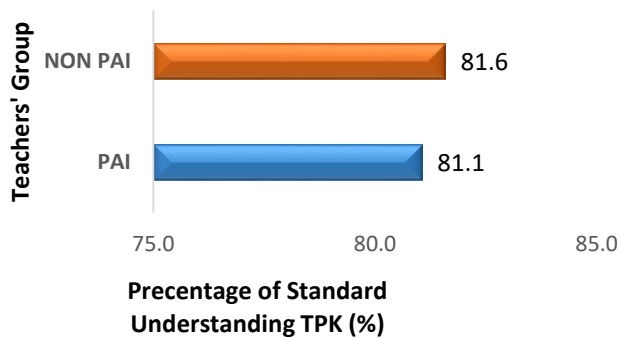

Figure 3. Comparison of TPK Average Understanding

The figure above proves that the average score of Islamic Religious Education teachers is 81.1 and the average score of Non-Islamic Religious Education teachers is 81.6. From these data, it is found that the average percentage of standard understanding of educators and educational staff between Islamic Religious Education teachers and non-Islamic Religious Education teachers is not much different. Educators' understanding of the standards of educators and education staff does not always depend on the type of subject they teach (Eliawati, 2017; Raibowo, 2020).

Triangulation

There are 19 standard aspects of educators and education staff who have difficulty for analyzing as well as the efforts to find alternative solutions of such problems related to indicators of achievement in Islamic Religious Education. Of the 19 indicators that have been determined, 3 aspects are found to be the main focus and, therefore, need to be explained further.

A. Aspect 2

It relates to teachers who do not have educator certification. The condition of educators as professionals is not only useful for elevating the position of educators, but also serves as a representation for developing the quality of national education in general (Khairul, Yusrizal, Murniati, & AR, 2015). As professional educators, of course, teachers are expected that schools will pay more attention to and provide convenience in participating in the teacher certification program implemented by the government.

B. Aspect 5

There are several teachers who are elderly and do not really understand the use of technology and communication in the field of learning. According to Sudirman (2010), the use of computers has indeed become a priority in today's digital era. However, even so, information and communication technology is not limited solely on sophisticated electronic devices, but can also utilize other media such as printed materials, audio, radio or television. Efforts that

need to be made are the increasing of teacher self-confidence and also contributing to the development of information and communication technology to study it as an endeavor to enhance the quality of the teaching and learning process. It is expected that the schools can include teachers in training so they can develop their competence in the fields of communication and technology.

C. Aspect 14

Another weakness is the administrative staff whose majors are not in accordance with their fields. This causes administrative activities to not take place properly. Experience and educational certificates *(ijazah)* are very decisive in work (Nadhar & Azis, 2019; Sakti, 2020). One solution to this problem, based on interviews conducted with educators, is that it is hoped that schools can send heads and administrative staff to seminars, workshops or training on school administration.

CONCLUSION

The results of data analysis and discussion toward the understanding standards of educators and educational staff for Islamic Religious Education Teachers and Non-Islamic Religious Education Teachers at the junior high school and madrasah levels spread across West Java basically vary. Of the 19 indicators that have been determined, it is found that the problems experienced by some teachers lie in teachers who have not yet been certified, teachers' competence in the fields of technology and communication is still low, and school administration staff who are not certified and experienced.

The understanding indicators of Islamic Religious Education teachers show a percentage of 70% related to educators who have been already certified and 65% on indicators related to teacher competence in the fields of technology and communication. Meanwhile, for non-Islamic Religious Education teachers there is an indicator that shows the percentage value at 70% in indicator number 2 related to the teacher certification, and indicator 14 shows a percentage of 65% related to certified and experienced school administration staff. Overall, the average level of achievement depicts that the percentage of Islamic Religious Education teachers is 81.1 and non-Islamic Religious Education teachers is 81.6.

Suggestion

More in-depth and systematic efforts need to be actualized to maximize indicators that are not yet optimal, such as indicator number 2 regarding teachers who are not yet certified, indicator 5 related to teachers who have technology and communication competencies, and indicator 14 regarding experienced and certified administrative staff heads. This occur due to the lack of attention from the school in submitting teachers who are not yet certified to participate in the certification program training activities scheduled by the government through certain institutions. One of the efforts that can be made to maximize such indicators is to pay more attention to and propose teachers as well as heads and administrative staff who have not been certified to a training institution *(diklat)* in accordance with their expertises with the aim of developing and improving their competencies and experiences.

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