

# **THE ROLE OF THE TEACHER DETERMINES THE QUALITY OF EDUCATION IN INDONESIA**

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## **ABSTRACT**

Education in a country has an important role for nation building. Education is the learning of knowledge, skills and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. One of the important elements that give great importance to an effective school is quality teachers. If schools in Indonesia have quality teachers, national education will be of quality as well. Teachers have a strategic position to determine the direction of national education. Therefore, qualified teachers are needed. Qualified teachers have characteristics, develop learning resources, create conducive classes, create interactive classes, quiz techniques, utilize learning media, develop learning media, utilize learning resources, utilize the potential of the school environment as a learning resource, motivation strategies, guide students to work, create competitive classroom atmosphere, discussion and collaboration among peers, discussion and collaboration in professional organizations, active and productive, and developing materials.

Keywords: teachers, schools, quality education, national education.

## **Introduction**

Education is the key to human resource development for Indonesia, gold in 2045, which is just and prosperous, safe and peaceful and advanced and global. Education will determine the future of this nation, whether to become a civilized nation, intelligent and ready to compete in the era of globalization. Education as a very strategic process to educate the nation's life so it must be done professionally. Therefore, the teacher as one of the perpetrators of education must be a professional. The existence of teachers in the education process can be meaningful for society and the nation and encourage better appreciation from the community for teachers. Teachers are expected to be able to participate in national development to realize quality Indonesian people. The future of society, nation and state is largely determined by teachers.

In this era, competition in various aspects of life in the world will be increasingly tight. To anticipate this, the Indonesian people should improve themselves in terms of human resources (HR). To improve these human resources, education is needed. Various efforts have been made by the government so that educational goals can be achieved immediately, including reforming the field of education, by updating the curriculum, reforming teachers through Continuous Professional Development, which means developing teacher competencies that are carried out according to needs, gradually, continuously to improve their professionalism.

One of the educational reform paths is the reform of teachers as an element of implementing formal education in schools. Teachers play a role in being responsible for improving the quality of education in Indonesia. Although the teacher element is only part of the component of the education system, it is the backbone of the education wheel. This reform is directed at forming quality teachers. If all teachers are qualified, education will also be of quality with the support of various elements of the education system. On the other hand, even though various elements of the education system support the lack of qualified teachers, the educational goals will not be achieved. Therefore, a person's responsibility is very large to determine the quality of education.

Questions that can be formulated are what is the desired quality of education; and what are the characteristics of qualified teachers who can play a role in improving the quality of education in Indonesia?

### **Education Conditions in Indonesia**

Education plays a very important role in character building, the development of science and technology (Wahyudi, 2018). The purpose of education itself according to Law No. 20 of 2003 is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

Indonesia is one of the countries that has been affected by the COVID-19 pandemic, so it must conduct online teaching and learning activities. Teaching and learning activities are usually carried out in person, but are currently being conducted online. The teachers work hard in the implementation of teaching and learning activities but parents also come to accompany the children to study at home to help explain various subjects and accompany the children to do school assignments (Sagala, 2009). The physical distancing policy, which aims to decide the spread of the epidemic,

forces a change in the system from formal education in schools or colleges to an online system on a national scale (Sinambela, 2014).

Various challenges must be faced for this online education system, in addition to personal discipline to study independently, facilities and resources are also important. There are so many children who are constrained by facilities for learning, not only students, but also educators and parents who have difficulty in providing learning tools such as cell phones and laptops as well as pulses for internet connections. This online learning system indirectly makes the socio-economic gap that has occurred for a long time, becomes wider during the pandemic.

Many parents find it difficult to optimize education for their children. In other circumstances, however, parents may be faced with a very difficult choice between feeding the family or paying for their child's education. This has the potential to increase the dropout rate which is increasing.

This online learning system that has not been properly prepared will certainly have an impact on the learning methods carried out by the teacher as well as the acceptance of learning materials from students who often do not understand the material presented. The dropout rate has increased in several places such as Papua, North Maluku and some areas that are included in the red zone in Indonesia. Due to the increasing dropout rate in both urban and rural areas, this causes a decline in national productivity which makes them trapped in a vicious circle of structural poverty.

Then the quality of our education, which is still not optimal, still has to make more efforts to improve the quality of teaching staff, educational curriculum, and the competitiveness of national education. Education reform is a shared responsibility. The task of educating the nation and making this nation into character is not only the task of the Ministry of Education and Culture but the duty of all parties involved, especially during the COVID-19 pandemic.

## **Quality Education**

Conceptually detailed formulation, quality education is stated in the national education goals. However, operationally there are five benchmarks to determine quality education, namely accountability, accreditation, autonomy, evaluation, and management (Darmawan, 2017).

Accountability refers to efficiency and productivity. Efficiency is related to financing, while productivity is related to results. The smaller the cost, but the bigger the product means the more efficient it is. The less costs incurred

by the community and the government, but the result in the form of an increase in human resources from students, is the principle of efficiency.

Accreditation is directed at achieving standardization of the quality of education. From Elementary Education, Senior High School, to Higher Education, accreditation is very important. This is also to avoid wastage. It is time for the renewal of education in civil society, the autonomy of education has begun to be encouraged. Schools are given the authority to partially manage in terms of selecting teachers, students, developing research, developing intra and extracurricular activities, utilizing time, facilities, and finances in its implementation.

At the end of the education period, through evaluation it can be seen the level of success of education, for example by the value of the National Examination. For now, the National Examination is one of the most prominent indicators of success. Although there are deviations in some schools by trying to get their students to achieve high scores in the National Examination and that means ignoring the cognitive, affective and psychomotor elements of students.

Autonomous school management needs to be improved. The learning process should apply the principle of balance, namely the balance of the academic or learning process by involving various related agencies, better known as human relations and public relations. With the involvement of related institutions, the link and match between the world of education and the demands of the world of work can be achieved. For example, SMK involves various companies to determine the school curriculum so that graduates are really needed in the community as a job market. In addition, with this management, students are educated to be independent, not only waiting for the job market, but also creating jobs.

## **Teacher Quality**

The teacher as an element of the education system plays a very important role in driving the quality of the education wheel. School quality and teaching quality are functions of teacher quality.

One of the important elements that give great importance to an effective school is quality teachers. If schools in Indonesia have quality teachers, national education will be of quality as well (Saud, 2009). Teachers have a strategic position to determine the direction of national education. Because teachers are the implementers and movers of education, the quality of teachers must always be improved. According to Sutarjo et al. (2007), qualified teachers have the following characteristics:

1. Developing learning resources by utilizing the potential of self, students, schools, and the environment. Potential for self, students, and schools, for example by making individually or in groups to create learning resources, utilizing the environment as a learning resource.
2. Creating a conducive class, namely creating and maintaining a classroom atmosphere so that teaching and learning activities can take place effectively and efficiently. Classes are made in such a way that students are passionate about learning, for example during the day the teacher uses storytelling, humor, anecdotes, or other techniques. Creating interactive classes with various interaction techniques. One-way interaction, for example when the teacher lectures or provides information. Two-way interaction (double way interaction), for example when there is a question and answer between the teacher and the students. Complex interactions, for example, occur between teachers and students, and interactions between students are continued to the teacher (Lembong, 2015).
3. Implement the quiz technique that is carried out at a certain stage. This quiz can be used as an evaluation tool as well as a monitoring tool for student absorption. In addition, it can be used to motivate student learning, so that they are ready at any time. With this, it is hoped that the mastery of the material by the students will be better. The quiz is given incidentally. This means that quizzes are given suddenly without notification to students (Sutarjo, 2007).
4. Utilizing learning media that refers to the use or creation. If the school already has media, the teacher just uses it. If it doesn't exist, the teacher can make simple media. Develop materials and adapt to the development of science and technology. Teachers must be willing and able to follow the development of science if they want to advance in terms of science and skills for the success of students.
5. Utilization of learning resources in question is mandatory, supporting books, resource persons, and so on. Development of learning media and if there is no learning media in the school that the teacher wants, creatively create their own learning media or take advantage of the potential of the school environment. Teachers can make media in the form of: panel boards, pocket cards, picture cards, and so on.
6. Utilizing the potential of the school environment as a learning resource. Schools have four types of learning resources in their environment. The four learning resources are:

- a. The physical environment around the school, for example yard, garden, fishery, sports field, park, building form, space, and so on.
  - b. These items can be modified as learning resources that require the creativity of the teacher, for example, cardboards are made of props in the form of puppets, cut image arrangements, and so on. Bottles for plants or fish, and so on.
  - c. The community around the school, for example, in that community develops small industries, handicrafts, can learn economics, craft lessons.
  - d. Events that occur in society. Another example is a social studies (economics) teacher asking students to observe activities in the market adjacent to the school. Then the results of the observations were discussed together in class.
7. Choose a motivational strategy. Student motivation needs to be constantly built by the teacher so that learning achievement can be improved, both by providing intrinsic and extrinsic motivation. Guiding students to work and creating a competitive classroom atmosphere. In civil society education, students must be active, creative, and productive. Actively pay attention to the material being taught and ask, answer, discuss, and so on. Creative means that it does not depend on what the teacher gives. Productive, namely students can produce meaningful work for themselves, schools, or communities that need the work (Darmawan, 2017). Concentration, motivation, sensitivity to symptoms that occur in the environment for students, can be improved by creating a competitive atmosphere (Syah, 2011). In that class there is free competition to compete for the best achievement. An example is establishing educational interactions between teachers and students or students with students, as well as giving awards to students who are successful or achievers.
  8. Conduct discussions and collaborations among colleagues. To improve teacher competence, teachers need to conduct discussions between peers (Rusman, 2010). Discussion is an activity for exchanging ideas, experiences, and in it is allowed to have arguments to make decisions. Colleagues are a group of people who have the same profession or teachers of cognate subjects, for example, teachers of mathematics, English and Indonesian, science, teachers of local content and so on. If there is competition and unhealthy association. The relationship between teachers is not harmonious.

9. Conduct discussions and collaborations in professional organizations that have an impact on enrichment or competency development and teaching materials. In addition, it can also improve and develop learning media.
10. Active and productive. Active refers to participating in various events related to their duties as a teacher such as seminars and workshops. Productive refers to making real works such as scientific works, handbooks, dictations, research, popular scientific works, and so on.

### **Impact of Efforts to Improve Education Quality**

To achieve the quality of education, one of the consequences that has become a classic issue that has not yet been resolved is the welfare of teachers. There is now a teacher certification allowance. Although not all teachers feel this well-being.

Teachers should be able to make detailed preparations, carry out in an orderly manner, and evaluate teaching carefully, as well as be able to carry out self-development creatively and productively (Andayani & Darmawan, 2004). Public awareness about the importance of education began to appear. Even if the school is expensive or it doesn't have to be a state school if the output is satisfactory, it will still be an option. Such schools are few in number and only people with sufficient funds can afford to send their children there. The work ethic of teachers is very decisive in the quality of education in schools. The autonomy of some school management will provide opportunities for policies to improve school quality. It is very possible that the first years of teachers must be full of struggle, but if the quality improves, good prospective students will come by themselves.

### **Conclusion**

The formulation of the conceptual quality of national education is stated in the national education goals. Operationally, quality education has five indicators: accountability, accreditation, autonomy, evaluation, and management.

Teachers have a strategic position to improve education because teachers are the direct implementers of education and learning. Teachers play a very important role in improving the quality of education. Therefore, qualified teachers are needed.

Qualified teachers have characteristics, develop learning resources, create conducive classes, create interactive classes, quiz techniques, utilize learning media, develop learning media, utilize learning resources, utilize the potential of the school environment as a learning resource, motivation

strategies, guide students to work, create competitive classroom atmosphere, discussion and collaboration among peers, discussion and collaboration in professional organizations, active and productive, and developing materials.

To the teacher, in order to have the characteristics of a qualified teacher. Although it does not have to carry out various characteristics perfectly. To the principal to improve teacher performance towards the best results. If the student input is average, but the output can achieve good results, in the following years qualified new students will come automatically.

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