

# Quality of Teacher in Primary School: Comparative Study Between Sumatra and Java (Analysis of Data Governance and Decentralization Survey 2 2006)

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The quality of teachers in Sumatra and Java is generally low, particularly in terms of their creativity and innovation in teaching. It is built by the lack of teacher's preparation and the lack of communication between parents and teachers. The excellence of elementary teacher in Sumatra and Java is the using of tools and examples in facilitating students in 'understanding teachers and teaching materials'. The awareness of the absence of students in class is also become an indicator as well. The quality of primary school teachers in Java is generally better than in Sumatra, especially in terms of creativity and innovation of teaching and concern for student attendance. Meanwhile, the quality of elementary school teachers in Sumatra is good in terms of allocation of time for teaching preparation.

Human capital and social capital as an important capital improvement of the quality of teachers has not been fully utilized by the teacher, caused by the low education and training accounts for the poor quality of teachers. Meanwhile the income and experience of teachers do not have a significant impact on the quality of teachers, especially elementary teachers in Sumatra. Social networks are institutionalized in the form of KKG are not utilized to improve quality. The poor dedication and the norms of teacher resulted preparation teachers teach in poor quality.

Keywords: teacher quality, human capital, social capital.

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## Background

Two of the key changes in education is the teacher and the student. Where teachers should be placed as the primary agent of change and students as the primary focus of change (Wang & Reeves, 2003: 74). Teacher is the holder of the very central role in the development of the education sector. Once the central role of the teacher is to make teachers often referred to as the cutting edge, even the heart of education (Baedhowi, 2008). Indeed, the quality of education is not only determined by the teacher, but also determined by the quality of inputs (student), infrastructure and other instrumental factors. But how good were educational facilities, and as modern as any curriculum and strategic planning designed, without quality teachers, quality of education impossible can be achieved as expected<sup>1</sup> (Baedhowi, 2008; Suyanto and Abbas, 2011).

In Indonesia, the quality of teachers lately has gained attention. In addition to its being the largest component of the education budget to absorb<sup>2</sup>, as well as the quality is still considered low. The low quality of education in Indonesia is now even considered as a reflection / reflection of the poor quality of teachers (Tilaar, 1998). No wonder teachers are often used as scapegoats or the culprit of poor quality or low educational achievement of students (Baedhowi, 2008). Utmost attention is mainly addressed to primary school teachers (SD). The low quality of education today as if it is the responsibility of the primary school teachers (Supriadi, 1998:79)

Such as a central component in improving the quality of education, it is important to look beyond the existence of qualifications and quality of teachers in Indonesia. Sumatra and Java, which has been particularly mentioned as a benchmark the progress of education and the standards of quality teachers in Indonesia needs to be further explored and examined the presence and quality of its teachers. In addition to look beyond the characteristics and factors that affect the quality of teachers in the two regions, could also be a reflection and a stepping stone to make improvements in the quality of teachers throughout Indonesia.

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<sup>1</sup> Ronal Brandit (in Supriadi, 1998) says that education reform efforts even though it really depends on the teacher. If there is no improvement in the quality of teachers, the reform effort is not going to achieve maximum results

<sup>2</sup> Salaries of teachers spend nearly 75% of the national budget for education (World Bank, 2011)

## Theoretical Review

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, elementary education, and secondary education (Law No. 14/2005: 2). Correspondingly, Dikti (2008:2) states that educators (teachers) a learning agent that prepares students to reach full potential development. Teachers, as well as teachers who deliver knowledge, it also serves as an actor whose role is to help students develop according to its potential. More specifically, the Law No. 14/2005 mandates the competencies required of teachers or teacher is covering pedagogic competence, personal competence, social competence, and professional competence.

In this study need to be built a few variables that can be used as a gauge to measure / identify quality of teachers. However, given the limitations of the study, the quality (competence) teachers will be constructed of six variables, namely: 1) creative teaching, 2) teaching innovation, 3) use of tools/aids and examples are easier for students to understand the subject matter, 4) the allocation of time to teaching preparation and learning design, 5) teachers' attention to student absenteeism, 6) relationships with students 'parents to monitor and discuss the students' learning progress.

**Table 2.1.**  
**Characteristics of Quality Teachers in Teacher Competency Components**

NO	Characteristics of Quality	Competency
1	Teaching creativity	Pedagogic, professional
2	Teaching innovation	Pedagogic, professional
3	Use of tools/aids and examples are easier for students to understand the subject matter	Pedagogic, professional
4	The allocation of time to teaching preparation and learning design	Pedagogic, professional
5	Teachers' attention to student absenteeism	Pedagogic, Social, personal
6	Relationships with students 'parents to monitor and discuss the students' learning progress.	Social, personal

## Basis Theory

Theory is used as a tool of analysis in this study is the theory of human capital and the theory of social capital. Human capital is a very important component

in the organization. Man with all his ability when it deployed its entirety will result in exceptional performance (Tadjuddin, 1995). World Bank gives the sense that human capital contains elements; education and training, health and nutrition, employment opportunities, a healthy environment, career development in the workplace, as well as free political life. Education and training are two important aspects in improving the quality of human capital. Capital which every human person will not be optimal if not increase continuously developed primarily through education and training.

Social capital theory, in essence, is the most decisive theory (Field, 2010). Human capital can be summed up in two words: relationships matter. By building relationships with others, and keeping ongoing all the time, people are able to work together for a variety of things that they can not do it alone, or they can achieve but with difficulty (Field, 2010). Social capital is defined here is not the material, but it is a social capital contained in a person, group, family, organization, and so forth. The main components of social capital are: trust, networks, and norms.

## **Research Methods**

The approach used in this study are correlational comparative approach using secondary data analysis methods. This study make use of secondary data is data Governance and Decentralization Survey 2 (GDS-2) in 2006 in collaboration Center for Population and Policy Studies, Gadjah Mada University (PSKK UGM) with the World Bank. Respondents in this study is teachers who teach and served as a classroom teacher in the State schools from grades 5 and 6.

## **Discussion**

### **1. Quality of Teacher Primary School**

Teachers are the factors that determine whether the poor quality of students' learning. More qualified teachers, are believed to make the quality of the students also will increase. Conversely, if the lower the quality of teachers, the quality of education (students) are also believed to be declining (Tilaar, 1998; Supriadi, 1998; Baedhowi, 2008). Results of this study found that elementary school teachers, in Java and Sumatra, are still dominated by teachers who belong to the medium and low

quality. However, the quality of teachers in Java is still better than the teacher in Sumatra.

The low quality of teachers seen from the low teacher creativity when delivering teaching material.<sup>3</sup> From the results of this study found that the majority of elementary school teachers-in Sumatra and Java, was classified as a teacher with no/less creative. Teaching methods are most often used by teachers are still teaching the old methods ie methods led and dominated by the teacher. While the method of discussion and task groups, especially eksperimen method/field studies, only a small percentage of teachers who use them.

The low teacher creativity turns followed by a lack of innovation that teachers do. Found that the majority of elementary school teachers-in Sumatra and Java, classified as a teacher with a moderate level of innovation<sup>4</sup>. Breakthrough that made the teachers when teaching was never turned loose of the classical methods such as lectures, stories and presentation. This indicates that the majority of primary school teachers have difficulty in making a breakthrough or innovation. Seen from masivnya teachers who do not innovate at all, and the selection of teaching methods are regarded as an innovative teacher found not far from the classical methods.

The lack of creativity and innovation in teaching is carried out indicate that the teaching and learning process in the classroom is still monotonous and centered on the teacher, not the student. Tend to be theoretical, didactic and from top to bottom. Not to be dialogical, interactive and have not focused on the needs of students so that students desire to follow and engage actively tend to disappear (Freire, 1985; World Bank, 2011). The majority of teachers are focusing on

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<sup>3</sup> Teaching creativity is meant here is the variation of techniques / methods of teaching teachers. There are at least five teaching techniques that teachers use when delivering teaching material in this study, which are taught by teachers led (instructor-led lectures), class discussion methods, making individual assignments, group assignments, or conduct experiments / field studies. Teaching creativity is measured by how often teachers use a variety of different methods.

<sup>4</sup> Even as much as 30.3% in Sumatra elementary school teachers and 18% of primary school teachers in Java, never make innovations / breakthroughs at all when teaching

providing material rote learning rather than problem solving. Students still tend to be passive and just plays as a listener, recorder and memorize.<sup>5</sup>

This kind of teaching style by Freire referred to as "educational storytelling"<sup>6</sup> or "bank-style education". Where the teacher plays as investment providers, and students as savings. This tendency memomosisikan character tells the teacher as subject storytelling, while pupils as objects that obey and listen (Freire, 1985).

Such teaching methods regardless of the conditions, characteristics of students' needs and abilities are different and should require different treatment. Students come from diverse backgrounds, such as different intellectual abilities, socio-economic conditions, culture, different environment, and so forth. Using the same teaching pattern and the only predominantly tend to ignore the characteristics and development of the student who has a different stage. This is called Supriadi (1998) as using "the same ax to cut all the stuff".

It also indicates that there are hardly any changes in teaching methods for the majority of primary school teachers. Despite already having teaching experience so even decades, and some training, but the same method-ie lectures, take notes and memorize, it is still a weapon. Kurt Lewin (in Suyanto and Abbas, 2001) found at least there are two main obstacles the changes that happen to the teacher; 1) reluctance to themselves teachers to change behavior / habits are already established. Teachers are used to using the lecture method, so feel reluctant to replace these methods. 2) Even if there is a change, it is only temporary and within a short time. Although teachers have been trained (through courses-upgrading) using other methods, but teachers eventually return to the lecture method.

Curriculum changes made by the government so far has yet to produce a paradigm shift in teaching styles and teachers. Ideally, with a change in the

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<sup>5</sup> Serbessa found that the majority of primary school teachers in Ethiopia are still using the teacher-centered teaching and using the traditional method called "chalk and talk". "The only thing that holds the responsibility of teaching is the teacher, while the responsibility of students is to listen to lectures, take notes and respond to questions when asked. Whereas in the learning activities, students should do more than just listen and note: They must read, write, discuss, or engage in problem solving "(Serbessa, 2009).

<sup>6</sup> Compare with Djwandono (2006:18) mentioned that during the study was criticized for the practice of folkways.

curriculum, the approach taken by the teachers during teaching should also undergo changes. This could mean two things, first the content of the curriculum itself, and the second is the socialization of the curriculum. One factor that was found Serbessa which makes the method of teaching elementary school teacher in Ethiopia are still using conventional methods due to the material or who do not support the curriculum. According to the findings Serbessa, the curriculum can only be solved by the lecture method. Curriculum materials do not provide the opportunity for discussion and collaborative work (Serbessa, 2009).

Other indications as well as the most fundamental is that the lack of creativity and innovation of teaching teachers is closely related to the academic qualifications of teachers. The first, with lower academic qualifications are very difficult for teachers to develop creativity and innovation in teaching-even though the majority of teachers already have high flying hours and a curriculum that continues to change. Second, what is played by the teacher in the school is a reflection of what they receive when following teacher education in college. Tendency to use a teacher-centered approach is a reflection of how they are taught / trained in college as a student teacher (Serbessa, 2009).

That is no less interesting in this study, that there are differences in the quality of teachers in Java and Sumatra, in terms of creativity and innovation of teaching. Although both are dominated by teachers with creativity and innovation is low, but in general, elementary school teachers in a more creative and innovative Java than in Sumatra. This illustrates the quality of primary school teachers in the development of a better Java than in Sumatra. With better education, elementary teachers would result in more creative and innovative Java than in Sumatra.

Another characteristic of quality teachers are able to help students to more easily grasp the subject matter. Use of assistive devices / aids and examples and relevant *sederhana* be easier for students to understand the material being studied. Based on this research, it is known that almost all elementary school teachers - both in Sumatra and Java, which always uses a walker and / or examples to facilitate students when teaching. All teachers (100%) even always use simple examples and relevant at the time of teaching. Only about 6.0% primary school teachers in Sumatra

and 3.3% in the elementary school teachers who do not use the Java tools / aids when teaching / delivering course material. The reason is because the majority of teachers are there props in school are less complete, although some of them admitted due to the material being taught at the time did not require props.

Seeing the number of teachers who use assistive devices/aids -even always use simple examples in any teaching activity, describe how the teachers continue to work so that students can understand the material teach well. Despite the limited ability-regardless of whether the majority of teachers still somewhat less creative and innovative, but the majority of the teachers are always working to make the students understand the subject matter. But with limited skills and learning tools are also limited, making the majority of teachers are able to perform to the extent described above.

Quality teachers in the classroom teaching, preparation for teaching is very determined that teachers do before. Results of this study found that the majority of primary school teachers in Sumatra (71.5%) and in Java (73.4%), only allocated less than two hours each day in preparation for teaching. In fact there are still elementary teachers-both in Sumatra and Java, which is not preparing to teach at all. The average time allotted elementary teachers in Sumatra and Java in preparation for teaching just as much as 1 hour and 43 minutes each day. While the average number of hours per week teaching elementary school teacher that is as much as 33.75 hours / week (about 5.63 hours per day for 6 days of work, and 6.75 hours per day for 5 working days). Especially considering the status of primary school teachers in this study are as classroom teachers, then certainly the subject matter every day can be more than one field of study. With the allocation of preparation time average of just less than two hours a day when administer an average of two subjects a day, of course it is a very minimal time allocation.

Apart from the allocation of time is fairly minimal, the content or substance of preparation that teachers were often not well targeted. When preparing to teach, teachers busier choose words and measurable operational work to fill TIK and RPP<sup>7</sup>,

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<sup>7</sup> TIK: Tujuan Instruksional khusus (purpose Special Instrukstional), RPP: Rencana Pelaksanaan Pembelajaran (Lesson Plan).



thus resulting in time for the deepening of the material from other sources do not exist anymore<sup>8</sup> (Supriadi, 1998). Thus, in fact many teachers are "unfit" to teach because it is not prepared-both in terms of material and substance of the subject matter.

The majority of teachers tend to repeat the lessons that have been taught previously, teaching sober and just wanted to meet the minimum target of expected achievements in teaching and learning. In addition to the monotonous and rigid, teaching and learning in the classroom is like a repetition of the process of teaching materials as in previous years. Material that has been taught in the past years it tends to be repeated without any modification and actualizing with the latest information and developments of contemporary environmental situation of the students. No wonder what is learned in school often far apart with the practice of life experienced by students every day in their communities because of the material being taught is a practical teacher materials that are past.

Intentionally or not, teachers have violated important norms that should be followed and maintained by the teacher . As professionals , teachers should adhere to the norms ( codes of conduct ) - in this case teaching preparation . In the theory of social capital , norms are important in addition to networking and trust . By adhering to the norms , the teacher is able to improve the quality of teaching in the classroom . Without preparation , it is impossible to improve the quality of teachers teaching in the classroom .

Teacher quality is also greatly influenced by how well the relationship between teachers and parents. Based on the results of this study found that many teachers are rare -even never at all<sup>9</sup>, opening up communication / meetings with parents of students . This indicates that there are many teachers and parents of

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<sup>8</sup> Suryadi and Tilaar (1994:121) also found similar results, in which the minimal time is often not used for actual teaching preparation, but preparation in the form of teaching and preparing lessons Unit which was very time-consuming because the teacher must define a variety of purposes , evaluation methods, learning activities, and so forth. This situation resulted in teachers not having enough time to read books or other additives as a teaching reference. Even though the Lesson Unit has been compiled, but materially, real teachers are not ready to teach

<sup>9</sup> In Sumatra, elementary teachers have never had a meeting with the parents of students reached 25.4%, while in Java as much as 25.7%.

students , who do not have the same paradigm in which the communication and cooperation between teachers and parents is very important to support student learning outcomes . Dichotomous view of where schools work with children from the academic side, the family were taking care of the problem of moral and emotional development of children as well, still seems to be dominant. This view not only makes communication disconnected teachers and parents, but also often lead to misunderstandings, lack of respect that is reflected from the transfer errors of parents to teachers or vice versa (Utari, 2010) .

Many teachers have perceptions and habits that consultation with parents when the child got into trouble at school (Utari, 2010) or simply to tell how big donations or dues to be paid parents (Suyanto and Abbas, 2001). While there are many parents, as well as busy, fully surrender the child to the teacher education problems and affairs think parents just prepare everything that is physical and material alone. Some parents think when you've bought the book, providing pocket money , money transporasi, has also completed its responsibility (Makhudun , 2012)

In short, parents only needed when at times of urgency and to supplement the administrative needs of children in school. Thus, social capital networks between teachers and parents have not been fully utilized by both parties. Social networks should be used to solve problems and achieve common goals, has so far been overlooked by teachers and parents. This could be caused in part by the lack of mutual trust (trust) between parents and teachers (Utari, 2010), thus making the two sides seem to walk on their own.

Attention to the development of teacher-student behavior by the level of attendance of students, is also very important, especially for primary school teachers having the status of teachers (guardian) class. Based on this study it was found that the majority of elementary school teachers -both in Sumatra, especially in Java, classified as a proactive response to student absenteeism. Although there is still a small percentage of teachers who did not give any response at the time a student is absent for three consecutive days.

When a teacher to empathize with the students, the teachers certainly able to dive into what is perceived and encountered students. Teachers will be able to

understand the situation of students and help students to re-follow instructional patterns. So the teacher will not impose sanctions or punishment arbitrarily, but did well to improve the behavior of their students (Suyanto and Djihad, 2012:78). But the indifference of teachers to student absences for three sequential days, a reflection of how busy teachers against themselves (Cruckshank and Callahan in Djiwandono, 2006:25).

## **2. Teacher Qualifications**

### **a. Level of education**

Elementary school teachers in Sumatra is dominated by teachers and education Secondary education diploma. While elementary school teachers in Java, is dominated by the level of teacher education and education Diploma Degree (S1/S2). By using the standard Law Teachers and Lecturers, the elementary school teachers in new teaching Sumatra decent about 10.4%, while in Java, decent teachers teach has reached nearly 40%. Thus, the education level of primary school teachers in Java and Sumatra in general is still fairly low.

The low-level elementary teacher education both in Sumatra and Java, it could be used as one factor to explain about the low quality of teachers in Indonesia. This is partly caused by the government's delay in raising the standard of teachers' academic qualifications. When developed countries have long had a teacher requires a minimum of Bachelor's degree, Indonesia introduced a standard SD minimum academic qualification of teachers educated D4/S1 Teaching or Psychology in 2005 that the Law on Teachers and Lecturers.

Our research found that there is a meaningful and significant relationship between the level of teacher education with quality teachers in Sumatra. While the different results found in Java, where there is no significant relationship between academic qualifications with quality teacher. This indicates that in Sumatra, the different levels of education will make a difference in the quality of teachers. The higher the level of education, will increase the quality as well. This difference illustrates that the quality of the teacher in Sumatra are still heavily influenced pendidikanya level, while in Java is not always the case. Java with the level of access

to sources of knowledge are more qualified than in Sumatra, making other factors affect the quality of the teacher more than the level of education.

### **b. Teaching experience**

In general, elementary school teachers in Sumatra and Java, is dominated by the level of teaching experience teachers were (9 s / d 25 years). Nevertheless, there are differences in the distribution between the degree of experience teaching elementary school teacher in Java and Sumatra. Longer average length of teaching teachers in Sumatra around 17.09 years, while the average length of teaching teachers in Java around 20.41 years. difference in the level of primary school teachers teaching experience in Java and Sumatra, this could be one of the components that explain the differences in the quality of teachers in Java and Sumatra. with this level of experience is more qualified, reasonable quality of teachers in better Java than in Sumatra.

This further reinforced by the presence of a meaningful and significant relationship between teachers' teaching experience with the quality of teachers in Java. In contrast, in Sumatra, which means there is no relationship at all. These findings indicate that primary school teachers in Java, along with the years (old) teaching and the conditions of schooling in which the role of parents is much more active, making elementary teachers more frequently in Java reflection, evaluation and improvement of the quality of teaching.<sup>10</sup> Elementary school teachers in more serious Java utilizing years of experience to continue to fix/develop themselves and improve themselves, thus making quality primary school teachers in Java is strongly influenced by her teaching experience. Moreover elementary school teacher in Sumatra seems not utilize years of experience and more dependent on the formal aspects such as academic qualifications, training, upgrading, for the development of his ability.

### **c. Number of teaching hours**

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<sup>10</sup> Ali (2009: 364) explains that the length of (teacher) practicing a profession will give significant impact on the quality of the educator is concerned if the reflection is done against what was done periodically. Through this reflection be listened to and studied the weaknesses and strengths in implementing the learning process, and is used as a material to make efforts to increase continuously.

Many teachers in Java and Sumatra, which has a number of teaching hours at the bottom and at the top of the provision.<sup>11</sup> Masivnya number of teachers who have teaching hours under and above the provisions in these two regions confirms that the distribution of teachers in Java and Sumatra still not evenly distributed. School teachers who have excess lead teachers can not meet the obligation to teach in at least 1 (one) week because they have many hours of teaching with other teachers. While school teacher shortage will lead to teacher workload becomes higher and the learning process becomes ineffective (Dirjen PMPTK, 2009:3).

The large number of elementary school teachers who have a teaching load at the top of the provision (40 hours per week), one of which could be used as a tool to explain why so far the teachers have not complained of preparation. Excessive workload is making teachers do not have enough time to prepare for teaching, as well as limiting teachers to learn, read, and perform deepening material mainly from other sources (Supriadi, 1998; Tilaar, 1998; Hapsari Putri, 2010).

In Sumatra, the ratio between the number of teachers who have teaching hours above the maximum limit to the number of teachers who have teaching hours below the minimum limit is almost the same (11.7% versus 14.1%). This indicates that the number of teachers in Sumatra is fairly enough. Just need equity or distribution of teachers for schools that lack teachers of the schools covered by the excess teachers. Thus, each teacher can have an ideal teaching hours. In addition to equity in terms of quantity, more Sumatra require qualification especially for teachers who are in the countryside. Given in Sumatra, the majority of teachers and their qualifications are in rural areas is still low.<sup>12</sup>

#### **d. Teachers income level**

The majority of elementary school teachers in Sumatra and Java, including as a teacher by total revenue ranged from 1 to 3 million dollars every month. The average income of respondents Primary teachers in Sumatra every month for

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<sup>11</sup> A total of 14.1% of teachers (Sumatra) and 4.6% (Java) which has a number of teaching hours below 24 hours per week. Well as much as 11.7% of teachers (Sumatra) and 17.1% (Java) which has a number of ham on top of 40 hours of teaching per week.

<sup>12</sup> 82.2 percent of teachers in rural areas in Sumatra, and the majority of them educated.

Rp.1.480.000. While the average income elementary school teacher in Java every month , amounting Rp.1.600.000. Worth/absence of teachers in the total income should be compared with at least two things, namely the cost of decent living (KHL) per month and compare it with other professions with the same level of academic qualification .

First, compare the total income of teachers<sup>13</sup> with standard KHL<sup>14</sup> found that the majority of teachers are still living with an income below the necessities of life. That is, the majority of teachers have not been able to meet the requirements spelled out his family life by relying on his income every month. Only a relatively small proportion of teachers who could be surplus each month. Second, compared with the average wage/salary/ net income of laborers/employees/employee with the same level of education, the teacher's salary just superior to the wages of laborers/employees/employees of high school educated. While for Diploma III and D-IV/ bachelor of education, teacher salary is still less than the salary of the workers/employees/employee.

The lack of welfare received by teachers is the reason the majority of teachers to do other jobs (Suryadi, 1994; Baedhowi, 2008). Perform other activities outside of teaching hours for economic reasons, would be a picture that what the teachers are still below expectations. Based on the results of this study found that 80 % more teachers -both in Sumatra and Java, which has an activity/high enough level of activity outside of teaching hours for economic reasons.

Interestingly, the level of income of teachers did not have a significant and meaningful relationships with quality teachers. The level of income received by teachers is not a differentiator of high and low quality of the teacher. This is because the majority of teachers do not have enough time to work on improving its quality due to too busy with other activities to cover economic needs. On the other hand, the

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<sup>13</sup> Total income of teachers consists of basic salary, allowances, incentives, and others associated with his profession as a teacher.

<sup>14</sup> Based on the calculation of "Living Needs (KHL)" performed by Pusdatinaker, Manpower, found that the average value for decent living in the year 2006 amounted to Rp735.701, - (Sumatra) and Rp657.464, - (Jawa). But this new KHL standard calculation for the needs of single life or just for one person. For teachers who are married, with two children, for example, chances are decent minimum living expense will swell to Rp 2 million to Rp 3 million per month

income received can not be allocated for teacher quality improvement, such as training, further education, or to finance the purchase of reading sources (knowledge). It is also due to income (wages ) received by teachers is not based on the quality/ability of teachers, but by rank or class held by teachers .

**e. Frequency of teachers following the “Kelompok Kerja Guru (KKG)”**

This study found that elementary school teachers in Sumatra and Java, was equally dominated by a teacher who belongs to a group rarely and never at all to follow KKG. It seems that, following participation KKG remains problematic teachers in all regions in Indonesia. Although the region has not been compared with the central and eastern parts of Indonesia, but the equations phenomena occurring in Sumatra and Java can be used as an illustration. This could be due to the teacher need not feel KKG or do not feel that KKG is a solution to solve the problems of teachers. Or it could be actually felt need, but because of the time consumed and the concentration of other activities, making teachers "do not" have time to follow KKG. In addition to the administrative duties of teachers, overcrowded, also because there are many teachers who have other activities that are economical.

It also indicates that KKG has not had a strong appeal to attract teachers to follow. It is closely related to management and management of KKG that many considered monotonous, lacking the teachers involved in the planning so that the majority of teachers seem passive, less creative tutor in bringing the material that seem boring, and so forth. Found that a significant relationship exists between the frequency and the mean follow KKG teachers with quality teachers in the two regions. Low-quality teachers is dominated by teachers who never/rarely follow KKG. While high quality teachers, which is being dominated by the teacher or frequent follow KKG. This indicates that participation in KKG be the difference in the quality of teachers. However, the low participation of teachers in KKG make the majority of teachers, including as a teacher with low quality.

Thus, the social networking held by teachers which institutionalized in the form of KKG, so far can not be used to improve teacher quality. Though social networking capital of an important capital that can be used by teachers, especially when intellectual (skills) capital and low financial capital can not be held reliable for

improving the ability of teachers. By networking with fellow teachers in KKG, teachers should be mengatasi weaknesses, find solutions to problems found in the classroom, as well as gain knowledge/new knowledge.

**f. Levels of teacher participation in the activity capability improvement**

The majority of elementary school teachers in Sumatra and Java relatively rare in the following capacity building activities.<sup>15</sup> Even teachers who have never participated in the capacity building at all is also pretty dominant.<sup>16</sup> The lack of teacher participation in the following activities to increase the ability of one of them could explain why the quality of the majority of teachers in Indonesia is still relatively low. With relatively low academic qualifications, as well as the level of frequency following capacity building activities (including KKG) is still minimal, no wonder the majority of teachers are low quality. In fact, capacity building activities such as training/refresher courses, in addition to improving the ability of teachers' work, while also functioning remediate weaknesses teacher before being appointed as teachers. The lower the quality of teachers who enter the education environment, it must be more intensive remediation measures undertaken through in-service training (Supriadi, 1998: 241).

The number of teacher who never attended training/refresher courses indicates that the government's commitment to improve the quality of teachers is still a "lips service". Government as a guarantor of the quality of teachers is still minimal organized activities aimed at improving teachers' skills such as training, upgrading, and so forth. On the other hand, is still a debate and mutual responsibility off between central and local government regarding the provision of training/refresher courses for the teachers. According to the central government, the task of the teacher training should be done by the local government because since regional autonomy, including the handling of primary school teachers, the responsibility of the regions. While the Department of Education in the area did not increase the ability to perform activities of teachers due to the budget was minimal. Budget is in the region of 60-

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<sup>15</sup> Among them is the Training, Education and Training, Seminar, Workshop, Upgrading, and so forth.

<sup>16</sup> The number of teachers who have never participated in the capacity building at all even more than enough teachers often follow the activities of capacity building.



70% spent on teachers' salaries, not to mention for school operations, and so forth. No doubt the budget allocation for improving the quality of teachers is often overlooked.<sup>17</sup>

Found that the frequency of teacher -both in Sumatra and Java, the following capacity building activities have a significant and meaningful relationship with quality of teacher. This indicates that the frequency following capacity building activities has been the distinguishing quality of teachers. The more often the teacher to follow the activities of ability, then the minimum knowledge, insights and capabilities will increase. Furthermore, the more often teachers participated in the training, upgrading or the like can also add to the desire and motivation to do their best teachers. And as an opportunity for teachers to refresh themselves (recovery) so that when the teaching could be done with the maximum (Suyanto and Abbas 2001).

## **Conclusion**

The quality of primary school teachers in Sumatra and Java is still relatively low. Weakness of teachers in Sumatra and Java mainly lies in the lack of creativity and innovation that teachers do when teaching. Teachers teaching methods tend to be rigid, and still rely on conventional forces as long as lectures, reading, taking notes and memorizing. On the other hand, the majority of teachers tend to repeat the lessons that have been taught previously, teaching sober and just wanted to meet the minimum target of expected achievements in teaching and learning.

The low quality of primary school teachers in Sumatra and Java became evident that the autonomy given to local education have a significant impact on improving the quality of education - especially the quality of teachers . The issue of improving teacher quality as a key to improving the quality of education even impressed escaped the attention of the local government that has not become a major issue in the area of educational development . Evident from the lack of budget

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<sup>17</sup> As one example, Batam City Department of Education for implementing this minimal training to teachers. From 2010 to 2012 alone, Batam city Disdik never organize training. because there are no funds budgeted for this training. <http://www.haluankepri.com/news/batam/34929-batam-masih-minim-pelatihan-guru.html>

allocated by the government to improve the quality of teachers either through training , upgrading , and increase teachers' academic qualifications.

Teaching experience as one component of human capital ( teachers ), shown to have no significant effect on the quality of primary school teachers in Sumatra. New teaching experience is as the number of years of teaching teachers, under-utilized as an opportunity to evaluate, reflect and reorganize the ability of teachers. While the income component is not proven as a factor that influences the quality of teachers. Education and training as an important component of human capital improvement, proven to provide a significant impact on the quality of teachers. However, low levels of education and teacher participation in training/refresher courses to make the majority of teachers have low quality.

While social capital as a strategic capital also to improve the quality/ability of the teacher, has not been used and used well. Teachers with the skills (human capital) and lower financial capital is minimal so as not to increase the ability to rely on personal resources, should use capital (networks) to improve social skills. Social networks are good teachers have towards fellow teachers (KKG) and with the parents of students, based on this study is not to be optimally utilized to improve the quality of teachers .

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