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Analysis of the implementation of educators and educational staff at elementary school

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Abstract

This research is related to the assessment of the quality of educators and educational personnel. This research is descriptive research with a qualitative approach. The data collection technique for this research is a closed questionnaire and documentation. The purpose of this study is to measure the suitability of the National Education Standard Quality Indicators (SNP) with the facts on the ground, as well as to find out the strengths, weaknesses, opportunities, and threats in an educational unit. The research subjects were educators and education staff of SDN Pamijahan. The study also explores the data with SWOT analysis. The results showed that the quality of educators was in the category of very appropriate with a percentage of 83%, while the quality of the education staff was in the category of less appropriate with a percentage of 46.86%. As for the results of the SWOT analysis, SDN Pamijahan has high strengths and opportunities for educators and educational staff, especially school principals, where almost all qualifications have been met. Meanwhile, most of the weaknesses and threats are to the education staff, such as the absence of special administrative staff, laboratory assistants, and librarians. After the SWOT analysis was carried out, strategies and action plans were also designed as a follow-up to improve the quality of educators and education personnel at SDN Pamijahan.

Keywords: Educators; education staff; education; elementary schools.

INTRODUCTION

Education is an important aspect in driving the progress of a nation (Amelia, 2021). One of the goals of education is to realize the ideals of the 1945 Constitution of the Republic of Indonesia "to educate the people of the nation". Education also aims to encourage the nation to progress by increasing human resources (HR) so that they excel and can compete in the future (Muhardi, 2004). Meanwhile, to improve human resources, of course, it must be supported by organizing a quality education system.

In its implementation, education is an effort to condition children in a learning atmosphere so that children can develop various potentials within themselves (Taufiq, Mikasa & Priatno, 2012). Thus, in order for education to run well and be of high quality, there are various factors behind it. Several very crucial factors were compiled by the government into eight National Education Standards (NES). The eight standards are: graduate competency standards, content standards, process standards, assessment standards, educator and education staff standards, facility and infrastructure standards, management standards, and financing standards (PP RI No. 19 of 2005; Directorate General of Elementary and Secondary Education, 2017; Hartanto & Haryani, 2020).

These eight standards must be considered and used as a benchmark for the quality of education in each educational unit. Serious and genuine attention by the parties to efforts to fulfill and realize all standards, including those of educators and education staff, will determine the quality of education (Susanti, 2021). Educators and educational staff in schools must have certain qualifications, which have been determined. By fulfilling the components of educators and education staff according to the provisions, a learning environment that supports student learning and improves the quality of education is created.

To ensure the implementation of education in accordance with the provisions, especially in the component of educators and education

staff, a study was designed to analyze the achievement of the standards of educators and education personnel. This research was conducted at SDN Pamijahan by submitting a questionnaire containing indicators of the achievement of the quality of educators and education staff as seen from the SNP quality indicators designed by the Ministry of Education and Culture (Directorate General of Elementary and Secondary Education, 2017).

This study also analyzes the quality of educators and education staff based on SWOT analysis. According to Salim and Siswanto (2019), SWOT analysis is an analysis that compares external factors, which are opportunities and threats, with internal factors, which are strengths and weaknesses. This is used to find important aspects of strengths, weaknesses, opportunities, and threats in an educational unit, namely SD Negeri Pamijahan. SWOT analysis, according to Ismanudin et al. (2021), is an analytical method for identifying an organization's internal and external factors. In this case, the organization being analyzed is SDN Pamijahan.

RESEARCH METHOD

This research was carried out using descriptive research methods with a qualitative approach. The descriptive research method, according to Sugiyono (2018), is a study conducted to determine the value of an independent variable, either one variable or more, without making comparisons or connecting with other variables. Thus, this study aims to clearly describe the quality as well as the situation and conditions of educators and education staff at SDN Pamijahan.

Data collection techniques in this study include questionnaires and documentation. The questionnaire contains 31 statements regarding aspects of educators and 175 statements regarding aspects of educational staff. The type of questionnaire used is a closed questionnaire using a Likert scale. The questionnaire has 4 rating scales, namely: Already Applied, Currently Being Developed, Existing, and Not Yet Existing.

This study employs data analysis techniques such as data reduction and data presentation, and it concludes with conclusions. The interpretation of the quality of educators and education staff is categorized as follows:

Table 1
Percentage of Educators and Education Personnel Quality

%NPTK	Category
25% ≤ %NPTK < 44%	It is not in accordance with
44% ≤ %NPTK < 63%	Less Appropriate
63% ≤ %NPTK < 82%	Corresponding
82% ≤ %NPTK ≤ 100%	Perfect fit

Information:
%NPTK = percentage of the scores of educators and education personnel.

Furthermore, after calculating and interpreting the data based on the questionnaire, a SWOT analysis was carried out based on the data and documentation that had been obtained. SWOT analysis, according to Anggreani (2021), is interpreted as a form of situation and condition analysis that is descriptive in nature (gives an overview). This analysis places situations and conditions as input factors, which are then grouped according to their respective contributions.

RESULT AND DISCUSSION
Analysis of Results of the Questionnaire Distribution of Educators and Education Personnel Quality

The first step in the research was to collect data about educators and education staff, which was accomplished in part by distributing a questionnaire on educator and education staff quality. The questionnaire was compiled based on two aspects, namely the quality of educators and the quality of educational staff (Directorate General of Elementary and Secondary Education, 2017). The questionnaire was filled out by one education unit, namely SDN Pamijahan.

After the data is obtained, the questionnaire is processed and analyzed. The

way to analyze the questionnaire is by looking at the percentage of each aspect and each indicator on the questionnaire. The research results for each aspect are presented as follows:

The percentage of teacher quality at SDN Pamijahan is collectively presented as follows:

Table 2
Educator Quality

Educator Quality		
Aspect	%	Criteria
Availability and competence of teachers according to the provisions	83%	Perfect fit
%NPTK	**83%**	**Perfect fit**

Educator quality has only one aspect, namely the availability and competence of teachers according to the provisions (Directorate General of Elementary and Secondary Education, 2017). The percentage of these aspects is then proportional to educator quality. Then the quality of educators is in the very appropriate category with a percentage of 83%. Thus, it can be interpreted that the quality of educators at SDN Pamijahan is very suitable, or that almost all qualifications have been used or are already running in accordance with the quality indicators of the National Education Standards (SNP).

In line with that, in Law No. 20 of 2003, Article 39, Paragraph (2), concerning the National Education System, it states educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, conduct research, and provide community service, especially for higher education (Ministry of National Education, 2003). Thus, from the definition above, teacher quality can be seen from academic qualifications, competencies, educator certificates, physical and mental health, and having the ability to realize national education goals. The academic credentials in question are from higher education undergraduate programs or 4-year diploma programs. This is evidenced by the fact that all Pamijahan Elementary School teachers have studied for and obtained bachelor's degree certificates. In addition, most of the Pamijahan SDN teachers also have teacher professional certificates.

Meanwhile, the proportion of quality teaching staff at SDN Pamijahan is presented collectively as follows:

Tabel 3
Quality of Education Personnel

Quality of Education Personnel		
Aspect	%	Criteria
Availability and competency of the principal in accordance with the provisions	89%	Perfect fit
Availability and competence of administrative personnel in accordance with the provisions	48%	Less Appropriate
Availability and competence of laboratory assistants according to the provisions	25%	It is not in accordance with
Availability and competence of librarians in accordance with the provisions	25%	It is not in accordance with
%NPTK	**47%**	Less Appropriate

The quality of education personnel has four aspects, namely the availability and competence of school principals according to regulations, the availability and competence of administrative personnel according to provisions, the availability and competence of laboratory assistants in accordance with provisions, as well as the availability and competence of librarians according to

provisions (Directorate General of Elementary and Secondary Education, 2017).

In terms of the availability and competency of school principals according to the provisions, the quality is in the very appropriate category with a percentage of 89%. Thus, it can be interpreted that most of the principals at SDN Pamijahan have fulfilled the qualifications based on the SNP quality indicators. According to Sutikno, Hosan, and Irawati (2022), a school principal must have authority and power, as well as the ability to manage and develop his subordinates professionally and show an exemplary attitude in order to improve the quality of his educational institution.

In terms of the availability and competence of administrative personnel according to the provisions, the quality is in the lower category according to the percentage of 48%. This means that the quality of teaching staff, especially administrative staff, at SDN Pamijahan is not suitable, or that most of the qualifications already exist but have not been implemented in accordance with the SNP quality indicators.

The administrative staff at SDN Pamijahan are teachers who are entrusted with additional positions taking care of school administration. The educational qualifications were also inadequate; there was no head of administrative staff, no school caretakers, no gardeners, and others.

In terms of the availability and competence of laboratory assistants according to the provisions, the quality is in the category that is not in accordance with the percentage of 25%. It can be concluded that the quality of teaching staff, especially laboratory assistants, at SDN Pamijahan is not suitable or does not meet the qualifications of laboratory assistants according to the SNP quality indicators. This is also motivated by the absence of laboratories in schools, so there are no laboratory assistants.

In terms of the availability and competence of librarians according to the provisions, the quality is in the inappropriate category with a percentage of 25%. So, the quality of teaching staff, especially librarians at Pamijahan Elementary School, is not suitable or does not

meet the laboratory assistant qualifications according to the SNP quality indicators. According to Hidayati (2021), the lack of librarians in schools is motivated by problems with limited library space, problems with library budget funds, and the librarians' own limited resources.

In general, the quality of teaching staff based on the SNP quality indicators has an average percentage of 47% in the less appropriate category. Thus, it can also be interpreted that the cumulative quality of educational staff does not meet the predetermined qualifications.

SWOT Analysis of the Quality of Educators and Education Personnel at SDN Pamijahan

After analyzing the results of the questionnaire for educators and education staff, further analysis is carried out, namely a SWOT analysis. The word "SWOT" stands for Strengths, Weaknesses, Opportunities, and Threats (Lovita, Pratiwi, & Mimin, 2022). This analysis is based on an assessment of the situation from four perspectives, namely strengths, weaknesses, opportunities, and threats (Hadi, 2013). According to Salim and Siswanto (2019), SWOT analysis was performed with the goal of maximizing Strengths (strengths) and Opportunities (opportunities). In addition, it also aims to minimize weaknesses and threats (Salim and Siswanto, 2019). The purpose of holding a SWOT analysis is to find out the strengths and opportunities that exist in SDN Pamijahan so that they can be further improved in education services and to find out the weaknesses and threats in the school so that they can be reduced or even eliminated to achieve educational goals in the school as a whole. more maximal. SWOT analysis is one of the analytical techniques for assessing the school as a whole; however, this article will only examine the standards of educators and education staff at SDN Pamijahan.

In order to assess the standards of educators and educational staff at SDN Pamijahan, it is necessary to do an analysis by looking at internal factors (those that arise from within the school) and external factors

(those that exist outside the school). There are several stages and steps that must be taken in conducting a SWOT analysis (Hariandja, 2011), including: identification of weaknesses (internal) and threats (external); identification of strengths (internal) and opportunities (external); carrying out an advanced SWOT analysis; formulating recommended strategies; and determining priorities for handling weaknesses and threats.

The results of the SWOT analysis of Standards for Educators and Education Personnel at SDN Pamijahan, Bantarkalong District, Tasikmalaya Regency are:

According to Table 4, there are 8 strengths in the aspect of strengths. They have quite good strengths in terms of educators, such as the ratio of class teachers and subject teachers to appropriate study groups; the placement of teaching personnel is based on their educational backgrounds; all educators are qualified S-1; almost all educators are certified educators; and the majority of teaching staff have good pedagogic, professional, personality, and social competence. Whereas in the aspect of educational staff, they also have quite good strength, especially for the principal, where the principal has a bachelor's degree qualification, is certified as an educator and school principal, rank IV/a, and has good professional, managerial, entrepreneurial, supervisory, and social competence.

On the weaknesses aspect, there are six weaknesses found in the educators and educational staff at Pamijahan Elementary School, based on Table 4. These are especially the most prominent aspects of the educational staff. These weaknesses include the unavailability of administrative staff so that teachers, besides carrying out their main duties, also work on school administration at the same time; there is no special laboratory or laboratory space available; even though there is a library room, there are no librarians, so library management does not run optimally. While the weaknesses from the educational aspect include some teachers who are still lacking in discipline so that they set a bad example for students, there are still teachers who are not yet optimal in implementing teaching and learning activities and have not tried their best to achieve curriculum goals that refer to achieving learning requirements, and because the school is in a religious environment, most people send their children to MI rather than to SD because they see religious education in MI as better than that in SD and also think that the teaching staff in SD are less able to provide more religious learning.

Based on Table 4, educators and educational staff at SDN Pamijahan discovered five opportunities, such as: almost all of the teaching staff at this school are certified, so opportunities to improve the quality of education are greater; almost all teaching staff have good pedagogic, professional, personal, and social competence, so opportunities to improve the quality of education are easily achieved; the school principal is certified, so opportunities to improve the quality of education are greater.

Educators and education staff at SDN Pamijahan identified four threats: the absence of administrative education staff has the potential to negatively affect the performance of teaching staff because school administration tasks are carried out by educators; the absence of librarian education staff can lead to low interest in reading at SDN Pamijahan because library management is not optimal; and the absence of laboratory assistants is not really a threat.

Thus, the results of the SWOT analysis following from the analysis above are that S (strengths) and W (weaknesses) are seen internally, while O (opportunities) and T (threats) are seen externally. If there are Os and Ss that are possible, then all strength is used to seize opportunities. If there are Os but the Ws are more prominent, then minimize weaknesses to take advantage of opportunities. If T and S exist, then all power is used to overcome threats. If there is a T, but W stands out, it minimizes weaknesses and avoids threats (Sciati et al., 2021). In this case, a strategy is urgently needed to maximize the strengths and opportunities and further minimize the weaknesses and threats that exist in SDN Pamijahan.

Strategy Determination Based on SWOT Analysis

Following the completion of a SWOT analysis, which identifies internal (strengths, weaknesses, and weaknesses) and external (opportunities, and threats) factors, the results are used to determine strategies, namely:

SOSO strategy (strengths + opportunities), which is an aggressive strategy that supports growth. This strategy uses the school's internal strengths to seize opportunities that exist outside the school (Robbin & Coulter, 2009). In line with this, Suciati et al. (2021) argue that the SO strategy is the development of a strategy for utilizing strengths (S) to take advantage of existing opportunities (O). Examples of the SO strategy as a follow-up to the SWOT analysis are: 1) Having teaching staff who are qualified S1 and certified educators and have good pedagogic, professional, personality, and social competence will be able to provide an increase in the quality of education in several ways, such as teachers trying to empower themselves to use information technology in the teaching and learning process. Teachers can carry out creative and interesting learning with the help of information media, which not only increases students' interest in learning but also improves teachers' quality in teaching assignments (Budiarti & Hryanto, 2016); 2) the number of educators according to class will provide maximum service to students; 3) support for community attention to schools, particularly teachers, will provide opportunities for teachers to remain exemplary individuals.

WO strategy, namely developing a strategy to take advantage of opportunities (O) to overcome existing weaknesses (W) (Suciati et al., 2021). Examples of the WO strategy as a follow-up to the SWOT analysis are: 1) The absence of administrative staff at this school provides an opportunity for teachers to understand and be skilled in doing school administration; 2) The absence of laboratory assistants and librarians will provide an opportunity for the relevant government to recruit laboratory assistants and librarians in elementary schools; 3) There is an assumption that the surrounding community thinks that public schools do not provide good religious lessons compared to MI, which will provide an opportunity for educators to answer their doubts by increasing student achievement in both academic and non-academic fields. Teachers must be willing to work hard in order to provide students with services in both curricular and extracurricular activities.

The ST strategy, according to Suciati et al. (2021), is to develop a strategy for utilizing strengths (S) to avoid threats (T). An example of an ST strategy as a follow-up to a SWOT analysis is having educators who are qualified S1—already certified educators—and have good pedagogic, professional, personality, and social competencies, as well as school principals who have professional, managerial, entrepreneurial, supervisory, and good social lives—who can be empowered by increasing the implementation of character education. Even though educators must play a dual role as administrative staff, librarians, and laboratory assistants, they can increase public confidence in the performance of teaching staff at the school. Related to character education, this is very important because it will form the basis for the formation of student character. According to Sani and Kadri (2016), education is not only related to increasing knowledge; it also must achieve aspects of attitude and behavior so that it can make children into human beings who are pious, knowledgeable, and have noble character.

WT strategy, namely by developing a strategy to reduce weaknesses (W) and avoid threats (T) (Sciati et al., 2021). An example of a WT strategy as a follow-up to a SWOT analysis is as follows: 1) In the absence of education staff at SDN Pamijahan, the school principal can independently recruit administrative staff and librarians without having to wait for official recruitment from the government; 2) school principals and teachers can increase the trust and support of the community and parents of students by showing better performance.

With the strategy that has been made, a follow-up plan (action plan) is designed to maximize the quality of educators and education staff at SDN Pamijahan.

The SO strategy is carried out by: 1) improving the quality of teaching staff by involving educators in various trainings and actively participating in the KKG forum; 2) Maintain good communication among colleagues, educators, school committees, student parents, and the surrounding community by holding continuous work plans. 3) Always communicate with related parties and the government (always fill out the dapodik periodically) so that quotas are given if there is official recruitment of educators and education personnel from the government.

The WO strategy includes: 1) holding a regular schedule of joint reading activities in the library; 2) organizing reading corners in several corners of the school yard or classrooms; 3) Provision of a special place for the laboratory, even though it's simple; 4) Create a specific schedule for school administration work; 5) Hold religious extracurricular activities.

ST strategies, including: 1) improving the quality of learning more optimally; and 2) improving cooperation and always communicating well between educators and school principals to improve the quality of education at SDN Pamijhan.

WT's strategy, including: 1) recruitment of educational staff independently (honorary recruitment); 2) organization of reading habituation activities; 3) proving to the community that SDN Pamijhan is able to compete with other schools by increasing school performance and quality.

Based on the action plan that has been made in Table 5, detailed matters or strategies have been described that can be carried out to maximize the quality of educators and education staff at SDN Pamijahan. The action plan was created based on an analysis of the results of a questionnaire and a SWOT analysis that had been carried out at SDN Pamijahan. Thus, the action plan that has been made can be a reference for educators and education staff to improve the quality of education, especially by improving the quality of educators and education staff.

CONCLUSION

Based on the results of the research conducted, it was concluded that at SDN Pamijahan, the quality of educators meets very appropriate criteria, while the quality of teaching staff does not meet the quality indicators of the National Education Standards (SNP). Meanwhile, according to the results of the SWOT analysis, SDN Pamijahan has high strengths and opportunities in its teaching and education staff, especially the principal, where almost all qualifications have been met. While the weaknesses and threats are mostly in education staff, such as the absence of special administrative staff, laboratory assistants, and librarians, SDN Pamijahan must be able to fix existing internal weaknesses to avoid and reduce threats.

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