

## **ANALYSIS OF THE PROBLEMS FACED BY TEACHERS IN THE WORLD OF EDUCATION**

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**Abstract:** *In the world we face, not far from the word problem, the emergence of a problem so that we can observe and learn more from what we have experienced, in the end we want to study and evaluate it so that the problem will not continue in the future, no wonder in the world of education that the problems in education are also very deep with the conditions that we have experienced during the corona time we have to undergo online learning but now everything has returned to where we also have to pay attention to the problems that exist in the world of education so that learning does not run away from the educational goals. Alone, one of them is the problems faced by teachers in the world of education itself, the method we do is descriptive qualitative research by collecting data publicly through journals related to the title of the material we will examine. The results of our research show that the world of education also has its own problems, both from teachers and students, which we also have to have solutions to deal with.*

**Keywords:** *Analysis, Teacher Problems, Education World*

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### **Introduction**

In the educational environment, there is a role and function of a teacher or teacher, including a very significant part. The teacher is one of the most important parts of the scope of the learning and teaching process, including in formal, informal or non-formal education. Therefore, in efforts to improve the quality of education in Indonesia, teachers cannot be removed from circles related to their existence. In the socio-cultural philosophy in the world of education in Indonesia, it has placed the functions and roles of teachers in such a way that teachers or can also be called teachers in our homeland, namely Indonesia, are not surprised to have been placed in positions that have multiple roles or multi-functions. They are asked not only as educators who have the obligation to be able to present high scientific values, but also to improve or maintain the morale of their students. Until now, it is not uncommon for us to find teachers considered as second parents, after the parents of students in the educational process which is global. What we see Currently there are at least four possibilities related to the problems faced by teachers in Indonesia, namely: first, regarding the problem of teacher quality, second, regarding the number

of teachers who are felt to be lacking, third, regarding the problem of teacher distribution and finally the problem of teacher welfare

## **Literature Review**

### **1. The problem of teacher quality**

We all know the quality of our teachers, at this time it is felt very apprehensive. According to data for 2002/2003, of our current 1.2 million elementary school teachers, only 8.3% have bachelor degrees. Although the data available is estimated to be in the long term. Realities like this, in the end, will make the quality of the students produced do not match the desired path. There is another problem, where a teacher or teacher often teaches more than one subject which is not infrequently not part of the scientific field or knowledge they have, has made the teaching and learning process not optimal.

There are many teachers who do not have the qualification requirements. Kindergarten teachers totaled 137,069 people, who already had teaching authority in accordance with the new educational qualifications of 12,929 people (9.43%). There are 1,234,927 elementary school teachers, who already have teaching authority in accordance with the new educational qualifications of 625,710 people (50.67%). There are 466,748 junior high school teachers, who already have teaching authority in accordance with the new educational qualifications of 299,105 people (64.08%). There are 377,673 high school teachers, who already have teaching authority in accordance with the new educational qualifications of 238,028 people (63.02%).

### **2. The number of teachers is still lacking**

The number of teachers in Indonesia that we see today is still considered insufficient, when it is related to the number of students there are. Therefore, the number of students per class with the number of teachers available at this time is seen as still not proportional, so that it is not uncommon for one classroom to be filled with more than 30 students. A figure that is far from ideal for a learning and teaching process that is considered effective. Ideally, each class is filled with no more than 15-20 students to ensure the maximum quality of the teaching and learning process.

### **3. The problem of teacher distribution**

The problem of uneven distribution of teachers is a separate problem in the world of education in Indonesia. In remote areas, we often hear that there is a shortage of teachers in an area, both for security reasons and for other factors, such as problems with facilities and teacher welfare which are considered to be far from what is expected.

### **4. Teacher welfare issues**

It is no longer a secret that the level of welfare of our teachers is very concerning. It is considered that the income of teachers is still far from sufficient, especially for those who are still in the status of assistant teachers or honorary teachers. Conditions like this have stimulated some teachers to seek additional income, outside of their main duties as teachers, including doing business in the school environment. An increase in teacher welfare that is reasonable can

increase teacher professionalism, including being able to prevent teachers from carrying out business practices in schools.

## 5. Government policy

It is undeniable that the government as an institution administering the State has its own role in improving the quality of national education. Government policies can basically be categorized in two forms, namely constitutional policies and operational policies. Constitutional policy is more directed at how the government establishes laws and regulations to improve the quality of our national education. In this context, several steps forward have been achieved by the current government. The enactment of Law Number 20 of 2003 concerning the National Education System is a long-term strategy in fixing the mess in our educational world. This law still needs further elaboration in various forms of regulations under it, including the issue of Education Legal Entities (BHP), bookkeeping regulations and certification issues for teachers to improve their quality standards.

The government's operational policies are more directed towards budget allocation policies aimed at the national education sector. UU no. 20 of 2003, has indeed mandated to allocate 20% of the APBN/APBD for the education sector. However, bearing in mind that the state's financial capacity is still limited, the 20% allocation is planned to be achieved in several stages in accordance with the state's financial capacity. In the last 2004 fiscal year, 6.6% was allocated for the education sector. In 2005, the number has increased to 9.29% and in 2006, the plan will be allocated 12.01%, 14.60% for the 2007 budget and successively until 2009 later, it is expected that the budget for the education sector will be 17.40 % and 20.10%.

## 6. School management

Education management in Indonesia, in general, is categorized into two groups, namely those regulated and under direct control of the government (public schools) and schools managed by the private sector (private schools). In the end, this management difference will more or less affect the quality and quality of students in each school and have indirectly contributed to creating "inequality" in school management. For families who are economically well-off, they tend to be able to enroll their children in favorite schools which usually require a large allocation of funds. And vice versa, for families who are less well off, school fees are felt to be expensive and become a separate burden on the family economy. Not to mention government policies in the past which tended to differentiate between various forms of assistance for public and private schools, directly or indirectly contributing to aggravating inequality in the world of education. In this context, the government has adopted a policy not to distinguish between schools managed by the state and schools managed by the private sector.

## 7. Suggestions and school infrastructure

School facilities and infrastructure, is one of the obstacles that are still faced by our world of education. Limited financial capacity, mismanagement and high levels of KKN and other factors have resulted in the condition of schools being far from adequate. Starting from the number of damaged buildings, limited classrooms and the completeness of laboratory equipment that is much needed in achieving the teaching and learning process which is not yet optimal, there are some real obstacles that we are still facing.

Educational Facilities and Infrastructure. The number of classrooms that are not suitable for the learning process. 93,629 kindergarten classrooms, 77,399 rooms (82.67%) in good condition, 865,256 elementary school classrooms, 364,440 rooms (42.12%) in good condition, 187,480 junior high school classrooms 154,283 rooms (82.29%) in good condition, 124,417 high school classrooms, 115,794 rooms (93.07%) in good condition (Source: Indonesia Educational statistics in brief 2003/2004; National Education Research and Development Agency).

One way to improve the quality of Human Resources (HR) is through improving the quality of education. The challenges ahead will not be lighter but more severe, because the economic conditions that have not fully recovered from the crisis have resulted in the slow development of education, meaning that the problems that will arise will be varied which will demand professionalism from all parties. The downturn in Indonesian human resources cannot be separated from the role of the teacher, but not all of them are the responsibility of the teacher.

In the GBHN it is mandated that National Education aims to educate the life of the nation and develop the whole Indonesian human being, namely human beings who believe and fear God Almighty and have noble character, have knowledge and skills, are physically and spiritually healthy, have a strong and independent personality and sense of social and national responsibility (Department of P and K: 1999). This can provide an overview of the responsibilities that must be carried out by the teacher.

The main responsibility of the teacher is not just to teach but to educate at the same time, in fact a very complex activity, because it is not only related to science, technology, art, but also related to other values. Especially with the enactment of the KTSP curriculum which requires teachers to act professionally so that the tasks carried out can be meaningful for students.

Along with regional autonomy, a new paradigm emerged in education management, namely school-based management, which is operationally known as School-Based Quality Improvement Management (MPMBS). MPMBS is defined as a management model that provides greater autonomy to schools and encourages participatory decision-making that directly involves all school members (principals, teachers, employees, parents, and the community) to improve school quality.

With the various problems above, it is the teacher who is much highlighted and blamed and the teacher, ultimately becomes one of the determining factors in the context of improving the quality of education and creating quality human resources because the teacher is the front guard who deals directly with and interacts with students in the teaching and learning process. Good quality education can be achieved with professional teachers with all the competencies they have.

Law Number 14 of 2005 concerning Teachers and Lecturers is a struggle as well as a commitment to improve teacher quality, namely academic qualifications and the competence of the teaching profession as learning agents. Academic qualifications are obtained through higher education undergraduate (S1) or D4 programs. While the competence of the teaching profession includes pedagogic competence, personal competence, professional competence and social competence. With a professional certificate, which is obtained after going through a certification test through a teacher's portfolio (performance record) assessment, a teacher is entitled to a professional allowance of 1 month's basic salary. In essence, the Teacher and Lecturer Law is an effort to improve the quality of teacher competence in line with improving their welfare.

The problem now is, what is the teacher's perception of the certification test? How is the teacher's readiness to face the implementation of the certification? and is there a guarantee that by having certification, teachers will be of higher quality? The analysis of these questions must

be criticized as a feed back for achieving the objectives and the nature of the implementation of the certification test itself.

Experience in the field shows that in the eyes of teachers, the certification test is a "revolution" for increasing teacher salaries. In fact, this is a political will of the government in order to improve the quality of teachers who have a very large contribution to improving the quality of education in Indonesia. This kind of misconception makes teachers justify any means in making their portfolios by falsifying achievement or performance documents, as happened in Yogyakarta and Bali. In this context, the foresight of the portfolio assessment team is required to identify and justify. All irregularities must be disclosed in the name of quality, by cross-checking in the field.

The Certification Test for teachers must be understood as a means to an end, namely teacher quality. Certification is not an end in itself. Awareness and correct understanding of the nature of certification will give birth to correct and elegant activities, that whatever is done is to achieve quality. If a teacher returns to campus for qualification, then the re-learning process must be interpreted in the context of improving academic qualifications, namely gaining additional knowledge and new skills, so as to obtain an S1 / D4 certificate. An S1 diploma is not a goal that must be achieved by all means, including improper methods such as buying and selling diplomas, but rather the consequence of learning and having received additional knowledge and new skills. Likewise, if a teacher is taking the certification test, the main goal is not to get a professional allowance, but to be able to show that the person concerned already has the competency as required in the teacher's competency standard. Professional allowance is a logical consequence that accompanies the said ability. By being aware of this, teachers will not look for shortcuts to obtain professional certificates except by preparing themselves with proper study and diligently working towards certification.

Idealism, enthusiasm and high performance accompanied by a sense of responsibility must be the characteristics of a professional teacher. With professional competence, teachers will appear as counselors, trainers and learning managers who are able to interact with students in the process of transferring knowledge, skills and good values. The enthusiasm to keep learning (not just teaching) will help teachers to upgrade their knowledge, so that they can deal with advances in science and technology, as well as opportunities for their use to advance the teaching and learning process in the classroom. Teacher certification is a statutory mandate for all teachers in Indonesia, of which there are around 2.8 million, both public and private, so it's not something that teachers have to fight over. Everyone will get it, as long as they meet the requirements. Let us continue to improve our competence and professionalism, so that we can achieve achievements and prestige in the field of education, so that we can stand on equal footing and compete with other countries.

Solution :

Ways that can be done to improve teacher professionalism include: Adequate salary. It is necessary to rearrange the teacher salary system so that the salary they receive every month can be sufficient for themselves and their families and for the education of their children. With sufficient income, there is no need for teachers to struggle to earn extra income outside of working hours. Teachers will concentrate more on their profession, without having to worry about their household life and their children's education. Teachers have enough time to prepare themselves to appear primed in front of the class. If possible, a teacher can improve his profession by writing subject matter books that he can use himself to teach and help other

teachers who have not yet reached their level. This can further improve the welfare of the teacher's life and will further improve the teacher's social status. Teachers will be more respected and admired by their students. If students admire their teachers, student learning motivation will increase and education will definitely be more successful.

Reduce the teacher's burden from administrative tasks that are very time-consuming. It is better if the administrative tasks that a teacher has to do so far are made by a team at the National Education Office or Subject Teacher Consultation (MGMP) that are adapted to regional conditions and are flexible (not fixed) and then disseminated to teachers through schools. This can be used as a guide for teaching teachers in teaching and helping initial teachers to teach without burdening the teacher's routine tasks. Training and facilities. One effort to improve teacher professionalism is to deepen the subject matter through training. Give teachers the opportunity to take part in trainings without charge or to complete facilities and opportunities so that teachers can read a lot of subject matter books that teachers need to deepen their knowledge.

However, according to Supriadi in his book *Raising the Teacher's Image and Teacher's Dignity*, he said that teacher problems include:

#### a. Teacher Background

The educational background of the teachers during high school was mostly from high school (71.7%) but unfortunately the school background was not mentioned. Even though this is important to know the tendency of students' attitudes towards the teaching profession. The fact is that in schools that are considered favorites at the district or big city level, a small number or even rare students occupying the top rankings have the desire to become teachers. They prefer to choose professions that have more promising economic prospects.

At the bottom layer of schools, especially for schools that are on the outskirts, the number of students enrolling in the Teaching Faculty is quite large. But this is more related to compulsion because of the economic condition of the parents. Thus the choice of the teaching profession is not a top priority. (Dedi Supriadi: 1999) *Many Teachers Are Unfit To Teach*

Data from the Information Center Balitbang Education and Culture 1996/1997 there were 3.72% of high school teachers with D2 education, and according to school statistics 1995/1996 teachers who did not meet the minimum qualifications at the high school level were 26%.

The number of teachers who are not qualified to teach at SMA is 75,684 people. Meanwhile, teachers who teach not according to their expertise, there are 15% of all teachers from elementary to high school, totaling 2.6 million teachers (Kompas, 9-12-2005). Teachers are still far from the values of professionalism. Many tertiary education institutions offer semi-done undergraduate programs, with minimal lectures and guaranteed graduates. Many teachers mismatch, teach not according to expertise. This indicates that just anyone can become a teacher, and clearly does not have the competencies to teach subjects that are not in their area of expertise, so that it can reduce the quality of learning.

#### b. Achievement Teachers Minimal Awards

DP3 functions as a requirement for employee promotion. The DP3 assessment system is no longer able to reflect actual teacher performance. Teachers don't need to work hard so that their DP3 gets good grades, because no matter what the teacher's performance is, the Principal won't dare to give an objective assessment. So it could happen that a teacher who often skips increases

his rank smoothly compared to a teacher who is diligent. This case occurs because teachers who are lazy, diligently take care of promotion, while teachers who are diligent are the opposite. The rights of outstanding teachers cannot be granted by the government, all teachers receive the same treatment. This reduces achievement motivation and the spirit of professionalism.

c. Teachers are getting retarded

The deplorable condition of teacher welfare indicates the need for immediate changes to the teacher pay system, which is different from that of employees. The impact of the current payroll system is that teachers are unable to allocate their salary to buy books let alone save. It is understandable that most teachers' reading references are in the form of worksheets or books for students from publishers as compensation for the use of these books on their students. So it is not surprising that the teacher is not getting ahead but instead walking in place.

Solution/Problem Solving By understanding the problems above, the following efforts can be made:

a. Teacher Education and Recruitment

In order to get quality teacher input in recruitment, it is necessary that high schools conduct socialization about LPTK and graduates who excel are directed to enter the LPTK. Besides that, the number of LPTKs needs to be limited. Universities that produce teachers must be quality universities.

b. Teacher Development and Career

The function of DP3 as a means of coaching teachers is not going well because the culture that was built from the start did not reflect teacher performance. Therefore, in the assessment it is necessary to hear the voices of students, because the teacher as a service provider seeks to satisfy customers (students). Rewards for outstanding teachers need to be implemented.

c. Teacher welfare and compensation

The deplorable condition of teacher welfare indicates the need to change the teacher pay system, unlike other civil servants. There is a teacher professional development allowance, so that through the new system it is hoped that teachers will be able to keep up with the times and be able to develop their profession

## **Method**

In this study, the method we used was a qualitative method, in which the published journals were used as the results of our research, so that it was easier to obtain clear information in accordance with the existing conditions. So this qualitative method is good for researchers, because. This method also makes it easier for researchers to determine results regarding the problems faced by teachers in the world of education.

## **Result And Discussion**

So from the results of the discussion that there is that education will run stably if the needs are met by meeting the education system approach, good education administration and perfect education management and none other than that an education will be unstable due to the absence of adjustments to the needs of the world of education which will cause complications or a problem of existing problems will lead to inadequacies in the world of education itself, therefore evaluation in the world of education and other than the world of education is very important to correct what is not quite right. Do not forget that the teacher is also an important thing for building a school, the desired teacher is in accordance with what is needed and fulfills special requirements, a good teacher will also provide good changes, therefore it is not surprising that a teacher must also have higher abilities and broad knowledge so that a teacher also gets the best position as students will appreciate and hear what is said and what is done and will be applied in the daily lives of students, if such is not owned by a teacher then that too including part of one of the problems that have been described above.

## **Conclusion**

So it can be concluded that the problems faced by teachers in Indonesia include the problem of the quality of teachers who have not met the qualification requirements, the number of teachers who are still lacking can also lead to professionalism, the problem of the distribution of teachers with locations that are not possible or remote areas, the problem of teacher welfare where income a teacher who is very concerned, government policies such as budget allocation policies aimed at the national education sector, school management which will affect the quality and quality of students, and school facilities and infrastructure will also affect problems in the world of education if the facilities and infrastructure are not made as well Possible. Another opinion also says that teacher problems may be found in the teacher's own background, teachers excel but have minimal appreciation, teachers are increasingly underdeveloped. Therefore, to avoid such things, efforts are made to hold teacher education and recruitment, coaching and teacher careers as well as paying attention to teacher welfare and compensation. but it is also a big mistake when the teacher himself does not realize that he is worthy or not worthy of taking the knowledge that he will convey to students, so if he is able to continue if not then it is better not to continue because we need generations who will continue to provide the knowledge that is straight and together share the knowledge that has been obtained.

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