

Policy For Fulfilling Teacher Needs In The Pringsewu - Lampung Regency Area

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Abstract: Data from the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) shows that Indonesia needs 1.3 million teachers by 2024. In an effort to meet the needs of teachers, the recruitment of government employees with work agreements (PPPK) for functional positions is organized with a strict selection system. PPPK procurement in each region must submit a formation proposal to the Ministry of Education, Culture and Research by first analyzing teacher needs. This applies to Pringsewu district, Lampung province. Based on the regulation of the Minister of National Education no. 7 of 2010 states that in fulfilling teacher needs, teacher needs analysis is carried out by considering 1) the ratio of teachers and students, 2) the distribution of teachers, and 3) the projection of fulfilling the teacher workload of at least 24 face-to-face hours in 1 week. The research subjects were; Head of the Primary School Teachers and Education Personnel (GTK) Section of the Pringsewu District Education and Culture Office. The research was conducted using descriptive-qualitative methods. The results that the regional government policy of Pringsewu Regency seeks to provide for teacher needs by proposing the formation of teacher needs to the Kemdikbudristek based on the number of PPPK formations in 2023 will be 668 formations (teachers). The proposed formation is made in accordance with the results of the GTK section head's analysis so that it can balance the supply and demand of teachers needed in Pringsewu district.

Keywords: Policies, Fulfillment, Teacher Needs

INTRODUCTION

Article 31 of the 1945 Constitution mandates that every citizen has the right to receive education and the government seeks and organizes a national teaching system which is regulated by Law No. 20/2003 on the national education system. Article 5 of the law states that every citizen has the same right to obtain a quality education. Article 6 states that every citizen aged seven to fifteen years is required to attend basic education and every citizen is responsible for the continuity of education (Santoso & Achmad, 1996).

In the implementation of education, teachers are one of the elements of education stakeholders who play a role at the forefront of educational institutions and in teaching that takes place in schools (Taufik BK, 2019). However, based on data from the Ministry of Education, Culture, Research and Technology (Kemdikbudristek), Indonesia still has a shortage of around 1.3 million teachers until 2024. This requires the government to carry out careful planning in meeting teacher needs. In order to be accurate, planning for teacher needs to be based on accurate data or information. Planning based only on estimates or conjectures is likely to result in misleading decisions (Matin, 2013). In this context, the role of teacher needs analysis is very important to be carried out so that it can identify real teacher fulfillment needs according to data in the field (Sunandar, 2006). This is in line with the regulation of the Minister of National Education No. 7/2010 on meeting the needs, improving professionalism,

and improving the welfare of teachers, principals/madrasas, and supervisors in border areas and outermost small islands mandates that in fulfilling teacher needs, teacher needs analysis is carried out by considering 1) the ratio of teachers and students, 2) the distribution of teachers, and 3) the projected fulfillment of teacher workload of at least 24 face-to-face hours in 1 week (Menteri Pendidikan Nasional Republik Indonesia, 2010).

Initially, the concept of need is a concept often used in economic science terms that has been widely developed for various purposes in human activities in different contexts. The concept of need in economics is called "demand". A need is a condition that expects the fulfillment of something that is needed. Not fulfilling a need will result in an imbalance or gap. In another view, Danny Meirawan (2002) states that need is a term in planning that shows the gap between the results achieved to date and the desired results. To improve the results obtained now so as to get better results, an addition is needed, that addition is what is meant by needs. Needs analysis is an important step if planning is really expected to match the actual situation (Suprpto, 2007).

Article 24 paragraphs (1), (2) and (3) of Law No. 14/2005 on Teachers and Lecturers states that the government, provincial governments and district/city governments must meet the needs of teachers, both in number, academic qualifications, and competence equally to ensure the continuity of education units organized by the government in accordance with their respective authorities (Presiden Republik Indonesia, 2005).

In this case, to meet the needs of teachers, the solution taken by the government is to hold a recruitment of State Civil Apparatus (ASN) teachers through Government Employees with Work Agreements (PPPK). Meanwhile, the efforts of provincial and district/city governments in meeting teacher needs are to propose as many formations as possible according to the needs of teachers in their respective regions. The focus of this research is carried out within the scope of the district / city government, namely the Pringsewu district / city education and culture office, which has an obligation to meet the needs of teachers to ensure the continuity of basic education and early childhood education in the formal education sector in accordance with its authority. However, the problem limitation in an effort to find out the policy for fulfilling teacher needs by the Pringsewu district education and culture office, the research was conducted at the basic education level, namely public elementary schools in Pringsewu district.

According to Thomas Dye (1975) policy can be defined as "everything that the government decides or does not decide". In line with Dye's definition, Friedrich (2007) states that policies are decisions proposed by individuals, groups or governments that aim to solve a problem (PUSAKA LAN RI, 2015). In line with Friedrich, Sharkansky (1970) also states that

policy is what is stated and done or not done by the government which can be stipulated in laws and regulations or in policy statements in the form of speeches and discourses expressed by political officials and government officials which are immediately followed up with government programs and actions (Rosanti et al., 2015).

Therefore, this research has a problem formulation regarding how the policy of the education and culture office of Pringsewu district in fulfilling the needs of public elementary school teachers in Pringsewu district? Meanwhile, the purpose of this research is to describe the policies taken by the education and culture office of Pringsewu district in fulfilling the needs of public elementary school teachers in Pringsewu district. The results of this study are expected to be a reference for planners and decision makers in planning to fulfill teacher needs both within the scope of the provincial government and district / city governments.

METHOD

This research uses a descriptive-qualitative method. According to Bogdan and Taylor, qualitative is a research procedure that produces descriptive data in the form of written or spoken words from observed respondents. Therefore, researchers use descriptive-qualitative methods with the aim of describing, describing, analyzing and presenting in depth according to the data, facts, information and realities that have been found regarding the policy of meeting teacher needs carried out by the Pringsewu District Education and Culture Office in the Pringsewu district area - Lampung (Khoiriyah & Ahmad, 2023).

In the process of finding the information needed, data collection techniques were carried out by conducting in-depth interviews with the research subject, namely the Head of the Teacher and Education Personnel (GTK) Section in the Primary School sector of the Pringsewu District Education and Culture Office, and conducting documentation studies. The data collection technique used purposive sampling with the aim of knowing the policies carried out by the Pringsewu District Education and Culture Office in an effort to fulfill the needs of public primary school teachers in the Pringsewu District area. Then the data analysis technique uses the Miles & Huberman model (Khoiriyah & Ahmad, 2023).

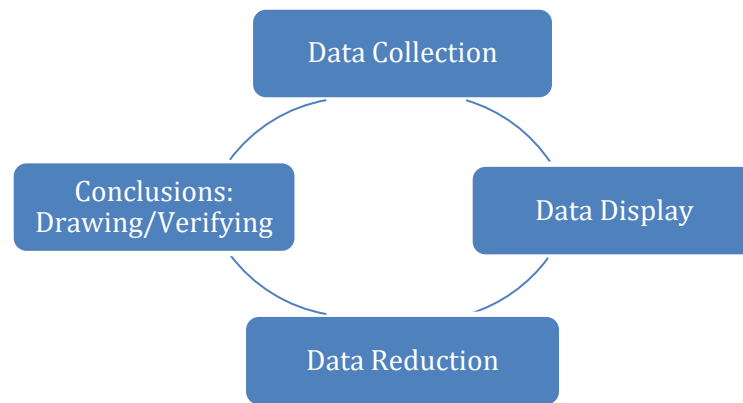


Figure 1. Data Analysis Technique According to Miles & Huberman

Based on this figure, the data analysis technique of this research was carried out in several stages as follows; 1) collecting all documents related to planning to fulfill teacher needs (both in the form of interview results and documentation studies), 2) reviewing the results of research findings by grouping the research data needed, 3) describing research data in accordance with research objectives, and 4) making a final analysis in the form of a research report.

RESULTS AND DISCUSSION

The Pringsewu District Education and Culture Office is a district/city level local government agency that has the authority to implement education management, especially in terms of planning for the fulfillment of teacher needs in Pringsewu district. Based on research that has been conducted, Pringsewu is one of the districts in Lampung province with a population of 475,353 people and an area of 625 Km² consisting of 9 sub-districts namely Adiluwih, Ambarawa, Banyumas, Gadingrejo, Pagelaran, Pagelaran Utara, Pardasuka, Pringsewu, and Sukoharjo(BPS, 2023). The following is the number of education units, students, and study groups per sub-district in Pringsewu district.

Table 1. Number of education units, students, and Study Groups per Sub-district

No	Sub-district	Number of Education Units	Units Number of Students	Number of Study Groups
1	Adiluwih	29	2958	183
2	Ambarawa	20	3334	155
3	Banyumas	18	1988	113
4	Gadingrejo	50	7220	346
5	Pagelaran	31	4723	217
6	Pagelaran Utara	10	1560	73
7	Pardasuka	29	3628	196
8	Pringsewu	35	5871	276
9	Sukoharjo	30	3997	196
Total		252	35279	1755

Based on the table above, it can be seen that the number of education units in Pringsewu district is 252 schools with 1,755 classes and 35,279 students. To provide a good quality of service, teachers are the key to successful education delivery. In an effort to determine the policy for meeting teacher needs, the education and culture office, in this case the head of the GTK section in the Primary School sector, must conduct a needs analysis to find out how many teachers are needed in Pringsewu district. The teacher needs analysis is carried out in accordance with the regulation of the Minister of National Education Number 7 of 2010, namely by considering 1) the ratio of teachers and students, 2) the distribution of teachers, and 3) the projected fulfillment of the teacher workload of at least 24 face-to-face hours in 1 week.

First, the ratio of teachers and students. The fulfillment of teacher needs in primary schools is in accordance with Minister of Education and Culture Regulation No 23 of 2013 concerning Amendments to Minister of National Education Regulation No 15 of 2010 concerning Minimum Service Standards for Basic Education in Districts/Cities, which states that at the primary school level (SD/MI) there must be 1 (one) teacher for every 32 students and 6 (six) teachers for each education unit. The teachers in question are class teachers, so this number does not include subject teachers, namely religion teachers and physical education (PE) teachers. In conducting the teacher needs analysis, the head of the GTK section in the Primary School sector of the Pringsewu District Education and Culture Office refers to Government Regulation No. 74 of 2008 concerning teachers which contains the minimum ratio of students to teachers and Permendiknas No. 41 of 2007 concerning Process Standards which stipulates that the maximum number of students per study group at the primary school level is a minimum of 20 maximum 28 students/class. (Septriani, 2015).

Second, the distribution of teachers. Based on the results of the analysis conducted by the Head of the Primary School Section of the Pringsewu District Education and Culture Office, the distribution of teachers in Pringsewu district consists of ASND teachers, including civil servant and PPPK teachers, and non-ASN teachers, namely honorary teachers. The distribution of teachers is obtained from the Basic Education Data (Dapodik) which is then proven by the principal's reporting to the Head of the GTK Section in the SD field which is carried out by each education unit in Pringsewu Regency. The following is the distribution of teachers per sub-district in Pringsewu district.

Table 2. Distribution of teachers per sub-district in Pringsewu district

No	Sub-district	Number of study groups	Number of ASND Teachers							Number of Non ASN Teachers (Honor School)
			PNS			PPPK (2019 and 2021)				
			Class Teacher	Religious Education	Physical Education	Class Teacher	Religious Education	Physical Education	Total	
1	Adiluwih	183	121	19	21	36	2	2	201	82

2	Ambarawa	155	111	18	10	24	1	2	166	84
3	Banyumas	113	72	11	10	28	1	2	124	46
4	Gadingrejo	346	206	36	26	91	0	5	364	166
5	Pagelaran	217	120	12	18	46	0	6	202	103
6	Pagelaran Utara	73	52	15	7	10	0	3	87	27
7	Pardasuka	196	110	22	19	56	0	2	209	93
8	Pringsewu	276	139	21	27	76	0	3	266	131
9	Sukoharjo	196	123	17	21	48	0	1	209	107
	Total	1755	1054	171	159	415	4	26	1828	839

Based on the table above, it can be seen that the number of ASND teachers in public primary schools consisting of class teachers, religious education, and physical education (Penjas) is 1,828 teachers and the number of non-ASN teachers is 839 teachers.

Third, the projected fulfillment of teacher workload is at least 24 hours of face-to-face instruction per week. In conducting the teacher needs analysis, the third point is that the Head of the GTK Section of the Primary School Division calculates the fulfillment of teacher workload with the following formula:

1) for class teachers, the calculation of teacher workload fulfillment:

1. Number of study groups (Rombel) = Class Teacher

2) for religious education teachers, the calculation of teacher workload fulfillment:

2. Number of Teaching Hours/week x Number of Classes

3. 24 lesson hours

3) for physical education teachers (Penjas), the calculation of teacher workload fulfillment:

Number of Teaching Hours/week x Number of Classes

24 lesson hours

With the above calculations, based on the distribution of available teachers, Pringsewu district still has a shortage of teachers. The following is the number of teachers needed in 2023 per sub-district in Pringsewu district.

Table 3. Total Teacher Requirement 2023 per sub-district in Pringsewu district.

No	Sub-district	Teacher Needs 2023		
		Class Teacher	Religious Education	Physical Education
1	Adiluwih	-26	-10	-8
2	Ambarawa	-20	-7	-14
3	Banyumas	-13	-7	-7
4	Gadingrejo	-49	-22	-27
5	Pagelaran	-51	-24	-12
6	Pagelaran Utara	-11	3	-2
7	Pardasuka	-30	-11	-12
8	Pringsewu	-61	-25	-16
9	Sukoharjo	-25	-16	-11
	Total	-286	-118	-108

Based on the table above, Pringsewu district still lacks teachers with 286 classroom teachers, 118 religious education teachers, and 108 physical education teachers. Therefore, this shortage is a need that must be met by the education and culture office of Pringsewu district in an effort to improve the quality of education in Pringsewu district.

To meet the needs of teachers, the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) is recruiting state civil apparatus (ASN) teachers through the appointment of government employees with work agreements (PPPK) which will be held in fiscal year 2023. This is based on the regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia number 14 of 2023 concerning the procurement of government employees with work agreements for functional positions and the decision of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia number 649 of 2023 concerning the selection mechanism for government employees with work agreements for the functional position of teacher in government agencies in fiscal year 2023. In the recruitment of PPPK in the functional position of teacher in fiscal year 2023, Kemdikbudristek provides an opportunity for local governments (Pemda) to submit as many formations as possible according to school needs.

This was also done by the Pringsewu Regency Education and Culture Office as a form of policy taken in an effort to increase the fulfillment of the needs of public primary school teachers for 2023 through the proposal of teacher needs formations to the Ministry of Education and Culture with the issuance of a Memorandum of Office issued by the Head of the Pringsewu Regency Education and Culture Office Number: 800/2746/D.01/IX/2023 concerning PPPK Teacher Needs Formation in 2023, namely the number of PPPK formations in 2023 as many as 668 formations (teachers), namely; special / general formations as many as 653 formations (teachers) and disability formations as many as 15 formations (teachers). The proposed formation is made in accordance with the results of the analysis of the head of the GTK section in the Primary School sector with details of 290 class teachers consisting of 280 special / general formations and 10 disability formations. Then the proposed religious teacher formation is 122 consisting of 117 special / general formations and 5 disability formations. Finally, the proposed formation for PE teachers is 115 for special/general formations.

With the proposed formations that have been determined, it is expected to be able to produce a balance between supply and demand for teachers in Pringsewu district.

CONCLUSION

Based on the result and discussion, it can be concluded that the policy of the education and culture office in an effort to fulfill the needs of public primary school teachers in the Pringsewu district area is in accordance with the required target. This has been done in accordance with the teacher needs analysis that has been carried out. Thus, this research is expected to contribute new knowledge in conducting teacher needs analysis in the context of making policies regarding meeting teacher needs for policy makers and other policy implementers so as to realize national education goals.

The results showed that the Pringsewu district government policy seeks to fulfill teacher needs through proposing teacher formation needs to the Ministry of Education and Culture based on the Memorandum of Office issued by the Head of the Pringsewu District Education and Culture Office Number: 800/2746/D.01/IX/2023 concerning PPPK Teacher Needs in 2023, namely the number of PPPK formations in 2023 as many as 668 formations (teachers), namely; special / general formations as many as 653 formations (teachers) and 15 disability formations (teachers). The proposed formation is made in accordance with the results of the GTK section head analysis so that it can balance the supply and demand for teachers needed in Pringsewu district..

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