

Building Capacity Teacher Towards Advanced Indonesia (Case Study in Central Mamuju)

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Abstract—This research is to know the increase capacity of teachers to Indonesia developed (Central Mamuju case study) which leaves several problems improvement of teachers in central Mamuju district ranging from teachers who have not yet Bachelors 1 (one) to lack of facilities Supporting the increase of teacher capacity, the method used is qualitative descriptive with a case study approach so that the problem can be seen comprehensively. Education is important in a nation in order to have global competitiveness and as well as to improve skilled and superior human resources and competitiveness, this is the underlying research capacity-building because the teacher Skilled and knowledgeable is a nation's assets responsible for preparing superior and competitive human resources. Although in the end in the context of improvement of human resources in central Mamuju District still felt to tell some challenges that must be repaired such as access teachers who are in remote areas, lack of facilities and infrastructure and less The maximum budget prepared by the Government. The point is the mandate of the Constitution is to educate the life of the nation.

Keywords—*capacity building, education, government of central Mamuju*

I. INTRODUCTION

The rapid growth of science and technology in this world has not been dammed anymore, including the development of human resources. Increased human resource capacity is a new asset for a developed and developing country. We can see how China and America are now competing in the field of technology that all are not separated from how they govern their citizens to global competitiveness, the increase of human resources will not advance if human resources are not Develop as well.

In Indonesia the development of human resources is then 2019 this becomes the mainstream of Indonesia's development strategy ahead, the choice of strategy is sought to accelerate the economic growth needed to increase People's welfare. The reGENCY of human resource development is a key factor in winning global competition, which brings the increasingly intense consequences of competition in the midst of uncertainty, this strategic step is proper to get full support from all Stakeholders. The strengthening of human resources to the superior man has a close correlation to the improvement of work productivity, in winning the competition amid rapid changes in the business world, political economy and culture.

Indonesia's economy grew by 5.3 percent and created jobs for 2.98 million people and lowered the open unemployment rate (TPT) to 5.34 percent in addition to improved TPT, the

Human Development Index (HDI) Indonesia also increased by 0.82 percent to 71.39.

Improving the quality of education is always a central issue in organizing the national education system. These efforts to improve education quality become one of the key strategies in addition to equalization of opportunities and access to education and increased relevance and efficiency of the country found that among the inputs that determine the quality of education as a citizen determined by the teacher. The role of teachers is increasingly important in the midst of limited facilities and infrastructure as experienced by the country is developing. Complete results of the study are in 16 emerging countries, teachers contributed to the study achievement of 34%, management 22%, study time 18% and physical facilities 26%. In 13 industrialized countries, the teacher's contribution was 36%, management 23%, study time 22% and physical facilities 19%. Meanwhile, the results of the study conducted by Nana Sudjana in 1984 showed that 76.6% of student learning outcomes were influenced by the teacher's performance, with details: teaching teachers ' ability to give a 32.43% donation, the mastery of the subject matter gave a 32.38% donation and a teacher's attitude towards giving subjects a 8.6% donation.

Teachers are key elements in the education system, especially in schools. All other components, ranging from curriculum, Infrastructure, cost, etc. will not mean much if the essence of learning is the interaction of teachers with students is not quality. All other components, especially the curriculum will "live" when implemented by the teacher. As important as the teacher's role in transforming educational inputs, many experts state that in school there will be no change or quality improvement without the change and quality improvement of the teacher.

Idealism as described from the contents of UUGD above seems to be a heavy work for education in Indonesia in general, given the real condition of teachers in Indonesia is still many who have not fulfilled the standard. Quoting Wardiman Djoyonegoro reveals that only 43% of teachers are eligible; It means that most teachers (57%) Not or ineligible, incompetent and unprofessional so it is not worthy to teach.

The main focus of the central government of Mamuju is the acceleration for teachers who have not yet completed the Education bachelor (ONE) will be schooled to qualify for the requirements mandated by the prevailing regulations of this state. And teachers who do not have qualified expertise will

be given education and training organized by the Education and Culture Office of Central Mamuju District as a party responsible about the improvement of human resources.

II. MATERIAL AND METHOD

A. Material

1) *The Importance of Capacity Building*

Development is an act that is driven by techniques, methods, and approaches that can develop cognitive behaviours development capacity-building to improve the development of existing capabilities and refer to the construction of Capacity as a creative process of digging in the capacity that has not been seen. In order to develop capacity, the Government has proclaimed the "National framework of development and capacity building". In general, the objectives of sustainable capacity development are:

- 1) The basic services that the community needs
- 2) Maintenance of Community principal infrastructure
- 3) Development of economic development
- 4) Poverty reduction programmes
- 5) Good governance development.

Some principles in capacity development

1. Multi-dimensional
2. long-term oriented
3. Involve stakeholders
4. Refers to government policies.

The advent of educational decentralization policy is a new paradigm as a consequence of the enforcement of the ACT No. 32 year 2004, ACT No. 5 year 2005 and LAW No. 12 year 2008 on the authority given by the central government to local governments including one of them is the authority on coaching and professional development of educators.

Implementation of learning process conducted by the institution is not maximal according to what is expected, where the problems arising or driving to the surface, among others:

- There are still many educators who must be schooled or scholars
- Less compacent facilities that support the learning process activities
- Learning and delivering teachers to students is very simple because of limited facilities and infrastructure
- Necessity of improved support by Central Mamuju Government

2) *Quality And Quantity of Educators*

Educators are the spearhead of every policy that is especially related to education, which will carry out operations of all kinds of patterns and movements of change in the educational world. For example, when a variety of learning models pertain to the curriculum, educators are very instrumental in doing so. Educators are required to pay great attention to the development and quality of education. The problem is the condition of educators who have not been able

to fulfill these demands, whether it is related to the quality, quantity, professionalism, or prosperity.

With regards to the quality of educators, Mone provides assessment indicators that are found in the educators ' ability assessment tools, including:

- Teaching plans and materials or called RPP (Learning Plan),
- Learning Procedures (classroom procedure),
- Interpersonal skills. Research studies conducted by Balitbang Nasional Education 2004, said that qualified educators are human resources who are required to have a status of professionalism both as an educator and as an education manager. In the study found that the professionalism of SDM has three main characteristics:
 - a. Profesional Capacity, is an ability in their intelegences, attitudes and achievements in managing and teaching.
 - b. Profesional Effort, is an effort by educators to transform the professional skills that are held into the real action of managing education and learning.
 - c. Profesional Time Devotion, is a lot of time that educators use to carry out their profession duties.

3) *Teacher Roles And Competencies*

The teacher's role is related to the teacher's role in the learning process. According to the Ministry of Education (2008:8) The learning process is a process that contains a series of actions of teachers and students for mutual relationship that takes place in an educative situation to achieve a particular goal, in which the process Multi-role teacher. The teacher's role includes many things that teachers can act as teachers, class leaders, advisers, learning environment regulators, learning planners, supervisors, motivators and as evaluators. While the teacher's role relates to teacher competence:

- A. The teacher conducts a diagnosis of student's early behavior.
- B. Teachers make learning Implementation planning (RPP).
- C. The teacher performs the learning process.
- D. Guru as school administration executive.
- E. Teachers as communicators.
- F. Teachers are able to develop self-skills.
- G. Teachers can develop potential children.

Louise Moqvist (2003:23) suggests that "competency has been defined in the light of actual circumstances relating to the individual and work". Meanwhile, Len Holmes (1992) mentions that: "A competence is a description of something which a person who works in A given occupational are should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate. "

Referring to the understanding of the competence, in this case the competency of the teacher can be interpreted as a picture of what a teacher should do in carrying out its work, whether in the form of activities, behave or results that can be demonstrated in the learning process. Based on regulation of

the Minister of National Education (Permendiknas) No. 16 of 2007 It stated that the academic qualifications of teacher SMA/MA or the equivalent must be educated diploma four (D-IV) or scholar according to the subjects taught/communicated, and obtained from an accredited course of study. The Permendiknas also stated that there are four competency standards available to teachers, namely:

- Pedagogic competence,
- Social
- Professional and
- Personality.

The description of each competence is further examined in Permendiknas number 16 year 2007. Professionalism can be interpreted as the commitment of the members of a profession to improve its professional skills and continuously develop the strategies used in doing the work according to the profession. (Sudarwan Danim, 2002:23). Guru is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education of formal education pathways, primary education and secondary education. Skills teachers must have in professional competence according to Depdiknas (2008:8) can be observed from Aspect:

- A. Mastering the material, structure, concepts and patterns of science that support.
- B. Mastering Competency Standards (SK) and basic competencies (KD) subjects/areas of development that can be learned.
- C. Develop creative lesson materials.
- D. To develop sustainable professionalism with reflective action
- E. Utilize information and communication technology to communicate and develop themselves.

4) *Learning Strategy*

Improved learning quality is defined during the learning process. In a learning process, activities do not only dwell in the classroom, face to face with the students, but the learning process has begun a long way before when the teacher plans what it will be in later learning. In planning learning, material factors, media, methods, learning and evaluation strategies are important to produce a good learning process. From these factors, the learning strategy has a great influence on determining the effectiveness of the learning process. The strategy of learning is the steps used in the learning activities undertaken to achieve the objectives in an effective and efficient way (Suyanto & Djihad, 2012:92). According to Suyanto & Djihad (2012) There are 4 aspects in the learning strategy, namely:

1. Identifying and specifying the expected behavioral change qualification specification

2. Choose the right approach to learning to achieve competency standards, taking into account the students ' characteristics as subjects of learning
3. Selecting and establishing a number of procedures, methods, and techniques of learning activities relevant to the needs of the learning experience that the student must foster
4. Establishing the norms and criteria of success, in order to be a guideline in learning activities

5) *Implementation of Teacher Skills Improvement And Creativity*

Before carrying out the activities of the process of teaching and learning to be done, teachers must have a basic competency that can cultivate its ability as an educational force. Simply, the competency of the teacher refers to the question "How to perform a quality education?" From the perspective of competence that must be owned by guns, then to implement a quality education teacher hares have competence in Professional, social competence as an educational person, and personal competence as himself. These three competencies are detailed in detail described by Johnson as quoted by Ahmad Sanusi (1990) as follows:

1. Professional capabilities include:
 - a. Mastery of subject matter;
 - b. Mastery and awareness on the foundation and insight of education and teachers;
 - c. Mastery of the educational process and the teaching and learning of students;
2. Social ability includes the ability to adapt DIN to work demands and surrounding environment at the time of carrying out the assignment as teacher
3. Personal abilities include:
 - a. The appearance of a positive attitude towards the entire work of the teacher and the overall educational situation and its elements.
 - b. Understanding, passion, and the appearance of values that should be embraced by a teacher.
 - c. Appearance of efforts to make himself as role model and model for students

6) *The Necessity of Indonesian Education Innovation*

In recent years, the quality and imagery of educators is often talked about both the pro and cons, even a cynical response to the educators ' profession. People often do not believe in the capacity of educators in learning, complaining and protests that educators are not able to manage learning. Therefore, not least of the students ' parents include their children for courses, private or tutoring. Delinquency and moral decadence of the increasingly lively learners also perceived that educators failed to educate. Not only the community, other stakeholders also protest against the educators because the quality of the graduates who received it does not fit the world of work. The low quality of educators ' power is seen from the following symptoms:

- a. Weak mastery of the materials taught.
- b. Inconsistency between areas of study that educators learn with reality in the field taught.
- c. Lack of effective teaching
- d. Lack of authority for educators in the presence of students.
- e. Weak motivation and dedication to becoming a sincere educator; More and more people happen to be educators and not really become educators.
- f. Lack of emotional maturity, self-reliance thinking, and determination of attitudes, which resulted in the human relationship of educators and pupils only limited to teachers, not yet as educators.

The occurrence of change and development of the world so rapidly demanded the excellence of human resources that are superior to be able to compete competitively. So far, the school has not given much encouraging expectations of society. Its reality is that Indonesia has not included developed countries. In growing countries, education is more concerned after a long period of less attention. This poses a complex educational problem. Simple educational problems can be grouped, namely:

- Equalization Issues
- Quality issues
- Problems of effectiveness and relevance
- Efficiency issues.

Education function must be properly considered in order to achieve national education objectives because the purpose of functioning as a clear giver towards the activities of education organizing so that the implementation of education should be directed to:

1. Education is held democratically and in a fairness and not discriminatory by upholding human rights, religious value, cultural value, and the diversity of nations,
2. Education is held as a systemic unity with open and multimeaning systems
3. Education is organized as a process of culture and empowerment of learners lasting lifelong,
4. Education is held by giving transparency, building a willingness, and developing learners ' creativity in the process and learning activities,
5. Education is held by developing a culture of reading, writing, and counting for all citizens and
6. Education is conducted by empowering all components of the community through participation in the implementation and quality control of education services. The improvement of education quality is determined by the readiness of human resources involved in the education

B. Method

This research is a qualitative research. The research used is qualitative descriptive research. Qualitative descriptive

research is a study with a case study method or approach. This research focuses intensively on one particular object that learns it as a case. Case study Data can be obtained from all parties concerned, in other words in this study gathered from various sources (Nawawi, 2003:1).

The study of case studies will be less depth when only centered on a particular phase or one particular aspect before obtaining an overview of the case. Instead the case study will lose its meaning if it is only aimed at obtaining an overview but without finding something or some special aspects that need to be studied intensively and deeply. A good case study should be done directly in the actual life of the case being investigated. However, case study data can be obtained not only from the cases studied, but also can be obtained from all parties who know and know the case well. In other words, the data in the case study can be obtained from various sources but limited in the case to be examined (Nawawi, 2003:2).

III. RESULTS AND DISCUSSION

A. There Are Teachers Who Have Not Graduated

It is undeniable that the existence of teachers who have not had a bachelor's status or do not yet have a certificate of expertise in a particular field of study is a barrier, just for additional information, the central government of Mamuju district is a new blooming district in December 2012 and has a definitive regional head in 2016. this which is one of the obstacles for many teacher resources that have not yet been completed with their education improvements due to regional expansion.

Then starting from a few years related to the central mamuju government through the education service issued an appeal that teachers who have not yet graduated and have special skills certificates will be subject to sanctions in accordance with the applicable law in the unitary state of the republic of Indonesia One more serious threat to teachers, dismissal for those who have not graduated (S1) until the end of 2015. This is in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers (UUGD) Article 82 Paragraph (2), "Teachers who do not yet have academic qualifications and educator certificates as referred to in this Law, must meet academic qualifications and educator certificates no later than 10 (ten) years from the enactment of this Law. "This rule itself came into force since December 30, 2005. Thus that the deadline for teachers to complete education to get a bachelor's degree, maximum as of December 31 This 2015. The rules on tightening and qualification requirements for teachers must be at least a bachelor's degree (S1) also strengthened by Government Regulation Number 74 of 2008 concerning Teachers, especially in Article 63 Paragraph (1), which reads as follows, "Teachers who cannot meet academic qualifications, competencies, and certificates of educators as referred to in Article 2, within a period of 10 (ten) years as specified in Article 82 paragraph (2) of Law Number 14 Year 2005 concerning Teachers and Lecturers after they are given the opportunity to fulfill them, lose the right to receive benefits functional or subsidized functional benefits and additional benefits, . The teacher's PP then provides threats in the form of termination of various allowances received by the teacher from the government. Furthermore, Article 65 letter d of the

Teacher's PP also states that "Within a period of 10 (ten) years from the enactment of Law Number 14 of 2005 concerning Teachers and Lecturers, teachers who meet the requirements referred to in Article 15 paragraph (1) and paragraph (3) on educational units that do not meet the provisions of the ratio of students to teachers as referred to in Article 17, they still receive professional allowances.

Teachers in middle of elementary school level is 47 people who are high school, 23 Diploma II, 6 people in the Diploma III, 378 in the Bachelor of graduates, 14 people who are post-graduate (S2), while at the junior high school level There are 8 senior high School people, 1 person, 51 diploma III, 128 Bachelor of Students, 15 postgraduate degrees (S2)... The most special that has not been titled Government of Mamuju Concentration to improve the quality of human resources both in skill and in academic degree

B. Facilities And Technology That Support Building Capacity

It is undeniable that the lack of support facilities for educators is a single-factor slash that can influence the competitiveness of teachers, such as teachers in large cities can monitor the presence of their children only through applications that Prepared school and if there is a student who does not attend the message automatically sent parents to students. As soon as the student is dedicated, it is also sent to the student's server and mobile phone. So parents can also monitor the hours of their children entering and returning school because there is a report, said head of SMAN 1 Sampit, Muhammad Darma Setiawan in Sampit.

Here is a description of the case for sports facilities, a teacher is unable to explain optimally if facilities or equipment are very simple. In terms of facility only infrastructure teachers are certainly not maximized in explaining, how can teachers be good example members to the students if the facility is not crowded.

As we know that the libraries in each school are different. There are schools that have a library but have a very limited supply of books, there are schools that do not have a library like in a small town. However, if we compare libraries in big cities, there are quite a lot of schools that have libraries even with a super complete supply of books. There are so many differences that we can see from all sides, for all the completeness of educational facilities and infrastructure needed by students in schools for the smooth teaching and learning. Comparison of facilities and infrastructure in big cities and small cities is very contradictory, because there are many things that need to be repaired and equipped. Hopefully the governments can pay more attention to the conditions in every school that really needs help in completing educational facilities and infrastructure for the underprivileged.

The distance of the teaching staff and the principal's house to the place of teaching is one of the obstacles, why is that because the routes in urban and rural areas are different in terms of road infrastructure and distance. it is necessary to consider building official houses to support the learning process activities.

C. The Principle Of Development Involves Stakeholders And Refers To Government Policy

The Government's role is indispensable to the education world, not only through the rule of 30% of education budget through the State Budget income and expenditure but rather a directional regulation and systematic. There have been several policies issued by the Government and stakeholders related to the education include: curriculum change, assistance of school operational funds (BOS), application of cultural education and character in schools, scholarships Teachers to attend postgraduate programs, forming a school committee. But all come with the problem with the acceptance system of new learners online and zoning, in our area central Mamuju still often occurs power outages not yet anymore not all regions can receive signal from the provider

D. Why Important Building Capacity

Development and modernization so rapidly that the foundation and skills are also to adapt quickly so that we do not fall behind with other nations or countries, because education is the mandate of the Constitution of the Republic of Indonesia in 1945 educate the nation's life and take care of world order.

As for the efforts undertaken by the Central Mamuju District government in order to prepare the capacity building teachers are seminars and trainings held by the Education Office of the Central Mamuju district, this is done in order to happen uniformity and synergy Between teachers and local governments.

E. Implementation of Improvement And The Ability Of Teacher Creativity

Implentation now is already running but still need to be maximized, if we need to school our teachers out of the country so they can compare the process of learning country forward with developing countries, and also notice Teacher welfare teachers so that the teachers are increasingly actively learning from the ability to learn so that emerging innovation innovations in education, this nation is not left behind just need a joint commitment in the improvement of teacher skills, teachers are the guard Nation in the nation's life, it is necessary to be consulted by the elite of the State in formulating appropriate policies for the nation and state.

Lastly I put a great expectation to the education minister who he said millennials, I as the son of the nation wished the father was able to make a breakthrough that could increase the competitiveness of our teachers to a higher level. We believe in the ability of this nation.

IV. CONCLUSION

Education is important, therefore prepare first the teaching personnel, infrastructure and technology so that our teachers ' ability not only to read but can already practice, also need maximum support both government and local governments In order to build the capacity of our teachers to a high level, at least we can equal Asian at.

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