

Analysis of the Ratio of Teachers, Staff, and Students as an Effort to Accelerate Quality Improvement of Primary Schools

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ABSTRACT

The objectives of this study were to: (1) describe the number of teachers; and (2) describe the number of staff, in order to accelerate school quality improvement. This study uses a quantitative approach. The place of this research is an elementary school in Nganjuk district, East Java, Indonesia. The data collection technique used is documents from the Education Office, containing data on teachers and staff, then the researchers copied according to the data in the document. The data analysis concluded: (1) for each school there is a teacher to student ratio, so that it can improve the quality of the school; and (2) for each school there is a staff to student ratio, so as to improve the quality of the school. The ratio of teachers and staff to students is still ideal.

Keywords: Teachers, Staff, School Quality

1. INTRODUCTION

The educational process in educational institutions will do planning first. One of them is planning for the needs of teachers and education personnel. This becomes mandatory, because in the learning process there are certain parties to be involved. Planning is a fundamental of management in which there is organization, staffing and supervision whose activities also need to be planned [1]. Planning is systematic and strategic, because it contains a process that will produce a roadmap for the organization. Analysis is the first step in developing a program to be implemented [2].

Planning needs to be in every activity to be carried out, because with planning for the next activity it will go as expected, as well as the results of these activities [3]. Teacher needs analysis can also be done by analyzing the number of teachers. This needs to be done by schools, because with this analysis it can see the ideal ratio of each teacher to how many students. Each school certainly has a different number of students, with the implementation of this teacher needs analysis, we can find out the ideal teacher.

The availability of teachers is included in the involvement of teachers in schools, this is the reference, namely students [4]. Teacher availability can be seen based

on the way the teacher serves students, this means when students are studying outside the classroom, how well the teacher handles students. That way, this analysis of the availability of teachers can later improve school quality [5].

Not only the teacher needs analysis that needs to be planned but the staff needs analysis also needs to be considered. Similar to the teacher needs analysis, this staff needs analysis also takes into account the availability of staff in schools. Administrative capabilities in an organization, especially schools require specialists or special people to do it [6]. Therefore, at the school level there are always staff in charge of school administrative management. The staff in charge of handling the school system, such as filing matters, requires someone who is an expert in their field [7]. That way, the role of staff in schools is also needed, because not everyone can carry out administrative activities.

The quality of the school itself can be interpreted as the quality that the school has. To improve the quality itself, human resources are needed to move it. To see a school quality can be seen based on the academic ability of the teacher, the teacher's assignment and the teacher's experience. The meaning of these three indicators of school quality through the role of teachers can be seen that to

improve school quality, one of them can be by looking at the involvement of teachers in schools [8].

School quality can be viewed from the aspects of learning, climate and characteristics of the school as a social place in society. It can be interpreted that the quality of the school cannot be separated from learning, this can be seen in the learning process as well as the involvement of the teacher[9]. That way, the analysis of the availability of teachers, which is the ideal ratio of one teacher to the number of students, can affect the learning process. School performance is based on the success of the teacher in the learning process [10]. Another thing is based on teacher experience which is an element of school quality.

The staff is also the party that can influence the acceleration of improving the quality of schools. This can be seen if accreditation is carried out in schools for administrative purposes, usually part of the staff together with the principal. The services provided by schools to school users such as students, parents of students and the community are of concern to assess the quality of the school [11]. One of them is the excellent service provided. The quality of a staff is of concern in assessing schools [12]. This means that schools can improve quality through staff by providing services, providing services that can also be obtained based on their skills.

Some indicators that can be used as an acceleration of improving the quality of schools are through the personality of students and fostering good character and character and providing the basis for intellectual abilities [13]. When viewed based on this understanding, improving quality cannot be separated from the role of a teacher. Because to foster character and intellectual abilities such as being able to read and count, teachers play an active role in the classroom. To improve quality, it is also necessary to pay attention to the educational background of teachers, whether it is in accordance with existing qualifications in schools [14]. By paying attention to this, schools can improve school quality through accreditation scores.

2. METHOD

This study uses a quantitative approach. Quantitative research is intended to describe a phenomenon as it was at the time the research was conducted [15]. Research based on the theory found by researchers is then developed into a problem in the field, then research is carried out to find the truth of the theory and conditions in the field. This type of research is *ex post facto*, meaning that after the fact, research is carried out after an event has occurred.

This research is descriptive because it aims to get an overview of the variables studied. The subjects of this study were elementary schools in Nganjuk Regency, East Java, Indonesia. The number of schools studied was 8 schools. This study uses documents from the Education

Office, which contain data about teachers and staff, researchers copy according to what they get from these data.

3. RESULT

3.1 Availability of Teachers to Accelerate School Quality Improvement

The results showed that the number of primary school teachers in Nganjuk Regency, East Java, Indonesia, as presented in Table 1. Based on Table 1, it is known that Payaman 3 Elementary School has 10 teachers and 210 students, so the ratio is 1:20. Jatirejo 1 Elementary School has 7 teachers and 199 students, resulting in a ratio of 1:28. Bogo 1 Elementary School has 9 teachers and 171 students, resulting in a ratio of 1:19. Begadung 1 Elementary School has 13 teachers and 256 students, so the ratio is 1:20. Elementary School 1 Mangundikaran has 10 teachers and 206 students, so it is obtained 1:21. Baitul Izzah Islamic Primary School has 29 teachers and 453 students, so a ratio of 1:16 is obtained. Aisyiyah 1 Elementary School has 35 teachers and 777 students, so a ratio of 1:22 is obtained.

Each school has a different number of teachers, as well as the status of teachers, the latest education of teachers and the suitability of teachers to teach in schools. The suitability of teachers in teaching in this school can be seen based on their educational background with which teachers teach in the school. The data are: Payaman 3 Primary School has 10 teachers, with the status of 7 civil servants and 3 non-permanent employees; for educational backgrounds, 9 bachelor graduates and 1 master graduate; and 10 teachers teach according to their qualifications and educational background. Jatirejo 1 Primary School has 7 teachers, with the status of 3 civil servants and 4 non-permanent employees; for educational backgrounds, 1 teacher with a diploma degree and 6 teachers with a graduate degree.

Bogo 1 Elementary School has 9 teachers, with the status of 6 civil servants and 3 non-permanent employees; for educational backgrounds, 1 teacher graduated from high school, 1 teacher graduated from diploma II, 1 teacher graduated from diploma III, and 6 teachers graduated from undergraduate; and 9 teachers teach according to their qualifications and educational background.

Begadung 1 Elementary School has 13 teachers, with the status of 9 civil servants and 4 non-permanent employees; for educational backgrounds, 1 teacher graduated from high school and 12 teachers graduated from undergraduate; and 13 teachers teach according to their qualifications and educational background. Primary School 1 Mangundikaran has 10 teachers, with the status of 5 civil servants and 5 non-permanent employees; for

Table 1. Teacher Availability and Student Ratio

No.	School	Teachers	Students 2019/2020	Teacher-Student Ratio
1	Payaman 3 Elementary School	10	210	21
2	Jatirejo 1 Elementary School	7	199	28
3	Bogo 1 Elementary School	9	171	19
4	Begadung 1 Elementary School	13	256	20
5	Elementary School 1 Mangundikaran	10	206	21
6	Baitul Izzah Islamic Primary School	29	453	16
7	Aisyiyah Elementary School 1	35	777	22
8	Tanjunganom 2 Elementary School	19	295	16

educational backgrounds, 10 teachers with undergraduate degrees.

Baitul Izzah Islamic Primary School has 29 teachers, with the status of 18 civil servants and 11 non-permanent employees; for educational backgrounds, 26 teachers with undergraduate degrees and 3 teachers with master's degrees; and 29 teachers teach according to their educational qualifications and backgrounds. Aisyiyah 1 Elementary School has 35 teachers, with the status of 3 civil servants and 32 non-permanent employees; for educational backgrounds, 4 high school graduate teachers, 1 diploma graduate teacher, 29 undergraduate teachers, and 1 master graduate teacher; and 35 teachers teach according to their educational qualifications and backgrounds.

Tanjunganom 2 Elementary School has 19 teachers, with the status of 7 civil servants and 12 non-permanent employees; for educational backgrounds, 1 high school graduate teacher, 1 diploma graduate teacher, 16 teachers with undergraduate degrees, and 1 teacher with master's degrees; and 19 of these teachers teach according to their educational qualifications and backgrounds.

3.2 Availability of Staff in the Acceleration of Improving School Quality

The results of research in the field show that the availability of primary school teachers in Nganjuk Regency, East Java, Indonesia, as presented in Table 2. Based on Table 2, it is known that Payaman 3 Elementary School has 6 staff and 210 students, so the ratio is 1:35.

Jatirejo 1 Primary School has 4 staff and 199 students, resulting in a ratio of 1:50. Bogo 1 Elementary School has 3 staff and 171 students, resulting in a ratio of 1:57. Begadung 1 Elementary School has 1 staff and 256 students, so a ratio of 1: 256 is obtained. Mangundikaran 1 Elementary School has 2 staff and 206 students, resulting in a ratio of 1: 103. Baitul Izzah Islamic Primary School has 9 staff and 453 students, resulting in a ratio of 1:50. Aisyiyah 1 Elementary School has 6 staff and 777 students, resulting in a ratio of 1: 130. Tanjunganom 2 Elementary School has 2 staff and 295 students, resulting in a ratio of 1: 104.

4. DISCUSSION

Analysis of teacher needs through the availability of teachers to improve school quality can be seen based on the ratio of teachers, meaning that one teacher should ideally teach how many students. To improve the efficiency and quality of schools based on teacher skills, this can be seen from the way teachers teach in the classroom. The meaning is, with the existing ratio, learning is carried out optimally or not [16], [17]. Teacher performance indicators can be measured from student achievement [18], [19]. Because student achievement cannot be separated from the role of a teacher in educating, so that the achievements achieved by students can improve the quality of the school. Based on teacher qualifications, it shows that teachers teach according to qualifications. The success of a school can be seen based on leadership, teaching focus and learning objectives [20], [21].

Table 2 Staff Availability and Ratio to Students

No.	School	Staff	Students 2019/2020	Staff-Student Ratio
1	Payaman 3 Elementary School	6	210	35
2	Jatirejo 1 Elementary School	4	199	50
3	Bogo 1 Elementary School	3	171	57
4	Begadung 1 Elementary School	1	256	256
5	Elementary School 1 Mangundikaran	2	206	103
6	Baitul Izzah Islamic Primary School	9	453	50
7	Aisyiyah Elementary School 1	6	777	130
8	Tanjunganom 2 Elementary School	2	295	148

When viewed from the perspective of the school management process, the main indicators of school success are still based on the learning process. Teachers in the learning process must also have a future direction on how the output of learning is carried out. Because by doing so, it will increase the work made by students together with the teacher. This can also improve the quality of schools.

Analysis of staff needs through staff availability to improve school quality can be seen based on the staff ratio, meaning that each staff is able to provide services to how many students. With this ratio, it will be easier to provide school services. Schools can provide excellent service to students and provide excellent service to the community. Schools can improve quality through services provided to the community, because that way the community can assess the quality of the school [22], [23]. The skills of teaching staff can also be used as a value for school quality. Therefore, the number of staff in each school is expected to be able to provide services and carry out school administration.

Schools to achieve strategic goals must have strong school management [24], [25]. Implementation of this can be done in schools through staff empowerment to achieve the goals expected by the school. Likewise, the availability of staff in several schools indicates that the number of staff is ideal for improving school quality.

5. CONCLUSION

Based on the results of data analysis, it was concluded that the availability of teachers to accelerate school quality improvement was quite ideal, because the number of teachers and the number of students was already represented. Likewise, the availability of staff to accelerate school quality improvement is quite ideal, because each is represented for each student. This can improve the quality of schools based on how teachers provide learning and how staff provide services and administration in schools.

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