

Study of the PGSD'S Discipline Linearity in Fulfilling Education Manpower Resources in Basic School of Madinah Islamic School, South Jakarta City

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Abstract. This study is based on the results of the analysis of observations carried out at the Madinah Islamic School in the sub-district of Tebet, South Jakarta. The results of the data observation found that there were still teachers who taught whose scientific qualifications were not graduates of the primary school teacher education study program. Many teachers with scientific qualifications are graduates from non-primary school teacher education. Meanwhile in elementary school a teacher is in accordance with the 2013 curriculum with a thematic system teaching, namely teaching by integrating two to three subject areas (PPKn, Mathematics, Science and Indonesian) in one face-to-face class. The objectives of this study were to: (1) determine the ability of teachers to carry out learning based on the 2013 Curriculum with the Thematic learning system, (2) identify the barriers to teaching teachers with thematic learning systems, and (3) provide recommendations to schools in recruitment (acceptance) teacher resources to pay attention to the scientific qualifications of teachers which are indeed elementary school study programs. The research method used is the method of observation by making direct visits to schools to obtain complete and accurate data about the human resources of elementary school teachers who teach at SD Madinah Islamic School which is located in Tebet District, South Jakarta. The results of this study indicate that of the total teaching staff at SD Madina Islamic School there are 9 people or 31% of the education staff who graduated from the Primary School Teacher Education Study Program from public and private universities. While the remaining 20 people or 69% of education personnel are not graduates of Elementary School Teacher Education. However, based on available data, teaching staff who are not graduates of the Primary School Teacher Education Study Program in carrying out the teaching and learning process are able to prepare a Learning Program Plan (RPP) every semester. In addition, when researchers make observations to the class to directly see the implementation of teaching staff, they are able to teach well. Recommendations from the results of this study are to submit the results of this research, especially to the management of the Foundation that manages the SD Madinah Islamic School, so that in the future they should consider as well as possible in the recruitment of elementary school teachers.

Keywords: linearity, scientific disciplines, pgsd's, human resources, elementary school teachers.

1. INTRODUCTION

The teacher is a resource who has an important role in the implementation of the education process in elementary schools. The teacher is part of the education process, so he spearheads the learning process in the classroom. The learning process in the classroom cannot run well if the teacher lacks learning competencies in accordance with the educational qualifications they have. Therefore, a teacher must have scientific qualifications that can support his profession as a teacher. So that teachers can understand in carrying out

the learning process in the classroom. Starting from planning a learning program in one semester, opening, implementing and closing learning activities in class to using the methods used by the teacher in the learning process.

Teachers who graduated from primary school teacher education are considered to have the knowledge and ability to plan learning programs as well as being able to teach in accordance with the provisions of the 2013 curriculum by teaching thematically. Meanwhile, teachers who are not graduates of elementary school teacher education do not have scientific qualifications in

teaching in elementary schools, so that it is presumably not appropriate for teaching elementary school students.

The results of the analysis of observations carried out by researchers at the Madinah Islamic School elementary school in Tebet sub-district, South Jakarta, found that there are still teachers who teach scientific qualifications who are not graduates of the elementary school teacher education study program. Many teachers with scientific qualifications are graduates from non-primary education teachers. Meanwhile in elementary school a teacher is in accordance with the 2013 curriculum with a thematic system teaching, namely teaching by integrating two to three subject areas (PPkn, Mathematics, Science and Indonesian) in one face-to-face class.

Related to the problem that the researcher posed above, on this occasion the researcher wanted to analyze the competence of elementary school teachers at SD Manadina Islamic School who were not graduates of the duru school education study program in implementing classroom learning on student achievement.

Based on the explanation of the background of the problem that has been described above, the formulation of the problem in this research is "How to Study the Linearity of the Pgsd's Discipline in Fulfilling Educational Personnel Resources at the Madinah Islamic School Elementary School, South Jakarta City.

Previous research conducted by Christopher [1] on the quality of primary school teachers, this study revealed the quality standards of school teacher qualifications that are associated with teacher proficiency in teaching elementary school students. The results of this study indicate that teachers who have educational qualifications of school teachers have proficiency in teaching elementary school students. Another research related to teacher competence, namely research conducted by Karababa & Çalışkan [2], examines teacher competence in teaching Turkish as a foreign language. The results of his research indicate that teachers who have competence in understanding the language can teach Turkish language well. Then in a study conducted by Gauld & Miller [3], it revealed the problem of trainer competence in training employees. The results of his research show that trainers who have good qualifications result in increased employee work effectiveness. Gokalp [4] examined the teaching qualification scale. The results showed that prospective teachers with very good quality did measurement and evaluation in the field of management of teaching activities. Research conducted by Salema [5] reveals about the development of teacher competencies and methods in the learning process of Citizenship and Democracy Education.

Based on some of the results of previous research, the study concluded that the potential of a good teacher can affect teacher skills in teaching at the primary school level. Therefore, in this study, the researcher wanted to further analyze the competence of elementary school

teachers on teacher understanding in teaching with thematic systems in accordance with the 2013 curriculum.

Teacher competence is an element required to teach in the learning process. Law Number 14 of 2005 article 1 paragraph (10) is defined as a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by a teacher or lecturer in carrying out professional duties. Still in the Law on teachers and lecturers article 1 paragraph (1) teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education. (Motivation et al., 2017). This means that a teacher to carry out a teaching task must have certain skills in accordance with the path and level of education that the teacher obtained in college. The suitability of the educational qualifications that teachers get is certainly very supportive for carrying out teaching tasks in a professional manner. In line with the above mentioned teacher law, law Number 19 of 2005 concerning the National Education Standards Agency states that educators (teachers) must have competence as learning agents in the primary and secondary education and early childhood education levels [6]. This shows that the teacher as a learning agent, of course, he must have the ability to condition learning in the classroom so that it can generate student motivation in learning. Teacher creativity is indispensable to make learning situations fun. Students are made to focus on following the learning delivered by the teacher. In line with the contents of the aforementioned law, teachers must have competencies as learning agents which include (1) pedagogical competence, (2) personality competence, (3) professional competence and (4) social competence. The teacher must possess the four competencies so that he is able to carry out learning in class according to the scope of the curriculum and learning program plans.

According to T. Raka Joni, followed by Utari, Degeng, & Akbar [7] integrated learning is a learning system that allows students individually and in groups to actively seek, explore, and find scientific concepts and principles in a holistic, meaningful, and authentic manner. In simple terms, what is meant by thematic learning is a student's activity of how a student individually or in groups can find holistic science. So teachers must have pedagogic and professional abilities to carry out thematic learning recommended in the 2013 curriculum. Furthermore, Hadi Subroto in Istanto [8], also argues in a more operational definition, that thematic learning is learning that begins with a specific subject or theme. those associated with other subjects, certain concepts associated with other concepts, which are carried out spontaneously or planned, either in one or more fields of study, and with a variety of student

learning experiences, learning becomes more meaningful. Therefore, in general thematic / integrated learning is learning that uses a specific theme to link some subject content with students' daily real life experiences, so that it can provide meaningful experiences for students.

Trianto's opinion in Prastowo [9] that thematic learning is defined as learning designed based on certain themes. The intended theme is a theme that arises from the identification or review of various subjects. The identification in question is a connection and linkage between one subject or one field of scientific discipline with another, then put together on a theme that binds it. The teacher's attention has an influence on the character building of students. In theory and empirically, teacher cooperation can affect the improvement of elementary school student achievement [10].

2. METHOD

The research method: used is the method of observation by making direct visits to schools to obtain complete and accurate data about the human resources of elementary school teachers who teach at SD Madinah Islamic School which is located in Tebet District, South Jakarta.

Data collection technique: Sugiyono [12] said that data collection techniques can use two sources, namely primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors. In this study, researchers used primary and secondary data. Primary sources, researchers used in-depth interviews (depth interview) and observation. While secondary data, researchers obtained from

literature / literature studies in the form of journals, books, and other reading sources.

Data analysis technique: Data from the observations obtained from the Madinah Elementary School School Tebet South Jakarta are classified and analyzed according to the linearity of the scientific discipline, for further description. This refers to the data analysis method of the Interactive Model according to Miles and Huberman.

Time and Place of Research: This research was conducted for 6 months starting from the Contract Letter issued 20 November 2019 to 20 April 2020 and took place at the Madinah Islamic School Tebet, South Jakarta, DKI Jakarta.

3. RESULTS AND DISCUSSION

Researchers conducted data mining in schools by directly interviewing the principal and teachers of SD Madina Islamic School on 8 until August 9, 2019 when researchers were assigned by the DKI Jakarta Province National Accreditation Board for Schools and Madrasahs as assessors to carry out school accreditation. In addition, researchers also took data from the Primary and Secondary Education Data Pages, Directorate of Early Childhood Education, Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia <https://dapo.dikdasmen.kemdikbud.go.id/sekolah/068659C8C1DFE594C561> which researchers accessed on May 9, 2020. Data from SD Madina Islamic School even Semester 2019/2020 can be presented by researchers, as follows:

Tabel 1 Identity School

1. Identitas Sekolah

1	Nama Sekolah	:	SD MADINA ISLAMIC SCHOOL			
2	NPSN	:	20109155			
3	Jenjang Pendidikan	:	SD			
4	Status Sekolah	:	Swasta			
5	Alamat Sekolah	:	Jl. Tebet Dalam IV No. 1			
	RT / RW	:	12	/	1	
	Kode Pos	:	12810			
	Kelurahan	:	Tebet Barat			
	Kecamatan	:	Kec. Tebet			
	Kabupaten/Kota	:	Kota Jakarta Selatan			
	Provinsi	:	Prov. D.K.I. Jakarta			
	Negara	:				
6	Posisi Geografis	:	-6.2265		Lintang	

106.8499	Bujur
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2. Data Pelengkap

7	SK Pendirian Sekolah	:	6054/-1.851.48
8	Tanggal SK Pendirian	:	2004-07-17
9	Status Kepemilikan	:	Yayasan
10	SK Izin Operasional	:	6054/-1.851.48
11	Tgl SK Izin Operasional	:	2012-07-26
12	Kebutuhan Khusus Dilayani	:	Tidak ada
13	Nomor Rekening	:	402.120120.2
14	Nama Bank	:	DKI
15	Cabang KCP/Unit	:	
16	Rekening Atas Nama	:	SD MADINA ISLAMIC SCHOOL
17	MBS	:	Ya
18	Luas Tanah Milik (m2)	:	200
19	Luas Tanah Bukan Milik (m2)	:	1500
20	Nama Wajib Pajak	:	
21	NPWP	:	

3. Kontak Sekolah

20	Nomor Telepon	:	218312311
21	Nomor Fax	:	218309373
22	Email	:	info@madinaschool.sch.id
23	Website	:	http://www.madinaschool.sch.id

4. Data Periodik

24	Waktu Penyelenggaraan	:	-
25	Bersedia Menerima Bos?	:	-
26	Sertifikasi ISO	:	-
27	Sumber Listrik	:	-
28	Daya Listrik (watt)	:	
29	Akses Internet	:	
30	Akses Internet Alternatif	:	

5. Data Lainnya

31	Kepala Sekolah	:	Rangga Ahmad Kedaton
32	Operator Pendataan	:	Sartono, S.Pd
33	Akreditasi	:	A
34	Kurikulum	:	Kurikulum 2013

Tabel 2 Data for Teachers and Education Personnel

1. Data PTK dan PD					
No	Uraian	Guru	Tendik	PTK	PD
1	Laki – Laki	10	5	15	
2	Perempuan	19	2	21	
TOTAL		29	7	36	

Keterangan:

Penghitungan jumlah PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk.

Singkatan :

PTK = Guru ditambah Tendik

PD = Peserta Didik

Table 3
Data of Educators, Education Personnel and Students

Uraian	Pendidik	Tendik	Pendidik dan Tendik	Peserta Disik
Laki-laki	10	5	15	137
Perempuan	19	2	21	170
Total	29	7	36	307

Table 4
Data for PGSD and Non-PGSD Graduates

Pendidik	PGSD	Non-PGSD	Total
Laki-laki	2	8	10
Perempuan	7	12	19
Total	9	20	29

Primary school learning process can be said to be good if it meets eight national education standards which include (1) content standards, (2) process standards, (3) graduate competency standards, (4) teacher and education personnel standards, (5) facilities and infrastructure standards, (6) Management Standards, (7) Financing Standards and (8) Education Assessment Standards. (Government Regulation Number 19 of 2005 <https://www.silabus.web.id/8-standar-nasional-pendidikan>). Based on this government regulation, every school starting from elementary to secondary level, including elementary schools, must meet the minimum criteria of

national education standards. Schools must be able to carry out the education process by implementing School Based Management (SBM), whose management is oriented towards school independence in managing educational resources, infrastructure, financing, and management in schools. Wherever possible the educational process should involve the principal, teachers, students, parents of students, and the community.

The Madinah Islamic School Primary School which refers to the existing (teacher and education staff data), has met eight national education standards. However, it

still needs improvement for some standards that are still less than 100%, namely the Education and Education Personnel Standards and Infrastructure Standards, while the other standards have reached 100%. For education standards and education personnel there is still a lack of linearity for teachers who have graduated from Elementary School Teacher Education. Of the 29 Islamic School Elementary School teachers registered at Dapodik DKI Jakarta, only 9 people or 31% of the teachers graduated from the Primary School Teacher Education Study Program, while 20 people or 69% were teachers who graduated from the Mathematics, Indonesian Language and Computer.

In accordance with the provisions of the National Accreditation Board for School and Madrasah Education that every primary school must have teachers who have graduated from the Primary School Teacher Education study program. This is according to several theories that have been explained in Chapter II of this study that teachers who are graduates and Primary School Teacher Education have the ability to carry out thematic teaching for primary school teacher education. Therefore, the Medina Islamic School elementary school must plan and make improvements in recruiting elementary school teachers. Schools must also provide opportunities for existing teachers to study to take the Primary School Teacher Education Study Program. Based on the data in table 2 above, of the total teaching staff at SD Madina Islamic School there are 9 people or 31% of the education staff who are graduates of the Primary School Teacher Education Study Program from state universities. and private. While the remaining 20 people or 69% of the teaching staff are not graduates of Elementary School Teacher Education. However, based on available data, teaching staff who are not graduates of the Primary School Teacher Education Study Program in carrying out the teaching and learning process are able to prepare a Learning Program Plan (RPP) every semester. In addition, when researchers make observations to the class to directly see the implementation of teaching staff, they are able to teach well.

4. CONCLUSIONS

Based on the results of the research that the author has described above, the following conclusions are drawn. There are 9 total teaching staff at SD Madina Islamic School or 31% of the education staff who graduated from the Primary School Teacher Education Study Program from public and private universities. While the remaining 20 people or 69% of the teaching staff are not graduates of Elementary School Teacher Education. However, based on available data, teaching staff who are not graduates of the Primary School Teacher Education Study Program in carrying out the teaching and learning process are able to prepare a Learning Program Plan

(RPP) every semester. In addition, when researchers make observations to the class to directly see the implementation of teaching staff, they are able to teach well.

This research is very good to be followed up with a more complete target data, and a larger number of respondents and schools so that the more findings we can analyze. It is hoped that the results of this study can be useful to provide a clear picture of the linearity of the PGSD discipline of teachers who teach in elementary schools.

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