

## **Teachers' Voices: Solutions to Various Problems in Schools**

(Based on Rubric *Untukmu Guruku*, Radar Semarang Online Edition of May-June 2017)

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### **ABSTRACT**

This opinion aims to describe the solution to the problems faced by teachers in schools. The subject of this opinion is the opinion articles of the teachers in the rubric *Untukmu Guruku*, Radar Semarang online edition of May-June 2017 which contains fifteen opinion articles. The results of this opinion indicate the existence of two types of problems, namely teacher problems and student problems. Based on the opinions of teachers, teacher problems can be solved with (1) provision of civil servant quota to honorary teachers, (2) back to the teacher education patterns of the 1950-1959 era, (3) taking time to write and integration of teacher activities with the writing of scientific papers. Solutions for student problems can be solved with (1) teacher policy, (2) professional teacher application, (3) quality education and law enforcement, (4) Intermediate Education Affirmation Program, (4) contextual learning, (5) lesson adjustment, (6) literacy cultural re-optimization, (7) teachers active communication with parents, (8) Self Contracting and Self Reinforcement implementation, (9) mentoring and training Speaking, (10) application of TGT learning model, (11) applying of Pubersitas learning, (12) use of Buku Pintar and Multimedia Award competition.

**Keywords:** *Teachers Voices; solutions; Schools Problems*

### **INTRODUCTION**

According to *Article 1 paragraph 1 of Law No. 14 of 2005 on Teachers and Lecturers* [1] states that Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education formal education pathways, Primary education, and secondary education. Teachers as the main role holders in school learning are always faced with various problems. The problem is related to the low quality of teaching, the quality of education, and teaching practices [2]. Another problem is the absence of a proper monitoring system or effective supervision on aspects of effectiveness in teaching, as well as other components [2]. Thus, it seems that teachers are also required to be professional. As stated by Isjoni, that teachers should realize that their professionalism must be paid handsomely. So it must be smart and always responsive in responding and addressing all the problems [3].

With regard to the problems faced by teachers, teachers have essentially offered solutions to these problems. The teacher's solution to the problem is posted in the rubric of *Untukmu Guruku*, Radar Semarang Online.

## **SOLUTION TO THE PROBLEM**

Professional teachers have several competencies. Based on of Law No. 14 of 2005 on Teachers and Lecturers article 10 paragraph 1 states that teacher competence includes 1) pedagogic competence, 2) personality competence, 3) social competence, and 4) professional competence. Pedagogic competence is the ability of understanding of learners, design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize various potentials. Personality Competence is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, a role model for learners, and noble character. Professional competence is the mastery of learning materials widely and deeply, including the mastery of curriculum material subjects in schools and scientific substances that overshadow the material, and mastery of the structure and methodology of science. Social Competence is the ability of teachers to communicate and get along effectively with learners, education personnel, parents / guardians of learners, and the community around [4].

Therefore, this opinion intends to describe the teacher's solution in an article published in Radar Semarang online May-June 2017 edition. Here are the problems and solutions of teachers covering two teacher competencies; pedagogic competence and social competence.

### **a. Pedagogic competence**

#### **1) Solutions to unfulfilled Minimum Exhaustiveness Criteria Scores**

The problem proposed by Noor Kharistin in an article entitled 'KKM Formulas and Master's Conscience Conscience' relates to the determination of a KKM subject. KKM is *Kriteria Ketuntasan Minimal* (Minimum Exhaustiveness Criteria). Kharistin mentions that ideally a teacher considers several aspects, namely 1) Complexity, 2) Carrying capacity and 3) Intake or average ability level of students. As for the problem is what if there are still students who do not meet the Minimum Exhaustiveness Criteria?

The solution offered by Kharistin is to use the teacher's authority to change that formula with a conscientious policy. Teachers can help students whose value is under the Minimum Exhaustiveness Criteria based on *Government Regulation no. 53 of 2015*. In *Article 9 point 7 and 8* stating that the results of the assessment of education at the end of the semester and the end of the year are set in the teacher board meeting. The results of the educational assessment are based on the results of the assessment of educators and assessment of educational units. The class increase and the students' graduation are determined through teacher board meetings. With the record, the demand for Minimum Exhaustiveness Criteria calculation must be objective and appropriate to the conditions in the school. It is intended that students get a fair value and not harmed [5].

## **2) Solution to negative development of productive generation**

Problems written Eny Sofiana, S.S. In an article entitled 'Master as the Spearhead of the Mental Revolution' relates to Indonesia's demographic bonus in 2020-2045. This condition will be very profitable if the productivity of the generation is reliable. Conversely, it would be a burden if not used productively. Sofiana sees recent symptoms showing negative developments in the productive generation. Mentioned examples of such negative symptoms are drug abuse, robbery, murder and even murder mostly committed by young children [6].

Sofiana offers solutions through quality and equitable education, as well as law enforcement that is indiscriminate. The reason through the world of education because according to Sofiana, at least 18 years of human child time spent in education bench, ranging from kindergarten to college. Educational institutions became the "second home" to forge children into dignified adult humans [6].

## **3) Solutions to the realization of values and learning experiences in KDP subjects**

Problems raised by Dwi Kusumoningsih, M.Pd. In his article entitled 'Contextual Learning and Student Democratic Behavior' in relation to the realization of the value and experience of PPKn learning in everyday life. Mentioned by Kusumoningsih that PPKn implemented constrained the existence of environmental inputs, conditions, and situations of social life, economy, politics and so forth. To implement the culture of Indonesian democracy, it is necessary to have a deep understanding of the theory and concept in order to improve the learning outcomes as well as to behave democratically [7].

The offer of a solution given by Kusumoningsih is with the application of contextual learning. That is learning that relate teaching materials to the real world situation of students. Learners try to solve their own problems and accompanying knowledge. Finally, gain knowledge that really means for himself as stock in the future [7].

## **4) The solution to the history lesson cuts in SMK**

The problem mentioned by Dra Ida Fitri Suryani in his article entitled 'The Importance of History Lesson' is concerned with the news of the cuts of the Hours of History. While Suryani sees current conditions, nationalism among young people is beginning to wear off and the understanding of the nation's history has begun to diminish [8].

The offer of solutions given by Suryani is a history lessons compacted and divided according to periods. This is according to Suryani because there are many things that must be understood to young people. Suryani hope, young people will understand events after events in this country with clear and order [8].

### **5) Solutions for students to achieve**

The problem mentioned by Yanuwati in his article entitled 'Tebing Secosere as Learning in School' relates to the achievement of achievement for students. Yanuwati states that learning is not only related to the mastery of the material, but also with the strengthening of self to achieve the achievement [9].

The solution offered by Yanuwati is via Secosere Cliff. Secosere is an acronym of Self Contracting and Cell Reinforcement. Namely self-promise and self-reinforcement through three stages. 1) understand yourself. 2) adjust. 3) self-development [9].

### **6) Solution to overcome student saturation**

Problems expressed Susanti in his article entitled 'Let's Be a Creative Teacher!' Relates to student saturation in learning. Susanti mentioned that the number of lesson material that must be mastered sometimes cause students boredom. The longer the time spent in school increasingly triggered their boredom [10].

The solution offered by Susanti is using Team Games Tournament Model (TGT). TGT is done by dividing the students into small groups. Furthermore, the group played academic games according to the subjects taught. The existence of these academic games will make the learning atmosphere to be fun [10].

### **7) Solution to overcome the lack of employment from SMK**

The problem in the article titled 'Pubersitas, Creative Learning in School' With regard to the reduced absorption of labor from SMK. Mentioned in the article that the number of unemployed who came from SMK graduates high enough. Many factors cause, one of which is less learning that spur students in solving problems[11].

The solution offered by the author is implementing Pubersitas. Pubersitas is an acronym of Strengthening Competence of Smart Book Student Competition and Community Sharing. There are two reasons. 1) accelerate the mastery of competence and students feel the benefits of knowledge learned by sharing to others. 2) increase students' confidence to compete in job search after graduation. Pubersitas is implemented in four stages. 1) strengthening competence through interesting learning media. 2) use of Smart Books of Students. This book contains a complete recording of the student's learning process in the classroom, including presences, grades, assignments, observation sheets, job sheet practices, projects and student reflections and teachers. 3) learning innovation by improving the character of the students through the implementation of the competition. The competition consists of two stages, an intercultural competition and a competition between schools. Intercultural competitions are made in Multimedia Award packaging and are held at the end of each semester. In this Multimedia Award contested competitions for productive subjects and all students are required to follow. Winners are taken each class with the best work. 4) Pubersitas ends with a sharing community. The sharing community is made in the form of Project Based Learning [11].

## **b. Social competence**

### **1) Solutions to the backwardness of education in Papua and West Papua**

Problems raised by Heru Kusmaryono M.Pd. In his article entitled 'Strengthening the Values of Students of Affirmative Programs' regarding the weakness of education in Papua and West Papua [12].

The offer given by Kusmaryono is to provide access to the Secondary Education Affirmative Program to learners from Papua and West Papua. The reason for the need for this Affirmation program is because of the equity and openness of access to education is very important to strengthen the strength and unity of the nation. With education outside the region of Papua is expected to transfer knowledge and strengthening the values of nationality to learners from Papua. Learners will be able to build Papua and implement the national values when they return to their area [12].

### **2) Solution to the marginalization of Master Honorer**

Problems submitted by Sudaryono in an article entitled 'The Paradox of Marginalization of Honorary Teachers' concerning the fate of Honorary Teachers. According to Sudaryono Honorary Teachers are teachers that the government needs but are abandoned. The reasons are as follows. 1) Honorary teachers take part in supporting the burden of teaching in schools such as state teachers and foundation teachers. 2) Honorary teachers experience a difference in honorarium. This is due to the use of the School Operational Fund (BOS) budget. BOS funds should only be used to pay teachers honorary maximum 20 percent of the total funds available. The restriction rules are contained in Permendiknas number 8 of 2017 on Technical Guidelines for the use of BOS Funds for Fiscal Year 2017. This policy resulted in the termination of employment by the City Government through the local education office [13].

The solution offer from Sudaryono is 1) Honorary teacher is entitled to become a Government Worker. 2) The government is entitled to draft a government regulation governing quotas for honorary workers. However, do not let the government issue harmful for honorary teachers who have been waiting for the appointment. 3) The use of funding for honorariums of honorary teachers in schools to consider the ratio of the number of students and teachers in accordance with government provisions in Permendiknas number 15 of 2010 on MSS in the district or city [13].

### **3) A solution to the low interest in literacy in schools**

The problem Hidayah put forward in his article entitled 'Optimal Literacy, Read and Writing Complete Solutions' deals with the low interest in literacy in schools. Hidayah mentioned that in the context of national education, public interest in reading and writing is very worrying. This is caused by various problems one of which is the school does not have a literacy development program that can grow literacy and systemic culture [14].

Hidayah offers solutions in a way 1) the need for a School Reading Program Routine, this is a strategy of reading intervention that has been used by developed countries in cultivate and improve students' reading ability. 2) Schools follow up with Literacy Competition (Reading-Writing). Some types of literacy competitions that can be done include speed reading contest, comprehensive reading contest, story telling competition, essay competition, book review competition, poetry contest, and magazine competition. 3) Provision of Literacy Award, which is a reward program to participating parties, whether directly or indirectly. The target of Literacy Award recipients is teachers / educators, students and individuals who have participated. Award of award charter and coaching fund for further enhancement of literacy awareness. 4) Development of school libraries through the addition of a collection of quality literary books. 5) at certain events in the school held book bazaar activities [14].

#### **4) The solution to the reasons people do not write**

The problem Usman Roin posed in his article 'Counter Reason for Not Writing' relates to people's unwillingness to write. Roin mentions that various propositions are used as an excuse to avoid writing. Whereas the various levels of education have been passed from elementary school to Higher Education [15].

The solution offered by Roin is to spend an hour a day writing. Roin mentions that writing can be easy when it is time to spend an hour a day, until something you want to write can be solved in a concrete form and not just wishful thinking [15].

#### **5) Solutions for student dating phenomenon**

Problems raised by Ulfah in an article entitled 'Building a Partnership Between Master and Student Parents' with respect to the phenomenon of dating students. Ulfah mentioned that the phenomenon of dating students is now at a very alarming stage. Dating does not only occur in middle-aged teenagers in junior or senior high school. However, it reaches elementary school children [16].

Ulfah offers several solutions as follows. 1) parents and teachers should position themselves as parents and friends. 2) Parents and teachers should provide sex education at an early age so that children know the limits of intercourse with the opposite sex. 3) provide religious education. 4) active communication between teachers and parents. 5) establish a liaison book between guardian / teacher class with parents / guardians of students. Can also guardian / teacher class create a WhatsApp group that consists of all parents of the class [16].

#### **6) Solution to overcome Mythophobia**

The problem conveyed by Sumtingah in his article entitled 'Mythophobia, Inhibition of Speech Skills' concerning one type of fear, Mythophobia. Mythophobia is a feeling of not daring to declare or do something for fear of being wrong. The sufferer has difficulty in communicating and dealing with others for fear of being wrong when expressing something [17].

The solution offered by Sumtingah is 1) guide the person with the phobia to read his own writing (loudly). 2) Practice speaking in front of others. 3) invite role play.

4) confront them with the real situation. 5) change the mindset sufferers about interpreting mistakes. 6) Invite to interact with others. 7) Train to dare to issue statements. 8) Do not be scolded or feared [17].

### **7) Solutions for teachers to publish scientific work**

The problem mentioned by Supanti in his article entitled 'Practical Solutions Writing' is related to the inability of teachers to publish scientific work. Supanti mentions that the inability of teachers to write and publish scientific papers is suspected as a result of a teacher-oriented work culture that is more speech-oriented than writing[18].

The Solution offered by Supanti is to integrate all teacher activities. Activities speak, guide, train, read, assess, write, record student complaints. All writers sikapi as a unified task unity. Similarly, the authors' participation in training in classroom action research (PTK), Scientific Writing (KTI), Scientific Journals, Popular Scientific Writing, and Innovative Works, are not respectively seen as stand-alone activities. The chain of activities reinforces the author that making PTK, KTI, or articles will be easier to do if we have a good concern on the data of school guidance programs, expression of student complaints, or information about other learning. Then it goes on to be a research topic or scientific writing. Speaking activities are carried out while writing notes and integrated with textbook texts in order to obtain scientific references. Next reading many diverse books, making our vocabulary riches become more diverse as well. Especially when after reading we try to write small notes which is the result of the reading freely. Writing activities will feel smooth, and the records that we have over time can be as complete as the document [18].

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