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## Fulfillment of standards of education and education workers

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**Abstract:** The purpose of this study was to determine the level of compliance with the standards of educators and education at SLBN Salatiga. This study uses a saturated/census sampling technique. Data collection techniques using questionnaires, documentation and interviews. The data analysis technique used Quantitative Analysis Techniques. The results showed that the fulfillment of the standards of educators and education personnel at SLB Negeri Salataiga was the teacher aspect which reached 94.62%, then the principal was 82.05% and the education staff was 81.11%, or overall showed very high compliance.

**Keywords:** Standards, educators, education personnel

## INTRODUCTION

Education is a human effort to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture (Fuat Ihsan, 2010). The progress of a nation cannot be separated from the educator factor, because education has an important role in efforts to improve human resources (HR) which is an important element in the development of a nation. Based on RI Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 1 Paragraph (1) education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality intelligence, noble character and skills needed by himself, society, nation and state. Based on the law, education has a very important role to ensure the development and continuity of the nation's life because education is a process in an effort to form intelligent and skilled human beings, to create quality and creative human resources (HR) and be able to compete in facing challenges. and Science and Technology. Learning is a process activity and is a very fundamental element in every type and level of education.

In Indonesia, educators for education units are regulated in national education standards. National Education Standards (SNP) are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP serves as the main guideline in planning, implementing, and supervising education in the context of realizing quality national education. SNP includes graduate competency standards, content, process, management, educators and education personnel, assessment, infrastructure, financing. Of the 8 SNPs, only the standards of educators and education personnel will be assessed. The fulfillment of the SNP is expected to realize skilled, potential and quality human resources as implementers of development in realizing national goals (Arsyad and Sulfemi, 2018).

The standards of educators and education personnel are criteria for pre-service education and physical and mental eligibility, as well as in-service education. The academic qualifications of educators are at least S1 or D4 education. Educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize national education goals. The academic qualification referred to above is the minimum level of education that must be met by an educator as evidenced by a diploma and/or certificate of relevant expertise in accordance with the

provisions of the applicable legislation. Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers must have 4 competencies: (1) pedagogic competence; (2) personality competence; (3) Professional competence; and (4) social competence. Educational personnel are in charge of carrying out administration, development, supervision, and technical services to support the educational process in educational units (Law No. 20 of 2003 article 39). Educational personnel include school/madrasah principals, education unit supervisors, administrative staff, library staff, laboratory personnel, technicians, study group managers, tutors, and cleaning staff.

Educators at Special Schools (SLB) as formal education units are also required to meet the qualifications and competencies of teachers as teachers in general. Teachers in special education units (SDLB/SMPLB/SMALB) or other equivalent forms, must have a minimum academic qualification of diploma four (D-IV) or undergraduate (S1) special education program or bachelor degree in accordance with the subjects being taught/taught, and obtained from an accredited study program (Government Regulation No. 19 of 2005).

Educational staff in education units including special education units (SLB) are regulated in the Minister of National Education Regulation Number 24 of 2008 covering school principals, administrative staff, laboratory assistants, librarians, and cleaning staff. Special education units (SLB) do not fully have the minimum required education personnel, but are prepared as needed.

An SLB principal is required to meet the nationally applicable school/madrasah principal competency standards (Permendiknas No. 13 of 2007). The person concerned must have: (1) General qualifications: meet the competency standards of SLB educators, have experience as an educator at least 6 years, at least have a minimum group of 6; (2) Have managerial competence; (3) Entrepreneurship Competence; (4) Supervision Competence; (5) Social competence,

In the attachment to the Minister of National Education No. 25 of 2008 it is stated that the standards for school/madrasah librarians include the head of the school/madrasah library and school/madrasah librarian. School/madrasah organizers are required to apply the standards for school/madrasah library staff as regulated by a Ministerial Regulation. The head of the school/madrasah library must meet the following requirements: 1) Qualify at least Diploma four (D4) or Bachelor (S1); 2) Have a certificate of competence in the management of school/madrasah libraries from an institution determined by the government; 3) Minimum working period of 3 years. Librarians have competency standards as follows: a) minimum academic qualifications are D3 (according to their field or cognate); b) have professional competence in accordance with their field of duty; c) have personality competencies including: being an example in noble character.

In the attachment of Permendiknas No. 24 of 2008 stated that the school/madrasah administrative staff consists of the head of the school/madrasah administration staff, the executive of affairs, and special service officers. The head of the SD/MI/SDLB administrative staff can be appointed if the school/madrasah has more than 6 study groups. The qualifications of the head of the SD/MI/SDLB administration staff are: 1) have a minimum education of SMK or its equivalent, a relevant study program with work experience as a school/madrasah administration staff of at least 4 years; 2) Have a certificate of the head of the school/madrasah administration staff from an institution determined by the government.

The standard of a school custodian is someone who will be appointed to be a school guard, security officer, gardener, cleaner, driver, messenger, must meet the following standards: a) minimum academic qualification of SMP/MTs; b) have skills according to their field; have personality competencies, including: being a role model in noble character, not smoking and not consuming prohibited substances.

There are many special schools that in carrying out the fulfillment of educators and education staff do not meet the standards set by the government, and continue to carry out work in accordance with the main tasks of each component. Meanwhile, if this is carried out continuously without changes towards adjusting the standards set by the government, it will affect the academic progress of the school or agency concerned.

Salatiga State SLB is one of the SLB in Salatiga City. SLB N Salatiga was originally named SDLB Negeri Salatiga (established 1983), after being fully managed by the Provincial Government it became SLB (2015). The accreditation status of the Salatiga SLBN is in category A. Currently, for the 2021/2022 academic year, the Salatiga SLBN has 25 educators (PNS) and 15 (Provincial Honorary Personnel), 2 people (Wiyata Bakti).

Based on the description above, the author wants to examine the gap between the minimum demands of the Government and the actual situation, especially the standards of educators and education personnel at SLB Negeri Salatiga, so it is necessary to prove it in a study.

## METHOD

This research uses quantitative methods, namely a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. (Kasiram (2008: 149) in his book *Qualitative and Quantitative Research Methodology*). This study used the subject of all teaching and educational staff (saturated/census sampling technique) at SLB Negeri Salatiga, amounting to 42 people. The processed data are 30 subjects.

Data collection techniques used in this research are questionnaires via google form, documentation and interviews. The data collected were analyzed using quantitative descriptive analysis, namely the data were analyzed using percentage calculations to determine the fulfillment of the standards of education and education personnel at SLB Negeri Salatiga.

## RESULT AND DISCUSSION

Subjects of this study were 42 teachers and education staff at SLB Negeri Salatiga, but the data collected and processed were 30 people. The situation at the Salatiga State SLB based on data for May 2021 is as follows.

Table 1. The Number of Teachers and Education Personnel of SLBN Salatiga in May 2021

	TEACHER			education personnel		
	civil servants	non-civil servant	TOTAL	civil servants	non-civil servant	TOTAL
amount	24	10	34	0	8	8
PERCENT	70.59	29.41		-	100.00	

Based on the table above, it is known that 70.59% are civil servants and the rest (29.41%) are non-civil servant teachers. All education staff at the Salatiga SLBN are non-civil servants.

The fulfillment of national education standards in the field of educators and education at SLB Negeri Salatiga includes 3 aspects, namely the fulfillment of the standards of principals, the fulfillment of teacher standards and the fulfillment of the standards of education or administrative staff.

Aspects of fulfilling school principal standards according to the Minister of Education and culture Regulation number 6 of 2018 concerning the assignment of teachers as school principals. The requirements are: 1). Academic Qualifications Min S1 / D-IV from universities and study programs with a minimum accreditation of B, 2). Have an educator certificate. 3). Academic Qualification Min S1 / D-IV from universities and study programs with a minimum accreditation of B. 4). Minimum 6 years of teaching experience for each level, except at the TK/TKLB level, which is 3 years. 5). Have a teacher's work performance assessment results with the lowest designation "Good" for the last 2 (two) years. 6). Have managerial experience with tasks relevant to school functions for at least 2 (two) years. 7). Physically, mentally healthy and free of drugs based on a certificate from a government hospital. 8). Never been subject to moderate and or severe disciplinary punishment in accordance with the provisions of the legislation. 9). Not currently a suspect or has never been a convict, and 10). Maximum age of 56 (fifty six) years at the time of first appointment as Principal.

Aspects of Fulfilling Teacher standards based on the Regulation of the Minister of Education and Culture number 15 of 2018, 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. The main tasks of teachers are carried out in early childhood education units (PAUD), and also in formal education from kindergarten to high school/K, and special education. The teacher carries out a workload of 40 hours in 1 week The workload of 40 hours in 1 week for the teacher as referred to which consists of 37.5 hours of effective work and 2.5 hours of rest.

Aspects of meeting the standards of education staff or administrative staff, based on the Regulation of the Minister of National Education in 2008 concerning Standards for school/madrasah administrative staff, Includes: 1) Head of Administrative Staff; SD/MI/SDLB, SMP/MTS/SMPLB, SMU/MAN/SMK/SLB 2). Executive Affairs; Executing Personnel Administration Affairs, Implementing Financial Administration Affairs, Implementing Administrative Affairs for Facilities and Infrastructure, Implementing Administrative Affairs for School and Community Relations, Implementing Administrative Affairs for correspondence and archiving, Implementing Student

Administration Affairs, Implementing Curriculum Administration Affairs, Implementing Administrative Affairs. 3)); Special Service Officers; School/Madrasah caretaker, educated at least graduated from SMP/MTs or the equivalent, Gardener with minimum education at SMP/MTs or equivalent and appointed if the school/madrasah garden area is at least 500 m<sup>2</sup>, Cleaning staff, educated at least graduated from SMP/MTs or who equivalent, the driver has a minimum education of SMP/MTs graduates or the equivalent, has the appropriate driving license, and is appointed if the school/madrasah owns a four-wheeled vehicle. An errand boy with a minimum education of SMP/MTs or equivalent.

Table 2. Descriptive Analysis of Education Personnel Standard Fulfillment Score

	Descriptive Statistics		
	Mean	Std. Deviation	N
TOT	35.1333	3.20273	30
KS	10.6667	1.02833	30
GR	12.3000	.59596	30
ADM	12.1667	2.93708	30 The

table above shows that the overall mean score (TOT) is 35.13, headmaster (KS) 10.66, Teacher (GR) 12, 30 and education staff (Adm) 12.16. The mean in the table does not give any meaning if it is not compared with the maximum value of each aspect. The following is a table of percentages of compliance with educational and educational standards at SLB N Salatiga.

Table 3. of Percentage of Fulfillment of Educational Standards

No	Aspect	Average
1	headmaster	82.05
2	Teachers	94.62
3	Education Personnel/Adm	81.11
4	Total	85.69

It can be seen that the highest percentage of the fulfillment of the standards of educators and education personnel at SLBN Salatiga is the aspect of teachers who achieve 94.62%, then 82.05% principals and 81.11% education staff. More clearly can be checked in the following chart.

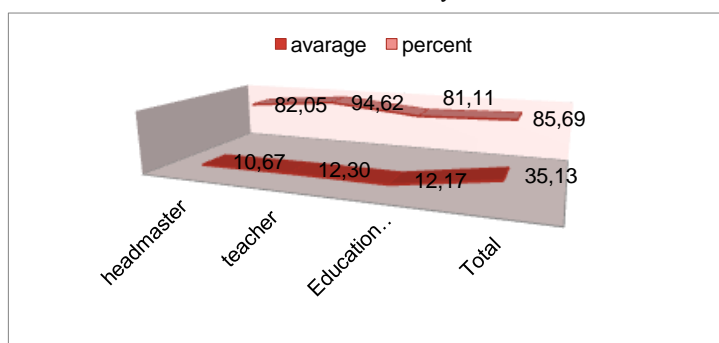


Figure 1. Fulfillment of Educator and Educational Standards

Taking into account the analysis above, SLB N Salatiga in meeting the standards of educators and education staff as a whole shows encouraging results, reaching 85.69% or very good.

Meeting the standards of teaching and educational staff at the Salataiga SLBN is the teacher aspect which reaches 94.62%, then the principal is 82.05% and the education staff is 81.11%. The fulfillment of the standards of education personnel occupies the lowest level of fulfillment compared to that of educators, this is because all education staff employees are not civil servants and their

recruitment is not selected but on a voluntary basis. In contrast to the education staff, most (71%) are civil servants and 29% have contractual status with the Provincial Government whose recruitment is quite strict. A number of teachers have obtained educator certification (60%), so that the condition of the education staff at the Salatiga SLBN can be proud of in terms of meeting national education standards.

## CONCLUSION

Meeting the standards of educators and education staff at SLB Ngeri Salatiga has met the required qualifications and has even reached a very good rating.

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