

The Role of the Maluku Province Education Office in Meeting the Needs of Civics Subject Teachers

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Abstract

Civics subjects are also one of the important subjects that must be taught by teachers who have a background in Citizenship Education, this is important because now the younger generation has lost their sense of nationalism, in the midst of modernization and globalization. Therefore, the role of not only the school principal is needed, but the role of the regions, one of which is regulated and managed by the regions is the education sector, as in Law number 32 of 2004 concerning local government, article 14 paragraph 1 states that the Implementation of Education is one of the mandatory affairs. which is the authority of the Provincial Government and Regency/City Government. And regulated in law number 14 of 2005 concerning Teachers and Lecturers, in article 24 paragraph 2 it is stated that the provincial government is obliged to meet the needs of teachers, both in number, academic qualifications, and in competence evenly to ensure the continuity of secondary education and special education in accordance with authority. The problem in this study is what is the role of the Maluku provincial education office in meeting the needs of Civics teachers at SMA Negeri 16 West Seram, Manipa Islands District, West Seram Regency. The method used in this research is a qualitative research method. Data collection techniques that the authors do consists of two ways, namely observation and interviews. The data analysis technique that the authors use in this study is interactive data analysis. The results of the research that the authors obtained were: The role of the education office in meeting the needs of teachers, namely by recruiting honorary workers or contract teachers and recruiting CPNS and PPPK in accordance with the provisions of the law.

Keywords: The Role of the Education Office, Teacher Recruitment



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INTRODUCTION

Education is the most important thing in human life, this means that humans have the right to get education in their lives. Education is the most important factor in efforts to improve the quality of the nation, especially the quality of human resources. Educated human resources are the main pillar of the nation to compete in today's global era. Greetings Law Number 20 of 2003 concerning the national education system (sisdiknas) explains that: 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 (UU No. 20/2003 concerning the national education system article 1 paragraph 1).

Every Indonesian citizen has the right to education, therefore the government is obliged to fulfill every citizen's right to education to improve their quality of life and that of the Indonesian people. This government obligation is contained in Law Number 20 of 2003 concerning the national education system article 11 paragraph (1) which states that the government and local governments are obliged to provide convenience services, as well as guarantee the implementation of quality education for every citizen without discrimination.

Quality schools will support the success of quality education in Indonesia. There are several factors that determine success and success in education. These factors can be classified into three groups. First, hardware factors, which include study rooms, practical equipment, laboratories, libraries. Second, software factors (software) which includes curriculum, teaching programs, school management and learning systems. Third, brainware, which concerns the existence of teachers (lecturers), principals, students, and people involved in the educational process itself. Sumarmi (2012: 3) in Fajriah (2014).

One component that is very influential in realizing quality education is the curriculum and teachers. Curriculum is an important element in the educational process for the creation of a good and effective learning process. The goals of education that have been stated in the curriculum can be carried out without prejudice to the role of an educator or teacher. Teachers are at the forefront of the educational process. The learning achievements achieved by students are largely determined by teacher factors. Therefore, the need for teachers is felt to be very important and distributed proportionally and evenly in order to create quality and equitable education.

In the 1945 Constitution the problem of education has been implicitly stated in the preamble, that one of the goals of the state is to educate the life of the nation which is then strengthened in Article 31 paragraph 1 which states that every citizen has the right to receive education. Education is very important and strategic in determining the future of governance and development. For this reason, in line with the new paradigm of implementing regional autonomy with the aim of enabling the regions concerned to regulate and manage their own households based on applicable laws, the regions have the authority to manage government affairs in the regions on their own initiative, including the management of administration in the field of education.

In the current era of regional autonomy, the central government has involved provinces and district/city governments in administering or managing education in their regions. One of the authorities of the provincial and district/city governments in managing education is in the sector of teaching staff and educational staff as in Law Number 20 of 2003 concerning the National Education System article 41 paragraph 3 it states that "the government and regional governments are obliged to facilitate education units with educators and education personnel needed to ensure the implementation of quality education. One of the governmental affairs that is regulated and managed by the regions is the education sector, as in Law Number 32 of 2004 concerning Regional Government article 14 paragraph 1 it is stated that the implementation of education is one of the obligatory affairs which is under the authority of the Provincial Government and Regency/City Government. Therefore, education is the main sector and receives special attention in the administration of regional government. It is very important in the implementation of education with the availability of adequate teaching staff. To guarantee expansion and equity of access, as well as improve the quality of education, the government issued Law Number 14 of 2005 concerning Teachers and Lecturers, in article 24 paragraph 2 it is stated "The provincial government is obliged to meet the needs of teachers, both in terms of number, academic qualifications, and competence. evenly to ensure the continuity of secondary education and special education in accordance with the authority".

The main objective of structuring and equity is to rearrange the needs of teachers in educational units so that they are rational in order to create an even and balanced education, the educational process can run effectively and efficiently so that in the end there is a common standard of educational outcomes throughout Indonesia. Not only is the passing standard always 100%, but what is clear is that the scientific standards are close to the same. In order to run effectively and efficiently, a review of the analysis of the needs of teaching staff must be

truly accurate and realistic in the field. Because education is carried out through the regional autonomy or decentralization movement, it becomes a necessity to immediately implement it in the state system as a form of government accountability in building a democratic society, achieving society and increasing national competitiveness. So that in the regional context, educational autonomy must be able to accommodate flexibly the various needs of the community in the region, be able to create local people who excel, and be able to achieve progress in the local area through an appropriate educational policy.

According to research conducted by the World Bank in 2013, more than half of elementary, middle and high school teachers in urban areas have bachelor's degrees and only 20% of teachers in remote areas have bachelor's degrees. The reality on the ground proves that there is a shortage or excess of teachers in educational units, in a district/city, and/or province and there is a transfer of teacher functions, resulting in a gap in the distribution of teachers between educational units, between levels, and between types of education, between districts/cities, and between provinces. Deficiencies in the sense that the numbers are lacking, or it could be a shortage of teachers in certain subjects. Likewise, there is an excess number of teachers and a shortage of teachers in certain subjects. Based on the observations of researchers, it can be seen that in SMA 16 West Seram, where the number of teachers is 17, including 4 PNS teachers, 13 honorary teachers.

In the learning process at State Senior High School 16 West Seram, many of the teachers do not have good competence in learning activities because the Civics teacher at that school does not come from the educational background being taught or not a Citizenship Education background but an Islamic Religion education teacher. Components will be maximized when all components are fulfilled according to their respective functions. This phenomenon occurs almost evenly in various schools, both from elementary school to high school level. This problem will affect the output produced so that there is minimal insight related to nationality.

RESEARCH METHODS

This research is a qualitative research with descriptive method. Whitney (1960) in Andi Prastowo (2011: 201) explains that the descriptive method is a fact-finding with the right interpretation. This research studies the problems in society and the procedures that apply in society and certain situations, including relationships, activities, attitudes, views, and ongoing protests and influences in a phenomenon. Arikunto (2003: 310) confirms that descriptive research is not intended to test a particular hypothesis, but only describes what is about a variable, symptom, or condition. Qualitative descriptive research is research that attempts to describe or describe the object under study based on the facts in the field. By using informants as data sources, the data presented uses primary and secondary data through interviews, documents, books and the internet.

RESEARCH RESULTS AND DISCUSSION

Efforts by the Maluku Provincial Education Office to provide PKN teachers at State Senior High School 16 of West Seram

Law of the Republic of Indonesia Number 23 of 2014 concerning Regional Government, explains that the Government consists of the Central Government and Regional Governments. Central Government is the Central Government is the President of the Republic of Indonesia who holds the power of government of the Republic of Indonesia who is assisted by the Vice President and Ministers as referred to in the 1945 Constitution of the Republic of Indonesia. government affairs that fall under the authority of the autonomous region. Regional Government is the administration of government affairs by regional governments and

regional people's representative councils according to the principle of autonomy and co-administration with the principle of broadest autonomy within the system and principles of the Unitary State of the Republic of Indonesia as stipulated in the 1945 Constitution of the Republic of Indonesia.

The division of authority between the Central Government and Regional Governments in education affairs is regulated in Law Number 23 of 2014 concerning Regional Government. In more detail, based on the law, the affairs of early childhood and non-formal education (PAUDNI) and basic education (SD and SMP) are under the authority of district/city governments. To improve the quality of education in Maluku, of course, referring to the Maluku governor's regulation number 18 of 2017 concerning job descriptions for senior high leadership positions, administrators and supervisors within the Maluku province education and culture office. To improve the quality of senior secondary education, the head of the Education Office assigned the task to the Head of the Senior High School Development Division. These tasks included: (1) the task of carrying out the formulation and implementation of policies in the field of curriculum and assessment, (2) institutions and infrastructure and (3) students and character development. The Regional Education Office in its role strives to improve the quality of education in various fields, including; delegation of management authority for school-based quality improvement; so that schools can actively participate in improving the quality of education.

Then the affairs of secondary education (SMA and SMK) and special education fall under the authority of the provincial government. The role of the central government and local governments working together can have a good effect on improving the quality of education. One of the stakeholders who has the authority to make policies and various programs in the field of education is the Education Office. Education is very important for the progress of the nation and state. Therefore, the Ministry of Education and Culture (Kemendikbud) is determined to solve various problems that arise in the education sector. One of the complicated problems faced today is the problem of teachers. One of the education office's efforts to meet teacher needs is carried out collectively, namely by proposing the number of teacher quotas to the central government, so that the central government determines the number of teachers in each region referring to the recommendations of the regional government, through the education and culture office. The proposed number of teachers is not limited to one subject matter but to all subject matter and is proposed for all high schools in the province. The number of teachers proposed for each school is seen based on basic data on education in each school and the number of teachers and education staff (GTK). The efforts made by the education office are not limited to one school but to all senior high schools, be it SMA, MA or SMK. In addition to efforts to propose directly to the central government through the Ministry of Education and the State Civil Service Agency. The Office of Education and Culture also recruited honorary staff to fill the teacher vacancies in each school.

One of the efforts of the Maluku provincial education office to meet the needs of teachers was carried out collectively throughout Maluku province, namely proposing the number of teacher quotas to the central government, so that the central government determines the number of teachers in each region referring to the recommendations of the local government, through the education and culture office. The proposed number of teachers is not limited to one subject matter but to all subject matter and is proposed for all SMAs in Maluku province. The number of teachers proposed for each school is seen based on basic data on education in each school and the number of teachers and education staff (GTK). The efforts made by the education office are not limited to one school but to all senior high schools, be it SMA, MA or SMK. In addition to efforts to propose directly to the central government through the Ministry

of Education and the State Civil Service Agency. The Maluku Provincial Office of Education and Culture is also recruiting honorary staff to fill teacher vacancies in each school. And on February 25, 2022. Based on the circular letter of the Acting Head of the Maluku Province Education and Culture Office number 420/132/2022 dated 25 February concerning Selection of Non-permanent Teachers in 2022. There were 1853 registered and 1749 who took the test to fulfill the 732 quota came from assignment SK teachers.

Regarding the efforts of the Provincial Education Office to meet the needs of subject teachers at State Senior High School 16 Seram in the West, based on the findings above: so far we have recapitulated and proposed several times related to the absence of the intended subject teacher, but until now we have not getting PPKN subject teachers, whether we are from the school who submitted the request late or from the education office which until now has not processed the subject teacher's request, we do not know. Obstacles Faced by the Maluku Province Education Office in Meeting the Needs of Teachers at the High School Education Level, Especially at SMA Negeri 16 West Seram. Based on the findings above, there are actually no obstacles faced, because to fill teacher vacancies in each subject in various schools, the education office always monitors the number of teachers for each school through basic education data (Dapodik) for each school. From these data, if there is a shortage of teachers, the education office will collect data and propose teacher shortages in each school to the government. So that when the recruitment of teaching staff is carried out, both PNS and PPPK, the number of schools that do not have teachers in each subject is available and these can be filled by undergraduates who are pursuing a bachelor's degree in teacher training.

Obstacles Faced by the Maluku Province Education Office in Meeting the Needs of Internship Teachers at SMA Negeri 16 West Seram

The findings above for the obstacles faced actually do not exist, because to fill teacher vacancies in each subject in various schools, the education office always monitors the number of teachers for each school through the basic education data (Dapodik) for each school. From these data, if there is a shortage of teachers, the education office will collect data and propose teacher shortages in each school to the government. So that when the teaching staff is recruited, both PNS and PPPK, the number of schools that do not have teachers in each subject is available and it is possible that the number of teachers in each subject is available and that can be filled by undergraduates who are pursuing an undergraduate degree in teacher training. In addition to directly proposing the Maluku Province Education and Culture Office, it is also recruiting honorary workers to fill the vacancies of teachers. As was carried out in February 2022 yesterday which was attended by 1749 participants out of 1853 people who registered to fulfill the quota of 732 people, the quota is the total number of 11 Regencies/Cities in Maluku province”

Tabel 1. Informan Penelitian

No	Name	Position	Answer
1	Insun Sangadji,	Head of Department	<ul style="list-style-type: none"> So far, to find out the vacancy of subject teachers in these schools, there should be a special request from the school related to the lack of subject teachers so that we from the service can work on what things must be prepared to fill the vacancies of subject teachers
	Husen	Office Secretary	<ul style="list-style-type: none"> To improve the quality of senior secondary education, the head of the Education Office assigned tasks to the Head of the Senior High School Development Division. These tasks included: (1) the task of carrying out the formulation and

	Ne'ma Patty	Principal of SMA 16 SBB	<p>implementation of policies in the field of curriculum and assessment, (2) institutions and infrastructure and (3) participants education and character development.</p> <ul style="list-style-type: none"> This school has a shortage of teachers in the field of Civics, thus affecting student learning outcomes in Civics subjects. Because there are no Internship subject teachers, the main initiative we are taking is to ask other subject teachers to be willing to teach PKN subjects.
	Fazriah Z. Wasahua	PKN teacher	<ul style="list-style-type: none"> To improve the quality of education, especially at SMA Negeri 16 Seram West Part, the principal and other teachers often carry out activities and workshops.
	Husen	Service Secretary	<ul style="list-style-type: none"> One of the efforts of the Maluku Province education office in meeting the needs of teachers, was carried out collectively throughout Maluku province, namely proposing a quota for PKN teachers.
	Ne'ma Patty	Principal of SMA 16 SBB	<ul style="list-style-type: none"> So far, we have recapitulated and proposed several times regarding the absence of the subject teacher in question, but until now we have not yet received PKN subject teachers,
	Insun Sangadji	Head of Department	<ul style="list-style-type: none"> We have prepared several strategies to anticipate this from the start. When there is a merger of four schools into one teacher arrangement will be more effective. The selection process for contract teachers will involve BKD and tertiary institutions to produce contract teachers who are competent in their fields.
	Husen	Service Secretary	<ul style="list-style-type: none"> What has been done, of course, is based on the Circular on the Implementation of the Duties of the Head of the Maluku Province Education and Culture Office Number 420/132/2022 dated 25 February concerning the Selection of Non-Permanent Teachers in 2022.
	Ne'ma Patty	Principal of SMA 16 SBB	<ul style="list-style-type: none"> What we did at school to anticipate this was by asking the existing teachers whether anyone could give or teach these subjects or not. If he is then we will entrust the teacher to teach the subject.
	Fazriah Z. Wasahua	PKN teacher	<ul style="list-style-type: none"> To request the willingness of PKN subject teachers, this is indeed a special request from the Principal so that we can bring PKN Subjects in class.
2	Husen	Service Secretary	<ul style="list-style-type: none"> Yes, there is a shortage of teachers in SMA, for the data collection of teachers, especially in covering SMAs in Maluku, there are indeed many teachers who are lacking, not only at SMA Negeri 16 Seram in the west, but there are also several high school teachers in Maluku unfilled.
	Lili Nuhuyanan	Service Officer	<ul style="list-style-type: none"> In schools, especially high schools in Maluku, indeed there are teachers who have not been filled. So far, we from the service have indeed monitored this frequently. To fill in these teachers there should be a special request from the school to fill these teachers.
	Ne'ma Patty	Principal of SMA	<ul style="list-style-type: none"> Yes, there is, our school has a shortage of Civics teachers, so it

		16 SBB	affects student learning outcomes in Civics subjects because we have a shortage of these teachers here.
Fazriah Wasahua	PKN teacher		<ul style="list-style-type: none"> To improve the quality of education, especially at SMA Negeri 16 Seram West Part, usually the principal and other teachers often carry out activities and workshops, the purpose of this training is to increase the competency of the participants in implementing school management based on the opportunities and challenges they have by each school.
Kadir Talapuka	Service Officer		<ul style="list-style-type: none"> As for the obstacles, there really aren't any, because to fill in teacher vacancies in each subject in various schools, the education office always monitors the number of teachers for each school through basic education data (Dapodik) for each school.
Lili Nuhuyanan	Service Officer		<ul style="list-style-type: none"> For this data, if there is a shortage of teachers, the education office will collect data and propose teacher shortages in each school to the government. So that when the recruitment of teaching staff is carried out, both PNS and PPPK, the number of schools that do not have teachers in each subject is available and these can be filled by undergraduates who are pursuing a bachelor's degree in teacher training.
Nema Patty	Principal of SMA 16 SBB		<ul style="list-style-type: none"> So far there have been no obstacles in proposing subject teachers to the education unit at SMA Negeri 16 West Seram, the recording of teacher data here has gone smoothly.
Insun Sangadji	Head of Department		<ul style="list-style-type: none"> So far to recruit to meet the needs of subject teachers, we at the service often collect data on teaching staff so that we can find out what problems this school is facing, for example teacher staff. With this problem, we will collect data or recapture teacher staff which is lacking.
Husen	Service Secretary		<ul style="list-style-type: none"> We at the agency also frequently collect data on teaching staff in various schools, not just in one school but in all schools in Maluku.
Nema Patty	Principal of SMA 16 SBB		<ul style="list-style-type: none"> In the process of carrying out our recruitment from schools, we are often constrained by time, space and facilities, and because of the sudden transfer of teachers, it is difficult for us to find teachers who really fit the needs of schools, so we recruit only existing teachers to teach. those subjects.
Fazriah Wasahua	PKN teacher		<ul style="list-style-type: none"> So far, recruitment from the school related to the appointment of subject teachers is one thing that must be considered, the principal has said that it has been very difficult to fill up subject teacher staff so far, therefore the school principal took the initiative to appoint subject teachers another lesson to teach subjects for which there are no teachers.
Husen	Service Secretary		<ul style="list-style-type: none"> As for steps or actions, we cannot immediately say what needs to be done, but back to the work of the service itself, for example, if there is no request for teachers from schools, we will automatically not be able to make efforts to recruit staff. Teacher. back again that the role of the service itself is trying to always recap or collect data for teachers at every school in Maluku, so to fill the vacancies for subject teachers will only be

	Lili Nuhuyanan	Service Officer	<p>filled at the PNS recruitment stage.</p> <ul style="list-style-type: none"> • Yes, for implementation in recruiting teachers we can't immediately take action if there is no report from the school
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CONCLUSION

Lack of human resources, in this case teachers, is a major factor in the emergence of problems in the world of education. Many teaching staff who teach are not in accordance with their educational background and are the causes and problems in the world of education. If the teacher who teaches does not come from an educational background that meets the specifications, then the output produced is also not of high quality. This will be the main cause of the decline in the quality of human resources and become an educational problem in the future. The educational problem that occurred at SMA Negeri 16 West Seram was caused by limited human resources (teachers) in several subjects, such as Sociology, Physical Education, English and Pancasila and Citizenship Education. Besides that, teachers who teach subject matter are not in accordance with their educational background or scientific background because the principal is less selective in choosing teaching staff. Teachers who teach not in accordance with their basic knowledge are honorary school teachers. Honorary school teachers are honorary teachers who teach at school with the approval of the school principal.

The educational problems that occur in high schools, such as those that occurred in SMA Negeri 16 West Seram, are not only the fault of the school principal, but also the weak control of the Education and Culture Office of Maluku Province, which is not optimal in carrying out its duties and responsibilities in monitoring and evaluating schools, as well as the competence of the teachers who teach in each high school which is the authority of the Maluku Province education office

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