



Analysis of the implementation of educational management policies on the workload of certified teachers at public junior high schools in Rengat Barat district, Indragiri Hulu regency

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Article info	Abstract
Keywords: policy implementation, education management, workload, certified teachers	This research focuses on studying the implementation of education management policies regarding teacher workload at the certified junior high school (SMP) level. The research aims to determine the implementation of education management policies regarding the workload of accredited teachers in State Middle Schools and West Rengat District, Indragiri Hulu Regency so they will know the solution. This research uses a qualitative approach to field observation. The key information in this research is the people who are directly involved and know about teacher workload problems, namely the Regional Coordinator for Education and Culture, Heads of State Middle Schools, Deputy Heads, and teachers of State Middle Schools in West Rengat District, Indragiri Hulu Regency. Data collection techniques use interview techniques, documentation techniques, and observation techniques. Then, the data analysis process is carried out in four stages: data collection, data reduction, data presentation, and data verification or conclusion.

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1. Introduction

Education is one of the main foundations for the development of a nation. To achieve optimal education quality, the role of teachers is crucial. As the leading agents in the educational process, teachers have significant duties and responsibilities in guiding and imparting knowledge to the younger generation. In recognition of the critical role of teachers in the education system, the Indonesian government has implemented teacher certification policies to improve the quality of education. However, implementing this policy also impacts the workload of certified teachers at the junior high school level.

The workload of certified teachers in junior high schools has become an interesting topic to research as it reflects the complexities and challenges within Indonesia's education system. Teacher certification is expected to ensure the quality of education so that professional teachers can achieve national education goals. The teacher certification policy through the Ministry of National Education Regulation No. 18 of 2007 is one of the National Education Department's efforts to improve the quality

and professionalism of teachers, thereby enhancing the quality of learning in schools. The objectives of certification are: (a) to determine the eligibility of teachers in performing their duties as professional educators, (b) to improve the process and outcomes of learning, (c) to enhance teacher welfare, and (d) to elevate the dignity of teachers in realizing quality national education.

This research article aims to explore and conduct an in-depth analysis of the implementation of education management policies concerning the workload of certified teachers at the Junior High School (SMP) level, mainly focusing on certified SMP teachers in West Rengat district, Indragiri Hulu regency. This research will analyze various aspects of the certification policy, including its impact on the quality of education, teacher welfare, and the overall education system.

This research focuses on studying the implementation of education management policies regarding the workload of certified junior high school teachers in West Rengat District, Indragiri Hulu Regency. Based on the findings encountered by the researcher from the teachers in State Junior High Schools across West Rengat District, Indragiri Hulu Regency, it was found that the implementation of the policy regarding the workload of certified teachers had been carried out well, as seen in the following aspects: First, the aspect of planning lessons. All teachers have prepared and developed lesson plans, but some teachers still use "copy-paste" practices or source their lesson plans from the internet. Second is the aspect of implementing lessons. All teachers in the State Junior High Schools in West Rengat District have carried out lessons in the classroom; however, in practice, not all teachers can meet the minimum workload of 24 hours per week.

Third, the aspect of assessing learning outcomes. Assessment is carried out through daily tests, midterm exams, final semester exams, and graduation exams. Fourth, the aspect of guiding and training students. In this aspect, teachers have conducted guidance and training for students both in and outside the classroom. Based on the information presented above, this research aims to examine the implementation of education management policies regarding the workload of certified teachers in State Junior High Schools across West Rengat district, Indragiri Hulu regency, to identify possible solutions to address the shortage in meeting the minimum workload requirements.

2. Method

This research uses a qualitative approach to field observation. The study was conducted in West Rengat District, Indragiri Hulu Regency, and focused on respondents who were certified junior high school teachers. The research will take place over four months, from February 2023 to June 2023. The study will conclude once saturation is reached regarding the observations that align with the planned research objectives.

Table 1. Aspect, technique, and research data sources

No	Aspects of the Program for Equal Distribution and Placement of Certified Teachers	Technique			Research Data Sources		
		I	D	O	Regional Coordinator for Education and Culture	Principal Of SMP School	SMP Teacher
1	Implementation of the Equal Distribution of Certified Teacher Placement in Junior High Schools in West Rengat District, Indragiri Hulu Regency	✓	✓	✓	✓	✓	✓
2	Implementation of Certified Teacher Workload Policy Based on Law Number 14, Article 35, Paragraphs 1 and 2 in Junior High Schools in West Rengat District, Indragiri Hulu Regency	✓	✓	✓	✓	✓	✓

I= Interview , D=Dokumentation, dan O=Observation

Table 1 provides an overview of the key information sources, which include individuals who are directly involved and knowledgeable about teacher workload issues, namely the education and culture regional coordinator, heads of state junior high schools, deputy heads, and teachers from state junior high schools in West Rengat district, Indragiri Hulu regency. For information collection, the researcher used the snowball technique. The data collection techniques include interviews, documentation, and observation. Furthermore, the data analysis process is carried out in four stages: data collection, data reduction, data presentation, and data verification or conclusion drawing.

3. Results and Discussion

3.1 Research location profile

West Rengat District is an area under the administration of Indragiri Hulu Regency, Riau Province. The regency was established based on Government Regulation Number 33 of 1995, dated September 4, 1995, due to the division from Kuantan Singing Regency. West Rengat District was officially established on January 13, 1996, with its government center in Pematang Reba. In general, the topography of the West Rengat District consists of river basin areas (DAS) and plains with an average elevation of about 27 meters above sea level. The district borders Pelalawan Regency to the north, Siberia District to the south, Rengat District to the east, and Lirik District to the west. According to data from the BPS (Statistics Indonesia) of Indragiri Hulu Regency in 2019, the population by gender consists of 23,408 females and 48,147 males.

In the education sector, there are 18 kindergartens (TK), 35 elementary schools (SD) or equivalent, nine junior high schools (SMP) or equivalent, four senior high schools (SMA) or equivalent, and two vocational high schools (SMK). The education sector plays a crucial role in supporting the advancement of an area. To support the successful implementation of good education in the region, it must be accompanied by attention to the welfare of teachers, as teacher welfare is the heart of educational services. This focus on teacher welfare is addressed through government policies on teacher certification, arising from the demand for the creation of professional teachers (Nuraeni et al., 2020).

3.2 Aspects of planning and equal distribution based on certified teacher workload in West Rengat District

The validity of this research is ensured through triangulation by corroborating information from different informants with results from documentation and observation. The findings are discussed based on the sub-focuses of the research, which can be explained as follows:

- a) Mapping and Equal Distribution Planning Based on Workload
- b) The Concept of Planning and Equal Distribution
- c) Socialization of the Concept of Planning and Equal Distribution
- d) Formulation of Legal Products
- e) Sanctions for Non-compliance
- f) Mapping of Teachers Regarding Teacher Shortages, Surpluses, and Workload
- g) Provision of Funds
- h) Organizing Meetings/Coordination

Based on the findings obtained from the education office and headmasters of state junior high schools in West Rengat District, the following information about the initial planning and equal distribution of workload is derived:

- a) The Concept of Planning and Equal Distribution
- b) Socialization of the Concept of Planning and Equal Distribution
- c) Formulation of Legal Products
- d) Sanctions for Non-compliance

- e) Mapping of Teachers Regarding Teacher Shortages, Surpluses, and Workload
- f) Provision of Funds
- g) Organizing Meetings/Coordination

Based on the data obtained related to the aspects of planning and equal distribution of certified teacher workload in the state junior high schools in West Rengat District, the explanation can be broken down into several indicators: (a) the concept of planning and equal distribution, (b) socialization of the concept of planning and equal distribution, (c) formulation of legal products, (d) mapping of teachers related to shortages, and (e) surpluses of teachers and workload. The provision of funds has been well executed. However, the indicators related to sanctions for teachers who refuse to be transferred and organizing coordination among school principals regarding the management and equal distribution of certified teacher workloads in the state junior high schools across the West Rengat District have been less effective. Planning is crucial for success because good planning will support attaining a goal. This is reinforced by Hermanto (2023), who states that planning itself is intended to ensure the fulfillment of quality human resources. In planning, there will be determinations of what needs to be done, how it should be done, where it will be done, who will do it, and when it will be done. Well-conceptualized planning will enable the team to execute the tasks on the ground and carry out instructions effectively. The education sector is expected to be a pioneer in changing the direction of the nation, which is why the resources driving the educational system, particularly teachers, must enhance their skills and competencies. Teacher performance is a key factor in determining the quality of education (Sofa et al., 2020).

The principle of mapping and equal distribution of certified teacher workload in the State Junior High Schools in West Rengat District serves as a benchmark for implementing teacher mapping and equal distribution following applicable regulations, such as Government Regulation Number 74 of 2008 concerning Teachers, Minister of Education and Culture Regulation Number 4 of 2005 on Equivalence of Teaching Load Calculation, and the Decree regarding Teacher Mapping and Equal Distribution.

3.3 Implementation of mapping and equal distribution based on certified teacher workload in the West Rengat district

Considering the arrangement and planning of certified teacher workloads in state junior high schools in West Rengat District, it has been implemented well. However, the arrangement and equal distribution standards must be considered indicators for evaluating its implementation (Widiarto, 2020). Educators or teachers must also have academic qualifications and competencies as learning agents to maintain appropriate professional standards. The importance of teachers in the learning process is the fundamental reason for the government's teacher certification policy (Wijaya et al., 2021). Therefore, it is necessary to establish standards for the arrangement and equal distribution, which include the following.

- a) Provide certified teacher data in schools periodically.
- b) Conduct a recap of teacher certification mutation data.
- c) Analyze certified teacher data based on workload, referring to the Law on Teacher Certification and Permendiknas No. 39 of 2010.
- d) Coordinate with related agencies regarding issues found.
- e) Arrangements and equal distribution are carried out transparently and accountably.
- f) Ensure all parties that mapping and equal distribution of certified teachers must be done well.
- g) The Regional Personnel Agency (BKD) coordinates with the regent regarding teacher transfers.
- h) The department implements this by placing certified teachers in schools that require them.

The results from the arrangement and equal distribution standards, which have been identified as indicators, show that the implementation has been well carried out. This includes providing certified teacher data in schools periodically, conducting teacher certification mutation data recaps, and

analyzing teacher certification data based on workload following the Law on Teacher Certification and Permendiknas No. 39 of 2010. Furthermore, coordination with relevant agencies regarding identified issues, the arrangement, and distribution are done transparently and accountably, assuring all parties that the mapping and equal distribution of certified teachers must be done correctly, coordinating with the regent regarding teacher transfers and implementation by the department with placement of accredited teachers in schools that need them have all been executed well.

3.4 Results of mapping and equal distribution based on certified teacher workload in Rengat Barat District

Looking at the results of the arrangement and planning of the certified teacher workload in State junior high schools across the Rengat Barat District, the process has been well implemented. However, attention is needed regarding the standards used as indicators to assess the implementation. These standards of arrangement and equal distribution include setting teacher data, transferring certified teachers to schools according to needs, transferring teachers to ensure they meet the minimum 24-hour workload, and categories for teachers exceeding responsibility limits, which may impact the quality of work produced (Syarief Hidayatulloh, 2023). A structured and disciplined process is required to improve the capacity and professionalism of teachers, as they are the most essential component in the student learning process (Dimhari, 2023). The following are the results of mapping and equal distribution based on the certified teacher workload in the Rengat Barat District:

- a) Establishing teacher data
- b) Transferring certified teachers to schools according to needs
- c) Assigning teachers to ensure they meet the minimum workload of 24 hours
- d) Issuance of the SK (assignment letter) for teacher placement
- e) The education department issues tasks for the teacher
- f) Teachers report to the school regarding assignments and UPTD
- g) Imposing sanctions on teachers who refuse to transfer tasks
- h) School principals coordinate with the relevant department regarding the assignments

The research results on mapping and equal distribution based on certified teacher workload depend on the planning and implementation processes. From the findings above, it is evident that the education department and school principals need to collaborate and establish good communication in the development of products and to plan for the mapping of certified teacher workload implementation so that the burden given is evenly distributed and in line with legal provisions. Further analysis indicates that higher compensation is linked to better performance. This aligns with the statement by Arif Agus Setiawan (2022), who stated that compensation influences the performance of educators and educational staff in an institution.

4. Conclusion and Implications

Based on the research findings, it can be concluded that the aspects of planning and implementation of the policy on the organization and equal distribution of workload for certified teachers at State junior high schools in West Rengat District, Indragiri Hulu Regency, have been implemented well. However, the policy has not been fully maximized. The imperfection in implementation is due to certified teachers with a workload deficiency below the 24-hour minimum. Nevertheless, the policy on equal workload distribution for accredited teachers has been implemented following the established policy.

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