



An Analysis of Pedagogical Instabilities in the Non-Government Teachers (GTTs)

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Abstract

This paper was aimed to investigate pedagogical competence in the non-government teachers in Jerowaru District, East Lombok. The method used in this study was a descriptive-qualitative study where the purpose was to describe the phenomena occurring regarding the lack of the non-government teachers' competencies in the teaching and learning process. The study was focused on analyzing three vocational schools in Jerowaru District where the total population of teachers was 60 teachers with 50% which means that 30 of them was purposively taken as a sample in the study. The result shows that many of the non-government teachers are unstable in terms of pedagogical competence. The main cause of the problem occurred was from the facilities and access to the internet, so that they lack of material and media support in the teaching in learning process. Besides, salary is also become concern for these teachers, where they only received one salary in a matter of three months. Regarding covid-19, the assistance provided by the relevant government is also inadequate so that it clearly affected their teaching competence.

Keywords: *Teacher Competence; Vocational School; Non-Government Teachers; Pedagogical Competences*

1. Introduction

In the era of globalization as it is today, education is the focal object that must be taken by all human races. This is certainly a requirement where we are compulsory to study everything that is around us, so we can become a superior person in society. We, certainly know that by learning we could improve the abilities that are within ourselves this can sustainance a better life in the future.

Education is a way to change people's lives from an unknown into knowledgeable (Katili, Nuriadi, and Muhaimi: 2020). By following the teaching and learning process which is divided into several areas of expertise so that people who carry out the process can master the fields they have learned. The government rules No 16: 2007 about the academic qualification and teacher competencies states that the role of pedagogical competencies of a teacher is a very essential thing, where it becomes a standard that shows the ability of a teacher in teaching their students. Based on BSNP (2020) Educators must have

academic competence as the agent of learning, which are healthy physical and spiritual, and could achieve national education goals. This is clarified by Awang *et.al.* (2013) where they argue that teachers must have pedagogical knowledge and skills to develop truthful behavior for students. Despite the skill and in-depth knowledge are necessities following the teaching, it is not merely enough (Turnuklu & Yesildere: 2007). Hence, Indonesian Government Regulation No. 74, 2008 defines that teachers'.

Pedagogical competence is the ability of teachers in learning management. Pedagogical competence is also a specific competence that distinguishes teachers from other professions (Jahiriansyah & Retnowati, 2013) which demonstrates the ability of teachers to organize learning material so it can be easily understood by the learners. Besides, recent researches showed that pedagogical competence directly and significantly affected the success of teachers in teaching (Hotaman, 2010) and teachers' commitment and job satisfaction (Sumantri, 2012). Therefore, an increase in pedagogical competence will be followed by an increase in commitment, job satisfaction, creativity, and performance of teachers that influence the success of the teaching and learning process.

Many studies have been carried out which finally shows us the reality about the current educational situation as stated by the need for reference. In line with this, research conducted by the government that shows in the media, which proves that this instability occurs a lot of honorary teachers. As posted by JPNN (2020) there are over 2.9 million teachers in Indonesia are not included as a qualified professional teacher. This is also briefly stated by the child protection commission KPAI (2020) that there are many claims of student parents about the case that most of the honorary teachers are not counted as good in the teaching and learning process.

In response to the issue above, there are more than 704 honorary teachers in Jerowaru District. This should become a concern for the responsible government that all these teachers need full attentions whether to develop their ability in terms of their competencies or even their personal such as the government supports for their live responsibilities. Concerning the research conducted, in Vocational School the total amount of honorary teachers is about 56 teachers (Kemendikbud: 2020). If we refer to the result of JPNN research on the instabilities of honorary teachers' competence, then these honorary teachers in Jerowaru have probably taken their sits among the 2.9 billion teachers who renowned to be lacked incompetence's. In line with this, the top of thought category for a less experienced teacher is language management. This issue has become the main concern for teachers to develop. If we are referred to the study in the university, the way of language management control should have been learned by those who are now becoming a teacher. This is not only the case, but there is a lack of teacher's reflective actions in the teaching and the classroom action research which is renowned it is important to be acquired by the teacher to develop their pedagogical competences.

Regarding the technology above, we know that access to technology to schools in rural areas is a bit difficult to reach. Limited access for the government to support them by providing technology that is not yet supported by their environment (Hasanah, 2020: 51), for example, internet access will be able to be used when the network from the provider allows them to open it, but there are still many rural schools that had not been reached by the network provider to access the internet including Jerowaru where it has a very important role for teachers who need to develop material and find some resources that they can use for the development of teaching and learning in schools.

The existence of some of the problems that have been mentioned above is an important point that schools in rural areas have a major influence on internal instability. As for other problems that may be faced by some of these teachers could be found in the human resources themselves. It cannot be deprived of that many teachers have not been able to use technology independently, either in the internet usage or the use of technology-based media. Teachers in urban areas, with the facilities provided even the technology they have individually, can support them in finding a learning source and the material is relevant and good for use in the teaching and learning process. This, certainly an unjust contradiction in which teachers in rural areas and teachers in cities have significant differences in terms of facilities.

2. Methods

The method used in this research is a descriptive study using a qualitative approach. The purpose of using this approach is to describe all forms of phenomena that occur in honorary teachers regarding their competence in teaching and learning in schools. Moreover, using a qualitative approach enables the researcher to express teacher's instability in pedagogical competencies in the teaching and learning process (Moleong, 2004). So, it can be obtained the reason why such a phenomenon being investigated occur.

There are two kinds of data sources that will be used in analyzing the data. First, is recorded data collected from the interview that that will be transcribed into a text which is then will be analyzed based on the statement given by the participant in the interview. The interview is open-ended question where the researcher using semi-structured interview. The data from the interview is primary because the interviews based on the regulations that are stated in education government No 19 2005. Secondary data will be gathered from the result of the observation. The data collected in this phase could be a document or even a photograph that is necessarily needed in the process of analysis and as the validity of the data.

3. Results and Discussion

Based on the result of the study conducted, many factors believed to be the main cause this instabilities of pedagogical competencies to occur in the non-government teachers such as the extent that they get, this is associated with the remuneration that they should have obtained because it cannot be denied that the government has not been able to offer a decent salary to those who work as honorary teachers. For further, some evident from many teachers who receive salaries within a few months of work. This has been clarified by the participant in the interview that most of them only received about Rp. 300.000.00., in three months of works. The case is that the policies of determining the total of their salaries depend on the head of school because most of them are receiving the salary from the BOS (school operational funds).

The other findings also show that access for the teachers to use an internet is still limited. This because of Jerowaru District is a rural area where access to the internet is still rare and unseen. Ironically, the case affects the instabilities of teachers based on two major causes: (1) access to the material. Limited access to the material will lead them to stick only to use the material given by the government in the curriculum. It certainly contradicts with the government rule number 19 (2005) about teacher and lecture, where a good teacher is those who are develop the learning material. This has become a big question mark for many teachers in this place where they said how we can develop a learning material while the access to the internet is still limited. (2) The ability of teachers to use a technology. This also become concern where many samples from 37-39 ages shows that they cannot use such a PCs. Most of them was only intended to use a computer only to get access to the typing software such as Ms. Office, but the intended cause is that there are many of them who cannot even use another tool in computer and adapt them in the applied learning activities. The result shows that only two among other 28 teachers who apprehend computer well enough.

From the findings above, the researcher tried to do a deeper analysis by interviewing students and school principals. This is intended to anticipate the provision of inaccurate data from these teachers. Based on the results obtained from interviews with students, almost all these teachers applied teaching patterns by taking notes and explaining. Not many of them use creativity and innovation using either electronic media or reality where students can be introduced to learning objects in depth. Another case is seen from the English teacher, where the teacher in teaching English uses their second language. Only 20% of English is applied to teach this intermediate level student. This certainly becomes irony where

these students expect the teacher to provide them with deeper knowledge of English and can be emulated. This is not necessarily the teacher's fault. Regarding the research results above, this may be due to the lack of facilities and access to obtain renewable materials to teach their students.

Based on the results of interviews conducted with school principals in the three vocational schools where data was collected, they confirmed the salaries received by these teachers. This is because there is no funding allocation from the government that can cover all these teachers. For example, in recent years the government has only provided fixed salaries only to those who are registered in the DAPODIK, so that new teachers have only been able to provide funds for their salaries from BOS (school operational funds). So, it can be said that this is still far from the teachers' hopes of being able to live in prosperity if they only rely on the salary they receive from teaching. For facilities from schools, they can only facilitate teachers only from the school inventory they currently have such as computer access, projectors, etc. However, if the access is to use the internet, teachers must do it personally. This is because internet access support such as wifi has not been provided by the school.

Weak pedagogical competence also occurs due to the large number of teachers who teach outside of their expertise. For example, one sample stated that he taught two different subjects at the school where he taught. When viewed from the teacher's field of expertise, he is a graduate of the major in religion but teaches English. This is certainly outside of their competence where it is not a linearity that makes them able to do this. This is because many teachers who have become civil servants share their teaching time with non-government teachers. So that these teachers are forced to teach in the field of teachers who provide teaching hours to them even though only using simple modules and limited understanding.

This kind of irony should become a concern for our government to be solved. However, this may not be the main factor of the lack of teachers' pedagogical competencies, but several other possibilities can occur and affect the honorary teacher competences, such as media support for rural schools and the limitation of teacher's creativity because of the pandemic (Coronavirus-19). A new case has probably spread out among teachers in a view month since the viral disease blows up the world as it is today.

Conclusion

Seeing from Irony who appeared in the midst of non-government teachers, we certainly realize that the development of pedagogical competences is very important in the teaching and learning process. This is not necessarily aimed at just teachers, but all related parties involved in the scope of education to both see and find a way out for this happening phenomenon. This will not only have a negative impact on students, but for the entire community in this nation. Therefore, the shared role to improve the welfare of teachers both in terms of pedagogy and facilities that support them in this regard must be encouraged and continue to be done. Thus, improving the quality of educational institutions for the better.

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