

Strategy Equity Analysis of Private High School Teacher Civil Servant (PNS) At Jambi Province

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Abstract : *This study aims to find out the strategies used in the equality of civil servant teachers in the Jambi Provincial Education Office, by describing the shortcomings and advantages of teacher distribution, equity strategy design, and supporting factor analysis as well as inhibiting the strategy of even distribution of high school teachers. The method used in this research is descriptive with qualitative approach, research sample is determined by purposive sampling technique that is all subject having information (informant). The results showed that the average level of inequality of teacher equalization reached 7.8%. Equity uses a strategy that refers to the joint legal guidelines of five ministers supported by the governor's regulation with a quality and financial approach. The IFAS and EFAS analysis concludes that the opportunities are great with very favorable situations and have multiple strengths and opportunities, so as to capitalize on existing opportunities if supported by aggressive growth strategies. It is suggested that even distribution is done with the urgency of the SWOT analysis that has been done.*

Keywords : *teacher equity strategy, analysis*

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I. Introduction

Dated October 13, 2011, the government has issued a Joint Decree (SKB) of 5 Ministers, namely the Ministry of Education and Culture, Ministry of Administrative Reform and Bureaucratic Reform, Ministry of Home Affairs, Ministry of Finance, and Ministry of Religious Affairs. The LCS is an agreement to support the monitoring, evaluation, policy of structuring, and even distribution of civil servant teachers nationally. The issuance of the regulation was caused by problems and complaints about the distribution and distribution of teachers that have been difficult, especially between districts within provinces and teacher distribution between districts / cities between provinces. Through this five ministerial regulation, instructs the Ministries, Provincial and District / City Governments and education units to analyze and mapping existing teachers within their respective policies.

Data from Dapodikdasmen shows that there are 146 schools of SMA across the districts / cities. The number of civil servant teachers as many as 3,635 people with the number of students as much as 62,112 people, when viewed from the ratio of the number of teachers and students then the comparison 1:17 of course this indicates that the number of teachers in Jambi Province is sufficient with the standard amount of 1:20 ratio. But the spread of teachers in every city districts is uneven, it is apparent that some schools in the districts still do not have teachers of civil service status.

Strategy of the education office is very influential in achieving the target and objective of improving the quality of education as one of the unity of government apparatus in an activity so that it can become a unity of the whole apparatus and can play a whole. Seeing all the problems and challenges in the field of education related to the structuring and equity of high school teachers, the researchers are interested to examine in more depth about: Analysis of Teacher Staff Equalization Strategy (PNS) SMA Post transfer from District Government / City to provincial government in Province Jambi. This study aims to: Describe the disadvantages and inequalities of high school teacher distribution between schools and between districts / cities, describe the design of the strategy of equalization of high school teachers, to describe the factors supporting and inhibiting the implementation of the strategy of even distribution of high school teachers in Jambi province.

The results of the assessment of the implementation of supervision activities with a lesson study approach to improve the skills of productive teachers in using interactive multimedia learning media from the implementation of cycle I to cycle II has increased value. It is seen that in cycle I the average value of the implementation of supervision with the lesson study approach is 69.37% and increased in the second cycle is 88.70%. Likewise with the school supervisory measures that supervise with lesson study approach in the first cycle is 71.53% and increased in the second cycle is 87.50%. While the average value of teachers' skills in using

interactive multimedia learning media in the first cycle is 77.35% and increased in cycle II to 84.11%. Likewise with the value of media owned by each teacher in the cycle I average value is 69.67% and increased in cycle II to 84.90%.

Thus it can be concluded that there is an increase in productive teacher skills in using interactive multimedia learning media. Further improvements in the average scores for all assessments can be drawn on the Fig 1. And from the findings of the research in cycle I and cycle II, there is an increase in the ability of teachers in using interactive multimedia learning media through supervision with a lesson study approach in State Vocational High School 1 Nagan Raya. Results of improving the ability of productive teachers in using interactive multimedia learning media from cycle I and cycle II can be seen in the Fig 2. Based on Fig 2 showed that improving the ability of teachers in using interactive multimedia learning media there is an increase between the initial observation, cycle 1 and cycle 2 with an average value of 39.29%, 77.35% and 84.11%. The increase that occurred in cycle I and in cycle II is caused by the implementation of supervision with the lesson study approach to productive teachers, where in the supervision activities with the lesson study approach the teachers have the opportunity to discuss each other RPP, and also the media used constraints Encountered in learning. This is in line with the statement of Hart et al (2011: 16) that through repeated processes, teachers have many opportunities to discuss learning and know the impact of learning on learners. In addition, supervision with the lesson study approach helps teachers to be motivated to improve their teaching practices to be better because of the involvement of other teachers and school supervisors in open class activities where teachers open themselves to be seen while doing the learning so that the desire to be better arises because of the involvement of others in Supervision with lesson study approach.

Supervision with a lesson study approach is also able to help teachers to see their own teaching when exercising reflection on their advantages and disadvantages in using interactive multimedia learning media and getting information from other teachers how to teach them from the views of others, so that things of concern to teachers can be seen And delivered by other teachers. Implementation of supervision with lesson study approach, especially in improving the ability of teachers in using interactive multimedia learning media to productive teachers provide a new paradigm in learning. The use of interactive multimedia learning media is rare or never used by productive teachers. Some teachers have used the power point media, and students have not been involved or interacted with previous learning media. With the implementation of supervision with lesson study approach, productive teachers become more accustomed to using learning media, especially interactive multimedia learning media.

II. Method

Researchers use qualitative research procedures that will produce data that is described in the form of words written or spoken from the people and the behavior of informants observed. Basically qualitative research method is intended for research that is observed case. Thus, the process of collecting and analyzing data is also a case. Therefore, qualitative research methods are often used by practitioners such as teachers, consultants, managers, or field extension workers.

Subjects in this study are informants or people who provide information needed in data collection research. Which is the subject of research there is an authorized official at the Culture Education Office of Jambi Province, assuming it has a source of information (informants) that can be used as material to perform the analysis of planning needs of school supervisors in Jambi Province. In determining the sample the researcher get the sample by using sample qualitative (naturalistic) the sample selected in this qualitative research function to get maximum information, not to generalize. The sampling is with several procedures namely (1) while; (2) following the research flow); (3) tailored to the needs; (4) is selected until saturation. Data collection techniques is the most important step in the study, because the main purpose of the research is to get the data. Data collection is a systematic and standard procedure for obtaining necessary data. In qualitative research, data collection techniques are conducted on natural settings, primary data sources, and more data collection techniques on participant observation, in depth interview and documentation. Data analysis techniques used in this study using Miles and Huberman model. This analysis technique states that the activity in qualitative data analysis is done interactively and run continuously until complete, until the data is saturated. Activities in data analysis include data reduction (data reduction), data presentation (data display), and conclusion drawing verification (conclusion drawing verification).

III. Result And Discussion

The data of the research shows that there are some schools that still lack of civil servant status up to 29% of all senior high schools in Jambi Province and some schools do not have civil servant teachers. The number of teachers with the criteria of lack of a very lame when compared with some schools that have the advantages of state civil servant teachers while 40% of high school in Jambi Province there are excessive teachers to the number of hours required as a requirement to have a certificate educators are not met.

Based on the results of interviews with some informants it can be concluded that the design of strategies used in the distribution of teachers is to refer to the technical guidelines (SOP) regulations with five ministers with several stages: first: Prepare legal products in the form of governor or other legal products related to teacher structuring and equity Civil Servants who refer to the Joint Regulation; Second: The socialization of the program of structuring and equity of civil servant teachers in the Provinces; Third: Verification of teacher data and analysis of the needs of high school teachers, in every educational unit in the province; Fourth: Provision of a Master Map informing the advantages and / or shortcomings of civil servant teachers in districts / municipal areas with copies submitted to the Regional Personnel Board (BKD); Fifth: Displacement of civil servant teachers between education groups; Sixth: Provision of funds for civil servant teachers transfer between education levels in regencies / municipalities.

All the data can be seen at the Table 1 and Table 2. Where from the tables' results obtained from the internal and external analysis of the Table as described above, the results can be summarized as follows:

- a. Total Strength Score = 2.5
- b. Score Total Weakness = - 0.8
- c. Score Total Opportunities = 3.0
- d. Total Threat Score = -1.60

From the above calculation, the calculation of strategy requires an affirmation of the position in the cross of the axis between the strengths and weaknesses, as well as the opportunities and threats that are all depicted in positive and negative lines. This results in a fixed total strength score of 2.5, a total weakness score of -0.8 while a total score of 3.0 chances, and a total threat score being -1.60. To find the coordinates, can be searched in the following way:

- a. Coordinate for Internal Analysis
- b. (Total Score Strength - Total Score Weakness): $2 = (2.5 - 0.8): 2 = 0.85$
- c. Coordinate External Analysis
- d. (Total Score Opportunity - Total Threat Score): $2 = (3.0 - 1.6): 2 = 0.7$
- e. So the coordinate point lies at (0.85, 0.7)

From processed data based on SWOT analysis hence can be taken conclusion and its shown at Figure 1, which has 4 quadrants:

- a. **Quadrant 1:** This is a very favorable situation. The education office has the strength and the opportunity to take advantage of the opportunities. The strategy to be implemented under these conditions is to support aggressive growth (Growth oriented strategy).
- b. **Quadrant 2:** Despite facing various threats, the Department of Education still has internal strength. The strategy to be implemented is to use force to take advantage of long-term opportunities with a diversified strategy.
- c. **Quadrant 3:** The education office has a huge market opportunity, but faces internal weakness. The strategy that the organization must focus on is to minimize internal weaknesses to seize the greatest opportunities.
- d. **Quadrant 4:** This is a very unfortunate situation, organizations face external threats as well as internal weaknesses.

Figures and Tables

Table 1: IFAS Matrix (Internal Factor Analysis Summary)

Affairs & Factors	Volume	Ranking	Value
Strengt			
Experience in managing education	0,15	3	0,45
Adequate working facilities	0,15	3	0,45
Commitment in providing good service	0,35	4	1,60
Sub Total	0,65		2,50
Weakness			
Education Budget that has been regulated by law	0,10	-3	-0,30
Jambi residents still have a lot to get educational services	0,10	-2	-0,20
The public wants to improve the quality and relevance of education	0,15	-2	-0,30
Sub Total	0,35		-0,80
Total	1,00		1,70

Table 2. EFAS Matrix (External Factor Summary Analysis)

Affairs & Factors	Volume	Ranking	Value
Opportunity			

The teacher's mindset is progressing	0,15	3	0,90
Level of desire of teachers in getting training	0,20	3	1,20
Teacher quality improvement	0,15	3	0,90
Sub Total	0,50		3,00
Threat			
School management	0,15	-4	-0,60
School infrastructure	0,05	-2	-0,10
Quality and Relevance	0,10	-3	-0,30
Quality of human resources	0,10	-3	-0,30
Budget Management	0,05	-4	-0,20
School location	0,05	-2	-0,10
Sub Total	0,50		-1,60
Total	1,00		1,40

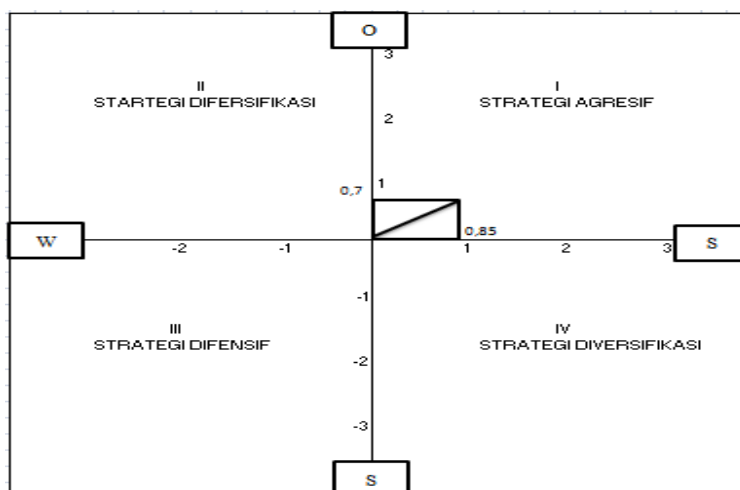


Figure 1. Four Quadrants of SWOT analyze

IV. Conclusion

The data obtained indicate that the percentage of inequality and lack of distribution of teachers based on the standard ratio in Jambi Province as follows: (1) 28% of SMAN in Jambi Province has a shortage of teachers spread in 8 districts / municipalities with a deficiency level of 3.9%; (2) 39% of SMANs in Jambi Province have excess teachers scattered in 10 districts / cities with excess rate of 11.7%. The Strategy Process used by the Education Office of Jambi Province is referring to the five-member ministerial guidelines, currently the strategy used has not been tested in other provinces so that teacher distribution will be hampered by future challenges and obstacles. The SWOT analysis shows that from internal and external factors the strategy concludes some great opportunities are found in the first quadrant where the situation is very profitable. The education office has the strength and the opportunity to take advantage of the opportunities. The strategy should be applied in this condition is to support aggressive growth.

The results of research can be put forward some suggestions for the Provincial Education Office of Jambi, as follows:

- The education office should audit the existing data base so that the actual data can be obtained well from the school institution.
- The education office is expected to have a firmness related to the determination of the number of teachers for each school because there are still many schools that do not have teachers in accordance with the subjects and there are still many teachers have not fulfilled the certification hours of teaching time.
- The education office should consider the seniority of existing teachers as well as the distribution of the genre to each school.

The education office as soon as possible to apply some post-equity approach of teachers so that the implementation does not occur unrest to teachers who work location in remote places.

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