

THE IMPACT OF UNEQUAL DISTRIBUTION OF TEACHERS ON THE QUALITY OF EDUCATION IN INDONESIA

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ABSTRACT

The uneven distribution of teachers in Indonesia is a very important problem that affects the quality of education. This study aims to find out the factors that cause uneven distribution as well as what the impact is and how solutions must be done. The research method used in this study is the library research method, which is by collecting data sources in the form of journal articles, books, and documents related to the subject matter of this study. After the research data is collected, the next step is to analyze the data by reading and taking notes, then drawing conclusions. The results of this study show that the factors that cause the uneven distribution of teachers are the absence of regulations on the placement and distribution of teachers in the form of a strong legal umbrella, the weak education information data system, weak supervision and law enforcement, and the strength of the local political elite game. Meanwhile, the impact of uneven distribution of teachers is an impact on the uneven quality of education, low graduation rates, social and economic inequality, as well as a decrease in learning motivation and academic achievement of students. Thus, this research provides a solution for the government to provide better policies for teachers in remote areas, and utilize information technology for education. That way, it is hoped that the uneven distribution of teachers can be overcome so that the quality of education in Indonesia can increase evenly.

Keywords: Unevenness, Teacher Distribution, Quality of Education

ABSTRAK

Ketidakmerataan distribusi guru di Indonesia merupakan permasalahan yang sangat penting yang berpengaruh terhadap mutu pendidikan. Penelitian ini bertujuan untuk mengetahui faktor penyebab ketidakmerataan distribusi serta apa dampaknya dan bagaimana solusi yang harus dilakukan. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian pustaka (library research), yaitu dengan mengumpulkan sumber data berupa artikel jurnal, buku, dan dokumen yang terkait dengan pokok permasalahan dalam penelitian ini. Setelah data penelitian dikumpulkan langkah selanjutnya adalah analisis data dengan membaca dan mencatat kemudian penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa faktor yang menyebabkan distribusi guru tidak merata adalah ketiadaan regulasi penempatan dan distribusi guru dalam bentuk payung hukum yang kuat,

lemahnya sistem data informasi kependidikan, lemahnya pengawasan dan penegakan hukum, dan kekuatan permainan elit politik lokal. Sedangkan dampak dari ketidakmerataan distribusi guru yaitu berdampak pada kualitas pendidikan yang tidak merata, rendahnya tingkat kelulusan, ketimpangan sosial dan ekonomi, serta penurunan motivasi belajar dan prestasi akademik siswa. Dengan demikian penelitian ini memberikan solusi agar pemerintah memberikan kebijakan yang lebih baik bagi guru yang berada di daerah terpencil, dan memanfaatkan teknologi informasi untuk pendidikan. Dengan begitu, diharapkan ketidakmerataan distribusi guru dapat diatasi sehingga mutu pendidikan di Indonesia dapat meningkat secara merata.

Kata Kunci: Ketidakmerataan, Distribusi Guru, Mutu Pendidikan

A. Introduction

Education is very important and is the main foundation in building a nation. The quality of education is one of the key factors in producing the next generation who are competent and competitive (Sanga & Wangdra, 2023). The quality of education in Indonesia is still a big challenge faced by the government and the community. One of the fundamental problems is the uneven distribution of teachers (Novianto & Kholid, 2020). This problem is not only prevalent in remote areas, but also in various regions in Indonesia that have different geographical, economic, and social conditions.

The unequal distribution of teachers encompasses a variety of complex and interrelated aspects. There is a gap between the number of teachers in urban and remote areas (Wahyudi & Lutfi, 2019). Urban areas

tend to have more teachers, while in remote areas there is often a shortage of teachers. This, coupled with the problem of inadequate incentives and educational facilities, makes teachers not interested in teaching in these areas (Mubarok, 2024).

In addition, government policies in teacher placement are sometimes ineffective, so they often become an obstacle in the equitable distribution of teachers. Many teachers refuse to be placed in remote areas due to the lack of facilities and opportunities to develop their careers. And the placement process that is not transparent and fair also causes dissatisfaction among teachers (Sari, 2013).

Furthermore, the lack of teachers who have qualifications in certain subjects, such as science, mathematics, language and so on is a problem in many schools. This results

in students in certain areas not getting the same educators as students in other areas. This inequality not only impacts students' academic achievement, but also hinders the development of their overall potential (Magfiroh & Nugraheni, 2024).

Then other problems such as economic problems are no less important because they affect the uneven distribution of teachers. For example, areas that are in rural or remote areas are still economically less developed, of course, have lower education budgets. So it is difficult to provide adequate educational facilities for teachers and students. This results in the low quality of education in the area (Magfiroh & Nugraheni, 2024).

Several studies have proven that the impact of uneven distribution of teachers has a great influence on the quality of education. As per the research conducted by Kurniawati (2022), the problem of teacher placement still often occurs, especially in terms of teacher placement in fields of study that are not in accordance with their expertise. This can result in suboptimal teacher performance. The incompatibility of the field of teacher education with the subjects taught is one of the various causes of teacher

non-conformity (Siregar, 2006). The problem of teacher placement generally arises due to the shortage of teaching staff in certain areas. As a result, available teachers have to teach other subjects to meet the needs of students. Magfiroh & Nugraheni (2024), said that the uneven distribution of teachers in rural areas is one of the main causes of this teacher shortage.

In addition, a study conducted by (Desiana Rahayu Susianti, 2015), found that remote areas in Indonesia such as Papua have a very low teacher-to-student ratio, which is a shortage of 2,846 teachers compared to urban areas such as South Kalimantan which has an excess of 7,394 teachers. This study shows that the uneven distribution of teachers has an impact on the low quality of education in these areas.

Based on the problems mentioned above, this study aims to further discuss the factors that cause the uneven distribution of teachers and their impact on the quality of education in Indonesia, as well as solutions to overcome the uneven distribution of teachers to improve the quality of education in Indonesia.

B. Research Method

The research method used in this study is the library research method. Literature research is a series of activities related to library data collection methods (Mahmud, 2011). Library research is research that uses a way to obtain information data by placing facilities in the library such as books, magazines, documents related to the object of research. The data analysis technique used is content analysis. According to Burhan, content analysis is defined as a research technique to make replicable and valid data inferences by paying attention to the context. Content analysis relates to communication or content of communication (Bungin, 2007).

C. Results and Discussion

Causes of Unequal Distribution of Teachers

The uneven distribution of teachers is not a simple problem. There are several factors that cause the uneven distribution of teachers (Handoyo & Zulkarnaen, 2019). Such as the absence of regulations on the placement and distribution of teachers in the form of a strong legal umbrella, the weak education information data system, weak supervision and law

enforcement, and the strength of the local political elite (Yani, 2010).

1. Absence of regulations on the placement and distribution of teachers in the form of a strong legal umbrella.

Regulations related to teacher arrangement and placement are the legal framework of local governments in regulating teacher placement and mutation. Almost all districts/cities in Indonesia do not have regional regulations and at least regent regulations that give legal authority to the Head of the Service to organize and place teachers.

2. Weak education information data system

Regencies or cities in Indonesia often do not have consistent data. Every time data collection is always a complaint and takes a long time. Once the data is obtained, the results are sometimes inconsistent. Versions of education data in a district/city are often different in terms of versions, including data from the Education Office, Bappeda, and the Central Statistics Agency (BPS). The three are often different so it becomes a problem when there is a request for data from other parties.

3. Weak supervision and law enforcement

The third factor is the weak supervision and law enforcement of teacher placement and mutation regulations. Teachers who need to change workplaces always try (by all means) to be transferred to a school that is considered fun. Many cases were found. There are teachers who dare to mutate just by having a mutation letter from the Head of the Education UPTD at the sub-district level. Meanwhile, according to general provisions, civil servant mutations are only allowed if they have obtained a Regent permit. As a result, the name in question is still registered at the school of origin, even though the person is on duty at another school.

4. The power of the local political elite game

Local political games are not as simple as they might seem. Although it is lokal, the game has more influence on policy makers. The ups and downs of the game can be felt during the election of regional heads. Candidates who win to become regents/mayors sometimes do not hesitate to carry out large-scale employee mutations. Initially, it only replaced the head of the agency, but the successful team would whine about getting positions for the level of field heads, section

heads, and so on. The supervisors and heads of UPTD who participated in the vote also played so that they had access to closeness with the head of the agency to help transfer and mutate teachers (James U. L. Mangobi, 2022).

The problem of teacher distribution with all its problems, if left unmanaged, will affect the weak handling of education problems in Indonesia (Teguh Triwiyanto, Desi Eri Kusumaningrum, 2017). Uneven distribution of teachers will result in inefficiency, hampering the improvement of education quality, not achieving good governance, and low index of education services for the community. Inefficiency will occur because the costs incurred for teachers' salaries are very large but cannot carry out their duties optimally. In remote areas that should receive educational services, but because the distribution of teachers is uneven, the education process cannot be carried out optimally. In the end, it will hinder efforts to improve the quality of education. Education governance will also be hampered so that the education service index will continue to decline (James U. L. Mangobi, 2022).

Impact of Unequal Distribution of Teachers

The problem of uneven distribution of teachers is not a simple problem. If this problem is left unchecked, it will have an impact on the quality of education, such as uneven quality of education, low graduation rate, affecting student motivation and academic achievement, ineffective learning, inefficient use of resources, gaps in the quality of educational services, difficult opportunities to improve the quality of teachers (Novianto & Kholid, 2020).

Realizing the seriousness of the problem of uneven distribution of teachers, it is necessary to take strategic steps so that the equitable distribution of teachers can be carried out. It is hoped that each district or province can implement a policy of equitable distribution of teachers in the context of efficient use of resources and improvement of the quality of education, as well as in order to reduce the number of teachers who are increasingly short (Haekal, 2022).

The government, provincial/district/city governments are obliged to meet the needs of teachers both in the number,

academic qualifications and competence of teachers. This obligation is mandated in Article 24, Law Number 14 of 2005 concerning Teachers and Lecturers.

This mandate is reaffirmed in Article 58 of Government Regulation (PP) Number 74 of 2008 concerning Teachers which states that the appointment and placement of teachers must consider the equitable distribution of teachers between educational units within districts/cities, between districts or between cities in one province, and between provinces, including the needs of teachers in special regions, from educational units organized by the local government and/or the community (Novianto & Kholid, 2020).

Based on these conditions, the equitable distribution of teachers is the responsibility of the government, provincial governments, and district or city governments in accordance with their authority. For the government, its authority is to compile norms, standards, procedures, and criteria, as well as determine the planning of teacher needs nationally by considering the equitable distribution of teachers between educational units, between districts/cities and between

provinces. Meanwhile, local governments have an obligation to distribute teachers evenly in accordance with their authority in placing and transferring (Suprpto, 2017).

Solutions to Address Uneven Teacher Distribution

The problem of teacher distribution is still occurring. The most basic problem is the difficulty of knowing the needs of teachers for every school or madrasa in a certain area or city. This is certainly very difficult if the management of teacher distribution is carried out manually and conventionally only by relying only on written documents (Febriantina et al., 2018).

Therefore, there needs to be a solution to overcome these problems. Several studies offer solutions to overcome the problem of teacher distribution. For example, research conducted by (Niesa, 2022) shows that the increasingly widespread use of information technology has an impact on a person's work efficiency. His research found that the teacher distribution information system through the Rapid Application Development (RAD) model is very suitable to be applied to the

development of teacher distribution information systems. Because the RAD model involves users directly in the development process, making it easier for someone to distribute teachers evenly.

In addition, the zoning system can also be a solution related to the uneven distribution of teachers (Mashudi, 2018). This is evidenced by his research in (Sakti, 2020) which states that the zoning system will support an even distribution of teachers.

D. Conclusion

Based on the results of the above research, it can be concluded that the uneven distribution of teachers in Indonesia is a very complex problem and has a significant impact on the quality of education. The uneven distribution of teachers causes a gap in the quality of education between urban areas and those in remote or rural areas. Areas where there is a shortage of teachers tend to experience a decline in the quality of education which has a direct impact on the academic achievement of students.

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