OPTIMIZING EDUCATIONAL RESEARCH FINDINGS TO IMPROVE THE QUALITY OF LIFE

CONFERENCE PROCEEDINGS

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May, 8-9, 2017
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MESSAGE FROM THE RECTOR OF YOGYAKARTA STATE UNIVERSITY

Assalamu’alaikum warahmatullah wabarakaatu.
May peace and God’s blessings be upon all of us.

Welcome to Yogyakarta, Indonesia

It is a privilege for Yogyakarta State University to have the opportunity to organise this conference in which educational researchers and practitioners get together to share ideas, experiences, expectations, and research findings. This conference is one of the agendas of Yogyakarta State University to celebrate its 53rd anniversary. It also marks the new era of Yogyakarta State University with its new leaders and leaderships with new priority programs hoping to excel this university to the new level that is internationally recognized – the World Class University.

One effort that this university is doing is making sure that fruitful research is among the priorities. So far, however, the research findings produced by universities, research institutes, schools, and practitioners have not been optimally disseminated and utilized and have not produce maximum impact on the improvement of quality of life. Findings of research should be able to benefit not only for the researchers themselves and their limited communities, but also to the wider communities and worldwide. This is what Yogyakarta State University wants to promote, while improving its impacts to the scientific life worldwide by encouraging researchers to publish their articles in internationally reputable journals.

This fifth International Conference on Educational Research and Innovation (ICERI), in particular, aims at facilitating researchers, educators, scientists, and students to exchange and share their experiences, new ideas, and research findings about all aspects of education, research and innovation, and discuss the practical challenges encountered and the solutions adopted to improve the quality of life. With the commitment to improve the impact of research, this year theme is “Optimizing Educational Research Findings to Improve the Quality of Life.”

Finally, let me acknowledge the hard work of all committee members who have devoted their time and energy to make the conduct of this conference possible. I would also use this opportunity to wish all of you a happy conference and hope this conference be one of the conferences that really contribute to the upbringing of the scientific life.

Wassalamu’alaikum warrahmatullah wabarakaatu.

Yogyakarta, 8 May 2017.

Rector,

Prof. Dr. Suparna Wibawa, M. Pd.
HIDDEN CURRICULUM IN SCIENCE LEARNING IN JUNIOR HIGH SCHOOL
Djohar Maknun ................................................................. 202

INTERNET APPLICATIONS IN THE SCHOOLS
M. Anas Thohir\(^1\), Habibi\(^2\) ........................................ 209

MEMBRANE COMPOSITE BIOPOLYMER BASED ON POLYETHER SULFONE FOR APPLICATION DIRECT METHANOL FUEL CELL (DMFC)
Fauzyyah Diyah Anggita Sari\(^1\), Titik Wulandari\(^2\), Annisa Widyastuti\(^2\), Haryo Rohmadiyanto\(^3\), Septiana Eka Muliha\(^4\) ........................................ 216

CONTRIBUTION OF MATHEMATICAL EDUCATION IN IMPROVING QUALITY OF LIFE STUDENT BASIC SCHOOL
Lusi Rachmiazasi Masduki\(^1\), Budiharto\(^2\) ........................................ 221

DEVELOPING TEACHING - LEARNING MATERIAL OF INTEGER AT STUDENTS OF THE ELEMENTARY SCHOOL TEACHER EDUCATION
P. Sarjiman ................................................................. 227

GOVERNMENT OF WEST NUSA TENGGARA’S POLICIES IN ORDER TO ESCALATE FOREIGN INVESTMENT (2015 – 2016)
Julia Rizky Utami ................................................................. 232

INVESTIGATING THE NEED OF INTERNATIONAL RELATIONS DEPARTMENT STUDENTS TOWARD SPEAKING MATERIALS IN UNIVERSITAS MUHAMMADIYAH YOGYAKARTA
Siti Nurjannah ................................................................. 238

THE INFLUENCE OF LEARNING COMMUNICATION TOWARD STUDENTS’ MOTIVATION LEARNING ON PRODUCTIVE OFFICE ADMINISTRATION COURSE IN SMK BINA WISATA LEMBANG
Frisca Triottavian\(^4\), Anita Wiani\(^5\), and Amanda Utari\(^5\) ........................................ 243

STUDY OF RATIO PUBLIC JUNIOR HIGH SCHOOL TEACHERS AT HULU SUNGAI SELATAN REGENCY AS EFFORTS TO PROVIDE BASIC DATA
Chairil Padi Pasani\(^1\), Ahmad Naparin\(^2\), Sri Hartini\(^3\) ......................................................... 249

CARING FOR STUDENTS’ HEART: HOW SOME TEACHERS BEHAVE WHEN THEIR STUDENTS ARE ANGRY AND FEEL DISSATISFIED WITH THEM
Adi Suryani\(^1\), Soedarso\(^2\), Edy Subali\(^3\), Usman Arief\(^4\) ......................................................... 255

THE DEVELOPMENT OF MATHEMATICS LEARNING MODEL THROUGH INQUIRY-BASED REALISTIC MATHEMATICS EDUCATION (PENASTI) TO IMPROVE LEARNING OUTCOMES AND CHARACTER HIGH SCHOOL STUDENT IN WONOGIRI
Yuli Bangun Nursanti ................................................................. 262
STUDY OF RATIO PUBLIC JUNIOR HIGH SCHOOL TEACHERS AT HULU SUNGAI SELATAN REGENCY AS EFFORTS TO PROVIDE BASIC DATA

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Abstract

We have researched to identify of ratio public junior high school teachers at Hulu Sungai Selatan (HSS) regency as efforts to provide basic data. Focus of the research is the teachers whom teach in 10 major course on junior high school that is Religion Education, Civic Education, Indonesian Language, English Language, Mathematics, Natural Science, Social Science, Physical Education Sport and Health, Art and Culture, and Guidance and Counseling. The type of this research is a survey. Population and sample of this research are all teachers in public junior high school who teach in 10 major subjects at HSS regency. The technique of collecting data used observation, questionnaire, and interview. The result show that: (1) there are 68% of all schools are average teachers in Mathematics course, 60% of all schools are average teachers in Natural Science course, 44% of all schools are average teachers in Religion Education course, 33% of all schools are average teachers in English Language course; (2) there are ideal teachers on all schools in Religion Education course, Civic Education course, and Physical Education Sport and Health course; (3) there are 84% of all schools are less teachers in Art and Culture course, and 36% of all schools are less teachers in Guidance and Counseling course; (4) the distribution of public junior high school teachers at HSS regency are uneven.

Keywords: ratio of teachers, junior high school, Hulu Sungai Selatan regency

1. Introduction

Teaching is a changing profession and, therefore, the work of teachers has been profoundly affected by the years. Interpersonal relationships, increased forms of managerialism, and greater accountability have become more prominent. One might ask what is the relationship between teachers and employers? It would seem, however, that teachers and employers are not the only stakeholders in this struggle. It is, therefore, crucial to understand the dynamics of professional roles. The term of teacher professionalism is highly contested, particularly within the context of industrial negotiations between teachers and employers. It would seem, however, that teachers and employers are not the only stakeholders in this struggle. The challenge of teacher professionalism is the negotiation that takes place between teachers and employers in the struggle over teacher professionalism. It is, therefore, crucial to understand the dynamics of professional roles. It is, therefore, crucial to understand the dynamics of professional roles. Teacher professionalism is not the same thing as teacher professionalism. It is not the same thing as teacher professionalism. It is not the same thing as teacher professionalism. It is not the same thing as teacher professionalism.

Recent education reforms and the associated changes in working conditions and professional expectations have meant that issues of teacher professionalism and the identity of the profession are being contested at both the level of policy and practice. The issue of professionalism of teachers also occurred in Indonesia. With the enactment of Law No. 14 of 2005 on Teachers and Lecturers. The law defines teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners. For example, [5] states that professionalism consists of the attitudes and behavior one possesses toward one's profession. It is an attitude-based orientation that embraces the value and behavioral orientation that one's profession. In the professional education and development field, teachers have also been empowered and expected to be professionals like other professionals. Teachers must have the freedom to prescribe the best treatment for their students as doctors and lawyers do for their patients. Teachers must have the freedom to prescribe the best treatment for their students as doctors and lawyers do for their patients. Teachers must have the freedom to prescribe the best treatment for their students as doctors and lawyers do for their patients.
factors that influence the professionalism of teachers is the ratio and uneven distribution of teachers in schools. Head of the Human Resources Development and Quality Assurance Agency Syawal Gulfom [9] said that the ratio of teachers to the number of learners in Indonesia is around 1:25. The ratio is higher than Korea (1:30), or Germany (1:20). However, it is not balanced with a good distribution system. Based on a preliminary survey conducted by researchers at several police junior high school in HSS Regency indicated that there was an excess ratio of teachers on certain subjects and the distribution was uneven.

Such conditions need to be considered by the Department of Education and the Regional Employment Board especially in the placement of new teachers or mutation to avoid excess and shortage of teachers in schools. It is very important to note, especially to meet the requirements for eligibility and obtain teacher certification requires a number of teaching hours is large enough that 24 hours per week. This is a factor that determines the success of the development efforts of professionalism and education. Based on this, it is necessary to conduct a comprehensive study on teachers of public junior high school in HSS regency. It is expected to obtain complete and accurate data about the ratio and distribution of teachers in each school for the provision of basic data so that it can be used as a basis for teacher placement policy making.

2. Method

The type of this research is a survey. According to Sudman, et al [10] a "survey" is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the

attributes of the large population of which entities are members.

This research was conducted in 25 SMPN in Hulu Sungai Selatan Regency. Population and sample of research are all teachers who teach 10 major course on junior high school that is Religion Education, Civic Education, Indonesian Language, English Language, Mathematics, Natural Science, Social Science, Physical Education Sport and Health, Art and Culture, Guidance and Counseling.

Data were collected through observation, interviews, questionnaires, and documentation. Data analysis in this study used quantitative descriptive. According to McMillan [11] the descriptive study simply describes a phenomenon. The description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability.

3. Results

Teacher ratios were analyzed based on the needs and availability of public junior high school teachers in HSS District in terms of the subjects and curriculum that are applicable: Education Level Curriculum (KTSP) and Curriculum 2013. This study focuses on the ratio of teachers to the main 10 major course, namely Religion Education, Civic Education, Indonesian Language, English Language, Mathematics, Natural Science, Social Science, Physical Education Sport and Health, Art and Culture, and Guidance and Counseling. Table 1 shows 25% of all schools are overage teachers, 80% of all schools are ideal teachers, and 24% of all schools are less teachers in Religion Education. This indicates that Religion Education teachers in HSS regency are in ideal, but not evenly distributed.

### Table 1. Ratio of Religion Education teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overage teachers</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2 shows 25% of all schools are overage teachers, 80% of all schools are ideal teachers, and 24% of all schools are less teachers in Civic Education. This shows that Civic Education teachers in HSS regency are in ideal condition but not evenly distributed.

### Table 2. Ratio of Civic Education teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of School</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>16</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

250
Table 3 shows 44% of all schools are overless teachers, 32% of all schools are ideal teachers, and 24% of all schools are less teachers in Indonesian Language. This shows that Indonesian Language teachers in HSS District are overless and also the distribution is uneven.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4 shows 68% of all schools are overless teachers, 24% of all schools are ideal teachers, and 8% of all schools are less Mathematics teachers. This shows that the Mathematics teachers in HSS Regency also overless teachers and uneven distribution.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 5 shows 60% of all schools are overless teachers, 32% of all schools are ideal teachers, and 8% of all schools are less Natural Science teachers. This shows that Natural Science teachers in HSS regency are also overless teachers and uneven distribution.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 6 indicates that 44% of all schools are overless teachers, 48% of all schools are ideal teachers, and 8% of all schools are less Social Science teachers. This shows that Social Science teachers in HSS Regency also overless and uneven distribution.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 7 shows 32% of all schools are overless teachers, 52% of all schools are ideal teachers, and 16% of all schools are less English Language teachers. This shows that English Language teachers in HSS Regency also overless and uneven distribution.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless teachers</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Ideal teachers</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>Less teachers</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
Table 8 shows 0% of all schools are overless teachers, 16% of all schools are ideal teachers, and 84% of all schools are less Arts and Culture teachers. This shows that Arts and Culture teachers in HSS District are less.

Table 8. Ratio of Art and Culture teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Ideal</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Less</td>
<td>21</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 9 shows 4% of all schools are overless teachers, 68% of all schools are ideal teachers, and 28% of all schools are less of teachers in Physical Education, Sport, and Health. This shows that teachers of Physical Education, Sport and Health in HSS regency are in ideal conditions but the distribution is uneven.

Table 9. Ratio of Physical Education, Sport and Health teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Ideal</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>Less</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 10 shows 20% of all schools are overless teachers, 44% of all schools are ideal teachers, and 36% of all schools are less Guidance and Counseling teachers. This indicates a less of Guidance and Counseling teachers in HSS Regency.

Table 10. Ratio of Guidance and Counseling teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number of school</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overless</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Ideal</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Less</td>
<td>9</td>
<td>36</td>
</tr>
</tbody>
</table>

4. Discussion

Research in Hulu Sungai Selatan shows the ratio of teachers in course of Mathematics, Natural Science, Indonesian Language, Social Science, and English language is overless, the ratio of teachers in Religion Education, Civics and Physical Education, Sport and Health is ideal and ratio of teachers Arts and Culture and Guidance and Counseling is less. The results of this study also show the teacher distribution is uneven. In general schools in rural and remote areas lack teachers, while schools in regency capitals have more teachers. In addition, more qualified and experienced teachers are generally concentrated in the regency capitals. Uneven distribution of teachers exacerbates inefficiencies and strengthens the pattern of imbalances. The cause of uneven distribution of teachers is that teachers are reluctant to teach in remote environments. This is influenced by several factors, among others: the availability of adequate shelter, schools for the children's own teachers, and the challenge of living in unknown areas. As a result, remote areas usually have a number of teachers who are less than the amount needed and have teachers whose qualifications are lower than teachers in urban areas. Various policies were made by the Government to improve teacher distribution. One of the Government introduced a remote area allowance in 2007 to encourage teachers to be willing to teach in remote areas. These incentives are likely to improve teacher performance. A study conducted in Papua [12] found that teachers absenteeism that received incentives for teaching in remote areas was lower than teachers who did not receive incentives. The results also suggest that such incentives need to be strengthened to maximize their impact on teacher distribution.

In addition, the distribution of teachers is regulated through a letter of mutual agreement signed between October 2011 between The Ministry of Education and Culture, the Ministry of State Apparatus Empowerment and
Bureaucratic Reform, and the Ministry of Home Affairs. These measures were taken to overcome the dilemma to solve the problem of distribution of teachers [9]. In the implementation of the distribution of teachers through a letter mutual agreement has constraints. The letter mutual agreement often collide with Law Number 32 Year 2004 regarding regional Government. Accordingly to Siowintari [13] the decentralization of education resulted in regional euphoria and tends to politicize education resulting in central government difficulties in controlling the quality of education.

Through various policies implemented by the Government, it is expected that the problem of teacher distribution can be overcome. According to Daya [14], teachers in Portugal and in England are experiencing recent changes in the policy environment which have affected their sense. Improving the distribution of public junior high school in Hulu Sungai Selatan requires strengthening mechanisms to regulate the resettlement. This is done so that no junior high school teacher strengths and weaknesses, so as to improve the professionalism of teachers. Increasing the professionalism of teachers will have an impact on the quality of education in Hulu Sungai Selatan regency. Linda [15] states professional development is a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice in all areas of public service provision, not least education. This is also in line with the World Bank report [12] making the distribution of teachers more equitable by ensuring that poor and remote schools have a balanced percentage of qualified and experienced teachers can improve overall learning outcomes and minimize learning disparities.

5. Conclusion and Suggestion

Based on the research, we can make some conclusions as follows: (1) there are 68% of all schools are average teacher in Mathematics course, 60% of all schools are average teacher in Natural Science course, 44% of all schools are average teacher in Indonesian Language course and Social Science course, and 32% of all schools are average teacher in English Language course; (2) there are ideal teacher off all schools in Religion Education course, Civic Education course, and Physical Education Sport and Health course; (3) there are 84% of all schools are less teacher in Art and Culture course, and 36% of all schools are less teacher in Guidance and Counseling course; (4) the distribution of public junior high school teachers at HSS regency are uneven.

Base on the results obtained in this study suggested the following matters: (1) improving the recruitment and placement of teachers according to the letter of mutual agreement of five ministers; (2) increasing incentives for teacher placement in remote areas; (3) review opportunities to incorporate schools adjacent to low student enrollment rates.

ACKNOWLEDGMENT

The authors thank to Universitas Lambung Mangkurat due to the funding of ROPSTN 2015 for this research.

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