



Analysis of the Arrangement and Distribution of PJOK Teachers in Tarutung District North Tapanuli Regency

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Abstract

The aim of this research is to look at the analysis of the arrangement and distribution of PJOK teachers in Tarutung District, Deli Serdang Regency. The method used in this research, the approach that will be used is a qualitative research approach with descriptive methods. The results of the research on the structuring aspect with a total of 4 lesson hours (JP) with a time of 1 JP 35 minutes, the total PJOK lesson hours for District Elementary Schools in Tapanuli Regency amounted to 9.640 hours. There are 140 PJOK teachers in 15 sub-districts in North Tapanuli Regency. The aspect of mapping the need for PJOK teachers is 43 people, while currently Tarutung sub-district only has 15 teachers, meaning there is a shortage of 28 PJOK teachers in Tarutung sub-district that must be resolved. The conclusion in this research is that there are 140 PJOK teachers while the need for PJOK teachers is 402 teachers, so the shortage reaches 70%.



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INTRODUCTION

The 2011 joint regulation of the Minister of National Education, the Minister of State for Administrative Reform and Bureaucratic Reform, the Minister of Home Affairs, the Minister of Finance and the Minister of Religion concerning the Arrangement and Equalization of Civil Servant Teachers is an appropriate response to the arrangement of teacher distribution which has been difficult to implement, especially between districts within a province and distribution of teachers between districts/cities between provinces (Penataan Dan Pemerataan Guru Pegawai Negeri Sipil Lingkungan Pemerintah Kabupaten Majene, 2012). Through this five ministerial regulation, the Ministry, Provincial and Regency/City Governments, as well as education units are ordered to carry out analysis and mapping of teachers within the scope of their respective policies. The mapping analysis carried out so far by education units and districts/cities does not yet reflect a comprehensive analysis (Subono et al., 2022). Districts/cities only carry out aggregate analysis of education units and the analysis is only one dimension, so what is visible is how many schools have a surplus and how many schools have a shortage of teachers. A slightly more complete analysis, such as a cross-tabulation between two or more factors, has not been carried out, even though through this analysis the information about the teacher map will be more complete, especially for structuring a fair distribution of teachers (Endriani, Gultom, Fahmi, et al., 2024; Endriani, Gultom, Verawati, et al., 2024; Setia Hasibuan et al., 2023; Sinaga et al., 2022; Supriadi et al., 2023). Several problems in teacher distribution include: 1) lack of functioning management of

educational resources at the district/city level; 2) schools only report teacher shortages, if there is an excess of teachers the school does not report it, 3) there is no disincentive policy for schools with excess teachers (Iswanto Ilham Danu & Nanik Indahwati, 2022) (Jujun Pujo Sakti et al., 2019).

Teachers are educators, namely adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, can stand alone and can carry out their duties as social creatures and individuals who are able to stand alone (Riwu Benslapece, 2019). Teachers are needed in all regions, but the unequal distribution of teachers causes many regions to have a surplus and conversely a shortage of teachers, such as Tarutung District, North Tapanuli Regency (Moerianto et al., 2021). The problem of teacher distribution is not simple, because teacher distribution is related to government policy, management of educational information systems, as well as overall supervision of various aspects that allow teacher shortages to occur in an area. The problems found by the author are (Dewi & Faridah, 2022; Nur et al., 2020; Salmatunisa et al., 2021; Verawati & Dewi, 2019)

At the Elementary School (SD) level, based on data from the Tarutung District Education Office, North Tapanuli Regency, the number of State Elementary Schools (SD) is 37 schools spread across 1 Tarutung District. Of this number, there are two schools in the remote school category with a maximum need for PNS teachers of 2 PJOK teachers in 1 school, and of the 37 public elementary schools in Tarutung District, only 11 elementary schools are filled by PJOK teachers, the rest are empty and filled by teachers. class. Based on existing data, many teachers who teach

Physical Education, Sports and Health have educational backgrounds that are not relevant to the subjects taught. Many teachers are forced to teach Sports and Health Physical Education lessons because the number of Sports and Health Physical Education teachers is unequal, especially in remote schools (Chief Curriculum Development Officer (Physical Education) (2007), 2017; Lemos et al., 2012; Ma et al., 2023; Saputro, 2023; Supriadi & Dewi, n.d.). In situations like this, the process of delivering material will be greatly disrupted due to a teacher's lack of mastery of the skills of the subject he is teaching (Akhmad, 2016; Akhmad et al., 2024; Dewi et al., 2021). Based on interviews with PJOK teachers at one of the schools in SDN Tarutung District, the reason why the arrangement and distribution of PJOK teachers is lacking in Tarutung District is because there are no human resources who have graduated from sports who have registered for the CPNS test in 2019 and P3K in 2022-2023. This is because students who major in sports after graduation are reluctant to return to their home areas and choose to work in the city of Medan.

The problem above is a serious problem that must be handled by the North Tapanuli Regency Education Office so that Physical Education, Health and Sports can be taught evenly at SDN Tarutung District. Planning directs the arrangement and distribution of teachers at the district/city level to the right targets. Therefore, teacher management and distribution policies need to be integrated into planning so that budgeting is guaranteed. By utilizing basic education data (DAPODIK), information is obtained about the condition of teachers and used as a reference for analysis in the arrangement and distribution of teachers. The aim of teacher structuring and

distribution activities is to build commitment, increase capabilities and collaborate to: 1) map and analyze teacher adequacy and needs at the educational unit level, 2) identify alternatives and 3) determine policies in the arrangement and distribution of teachers.

Teachers have a strategic role in strengthening national resilience and the integrity of the Unitary State of the Republic of Indonesia. The government is obliged to meet the needs of teachers, both in number, academic qualifications and competency, evenly to ensure the sustainability of primary and secondary education units run by the government. This obligation is not only carried out by the central government but also by the provincial government and district/city governments according to their authority. In addition, organizers of primary and secondary education units run by the community are obliged to comply with permanent teachers, both in terms of number, academic qualifications and competence to ensure the continuity of education.

METHODS

In this research, the approach that will be used is a qualitative research approach with descriptive methods. (Sugiyono, 2010) explains that the descriptive method is a search for facts with correct interpretation. This research studies problems in society and the procedures that apply in society as well as certain situations, including relationships, activities, attitudes, views, as well as ongoing protests and influences on a phenomenon.

Participants

Research subjects are people, places or objects observed in research as targets. Meanwhile, the object of

research is the thing that is the main issue that will then be observed and researched. The subjects in this research were the head of the education service, the head of the education planning section, and the head of the elementary school section at the North Tapanuli Regency education service, 3 principles of public elementary schools in Tarutung District and 3 PJOK teachers in Tarutung District Public Elementary Schools. Then the object studied in this research is the analysis of the arrangement and distribution of PJOK teachers in Tarutung District, North Tapanuli Regency.

Data Analysis Techniques

In qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), and carried out continuously until the data is saturated. (Okpatrioka, 2023). The data analysis technique that researchers will use in this research is the Miles and Huberman model. Activities in data analysis in the Miles and Huberman model are data reduction, data presentation, and verification

RESULT

Arrangement of PJOK Elementary School Teachers in North Tapanuli Regency

Based on the results of the interview, it was conducted using an interview guide, so that the questions asked by the researcher were more focused and without reducing freedom in asking questions by creating a polite, focused and targeted discussion atmosphere so that the interview could run well and smoothly, and produce accurate and precise data. . The use of

interview techniques in this research was to obtain information regarding the arrangement and distribution of PJOK teachers in 15 sub-districts in North Tapanuli Regency. As for the results of data findings in the field, it is known that there are as many elementary schools in 15 sub-districts in North Tapanuli Regency. Of these schools, there are 2410 rombel (study groups) or study classes. Elementary schools in the sub-district of North Tapanuli Regency use the 2013 curriculum with a total of 4 lesson hours (JP) with a time of 1 JP 35 minutes, so the total PJOK lesson hours for sub-district elementary schools in Tapanuli Regency are 9,640 hours. There are 140 PJOK teachers in 15 sub-districts in North Tapanuli Regency.

Adequacy

As for the results of data findings in the field, it is known that there are 15 sub-districts in North Tapanuli Regency with a total of 374 elementary schools. Of these schools, there are 2410 rombel (study groups) or study classes. Elementary schools in the sub-district of North Tapanuli Regency use the 2013 curriculum with a total of 4 lesson hours (JP) with a time of 1 JP 35 minutes, so the total PJOK lesson hours for sub-district elementary schools in Tapanuli Regency are 9,640 hours. There are 140 PJOK teachers in 15 sub-districts in North Tapanuli Regency. The results of the research data description can be seen in table 1 below:

Table 1. Description of Research Data

No	Information	Amount
1	Subdistrict	15
2	Elementary school	374
3	Study Class	2410
4	Lesson hours	9640
5	PJOK teacher	140

Source: Dapodik North Tapanuli Regency

Equalization of PJOK Elementary School Teachers in North Tapanuli Regency

Analysis of the distribution of PJOK SD teachers in North Tapanuli Regency was carried out at the school and sub-district levels to obtain more specific data on needs or distribution. In this way, it will be possible to produce more accurate analysis related to government policy making in North Tapanuli Regency. From the results of analysis and observations carried out by researchers in Tarutung District, North Tapanuli Regency, North Sumatra Province, there are 37 elementary schools with 258 study groups (rombels) with 1,032 PJOK lesson hours and 15 teachers. So, if you average it with the distribution of PJOK teachers in Tarutung sub-district, it is in accordance with the technical instructions for the joint regulations of 5 ministers in 2011. Page 17.

There is a lack of distribution and the need for PJOK teachers is around 28 teachers. From these results it can be concluded that at the state elementary school level the distribution of teachers is in the uneven category with a total of 37 elementary schools, 28 elementary schools have an uneven level for teacher needs. If we explain the need for non-PNS teachers, the shortage of teachers in Tarutung sub-district is around 28 teachers. This is in accordance with the regulations in accordance with the technical instructions for the joint regulations of 5 ministers in 2011. Page 17. The number of teachers and teacher needs can be seen in Figure 1. as follows:

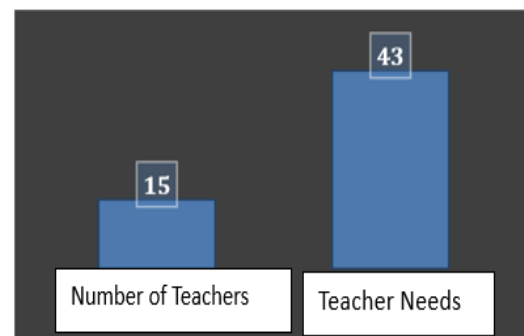


Figure 1. Chart of Mapping Public Elementary School Teachers in Tarutung District

From this graph the need for PJOK teachers is 43 people, while currently Tarutung sub-district only has 15 teachers, meaning there is a shortage of 28 PJOK teachers in Tarutung sub-district that must be resolved.

Strategic Issues

Analysis of strategic issues is an important and crucial part of the process of preparing a strategic plan to complete the stages that have been carried out previously. Identification of appropriate and strategic issues increases the acceptability of development priorities, can be operationalized and is morally and ethically accountable for the bureaucracy. Based on existing data, the problems faced make it increasingly important and important to analyze the policy for the arrangement and distribution of PJOK teachers throughout North Tapanuli Regency which aims to meet the needs of teachers to increase the distribution and distribution of PJOK teachers.

Based on this, strategic issues can be formulated as follows:

1. Not optimal yet arrangement and equal distribution of PJOK teachers
2. Lack of number of Public Elementary School PJOK Teachers in North Tapanuli Regency.
3. Lack of PJOK teachers at school causing the school principal to make a policy to recruit honorary teachers to ensure enough PJOK lesson hours.

Prepare Policy Recommendations

The education unit is tasked with planning overall school development, including planning the number of students, programs/curriculum, teacher needs, facility and infrastructure needs and school management, and reporting it to the North Tapanuli Regency education office. The North Tapanuli Regency education office receives and recapitulates teacher data based on reports resulting from analysis of the needs of civil servant teachers from all levels of educational units. The education office makes a report on the implementation of the arrangement and distribution of civil servant teachers between educational units, between levels and between types of education in its area and submits it to the BKD of North Tapanuli Regency with a copy to the ministry of education and culture. (Juknis PPG PNS. 2011: 7-8).

From the results of observations and analysis results that have been carried out by researchers at the North Tapanuli Regency education office, they have team He himself oversees analyzing all teacher needs and the results of this analysis will be used as the basis for the department to determine its attitude in adding or reducing teachers. The Department also assists in the process of transferring civil servant teachers from schools that have a surplus of teachers to schools that have a

shortage of teachers. The outreach was carried out by the North Tapanuli Regency office to elementary schools in North Tapanuli Regency. This socialization is intended so that the school understands the policies that are being implemented. Apart from that, socialization is also useful for minimizing misunderstandings between the North Tapanuli Regency education office and the school. The existence of socialization makes the school understand the policies that will be implemented and how the implementation process will be. Socialization is carried out by inviting school principals or their representatives to be given material about the policy.

Formulate Policy Formulation

The policy for structuring and equalizing civil servant teachers is one of the policies issued by the North Tapanuli Regency education office to overcome the problem of distribution and equal distribution of civil servant teachers. This policy is regulated in the Joint Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform, Minister of National Education, Minister of Home Affairs, Minister of Finance, and Minister of Religion Number 05/X/PB/2011, SPB/03/M.PAN-RB/10/2011, 48 of 2011, 158/PMK.01/2011, Number 11 of 2011. The aim of this policy is to ensure equal distribution of teachers between educational units, between levels and between types of education, between districts, between cities and between provinces and to realize increased and equal distribution of the quality of formal education nationally and achieve national education goals.

This is in line with research conducted by (Syarif Ginoga, 2016) who explains that the policy here is related to public policy and is made in the name of the state which is made by state instruments/tools to regulate the behavior

of each person, such as teachers, school and university students. (Muhammad Abdullah, 2019) Teacher performance will run well if the workload is met or in other words teachers in schools are ideal in calculating the number of people and working hours. In North Tapanuli Regency the policy of teacher structuring and distribution began to be implemented when the policy was published. The overall target of this policy is all civil servant teachers from kindergarten, elementary, middle school, high school and state vocational school levels. In this study, researchers focused more on research at the state elementary school level. The implementation of the arrangement and distribution of civil servant teachers at the state primary school level in the North Tapanuli Regency education office refers to the technical instructions for the joint regulations of the five ministers which have been issued by the Ministry of Education and Culture. (Arif et al., 2024; Julia et al., 2020) explains several problems in teacher distribution, including: 1) lack of functioning management of educational resources at the district/city level; 2) schools only report teacher shortages, if there is an excess of teachers the school does not report it, 3) there is no disincentive policy for schools with excess teachers. The formulation in formulating the policy that the researcher offers in this research is: (1) the policy implemented is to recruit new PJOK teachers (2) the school principal provides recommendations based on the results of the teacher shortage in his school and then collects data regarding the shortage of PJOK teachers.

DISCUSSION

From the results of the analysis carried out by the researcher through an interview guide prepared by the

researcher and given to the resource person, it can be explained that the mechanism for implementing the arrangement and distribution of civil servant teachers at the state elementary school level is that the education unit collects data about the shortcomings and strengths of teachers in the education unit, facilities and infrastructure needs, as well as school management. Schools cannot be careless in preparing teacher needs analysis reports because the department has supervisors who are tasked with supervising schools. Supervisors here are usually placed in each sub-district. Calculation of teacher needs here refers to the pattern of calculating teacher needs in the technical guidelines for implementing existing regulations. The school then reports the results of the needs analysis to the North Tapanuli Regency education office. The North Tapanuli Regency education office is tasked with receiving and summarizing all reports coming from schools and submitting them to the BKD. BKD then processes and follows up in the form of teacher arrangements.

This is in line with (Oktaviani, 2019) aims to map teacher competency as well as formulate in-depth and concrete policy recommendations regarding the concept of effective, efficient, productive, creative and innovative work implementation strategies for the implementation of teacher competency and professionalism development programs in an effective manner. Special The results of the analysis regarding the distribution of PJOK teachers in North Tapanuli Regency at the state elementary school level are 15 sub-districts in North Tapanuli Regency with a total of 374 elementary schools. Of these schools, there are 2410 rombel (study groups) or study classes. Public elementary schools in North Tapanuli Regency use the 2013

curriculum with a total of 4 lesson hours (JP) with a time of 1 JP 35 minutes, so the total PJOK lesson hours for North Tapanuli Regency Elementary School are 9640 hours. There are 140 PJOK teachers.

The results of the analysis carried out at the state elementary school level in the field still found many schools that did not have PJOK teachers with PNS. To cover this shortage, teachers with non-PNS (Honorary) status were placed in these schools. Based on the data obtained, there are several schools that have an even supply of teachers, but it is not uncommon for some schools to also have a shortage of teachers, especially PJOK teachers, so it can be concluded that the need for PJOK teachers in North Tapanuli Regency is not evenly distributed. The distribution of teachers in each school in North Tapanuli Regency is not evenly distributed. This can be seen from the equality percentage value of elementary schools in North Tapanuli Regency, there are 70% or 262 elementary schools that are not evenly distributed, while 30% are 30% of the 112 schools in North Tapanuli Regency. evenly. From the results of this data, it is necessary for the government, through the North Tapanuli Regency education office, to create a policy to fulfill this shortage so that there is an even distribution of good PJOK teachers in North Tapanuli Regency in schools.

The analysis was also carried out based on the assumption that there is at least 1 teacher with PNS status in each school and each teacher is only allowed to teach a maximum of 24 lesson hours, where if there are excess hours in a school of more than 24 lesson hours then they must be filled by a PJOK teacher with PNS status. The results of the analysis show that the need for PJOK teachers to cover the teacher shortage in North Tapanuli Regency is 262 teachers. The

current number of teachers is 140 people and 402 teachers are needed.

It can be explained that the shortage of PJOK teachers in North Tapanuli Regency is 262 people so that the total number of all teachers is 402 people so that with an even distribution of teachers like this it gives teachers more opportunities to work better because the class hours are no more than 24 class hours, further so that teachers are able to prepare themselves better, such as preparing teaching materials, preparing learning media and doing other work that supports the implementation of learning at school well. From these results, the researcher suggests that a policy be created regarding the arrangement and distribution of PJOK teachers, especially in North Tapanuli Regency, to pay attention to this distribution because it will affect teacher performance and also student learning outcomes.

CONCLUSION

After conducting research through qualitative descriptive data analysis, it can be concluded that:

1. From the aspect of arrangement, there is no good arrangement regarding PJOK teachers in North Tapanuli Regency elementary schools. From the research results, there are 140 PJOK teachers, while the need for PJOK teachers is 402 teachers, so the shortage reaches 70%.
2. Teacher deployments at each School in North Tapanuli Regency are not evenly distributed. This can be seen from the equality percentage value of the 374 public elementary schools in North Tapanuli Regency, there are 70% or 262 elementary schools that are not evenly distributed, while 30% of the 112 schools in North Tapanuli Regency are evenly distributed.

Therefore, the North Tapanuli Regency government must issue a policy of recruiting honorary teachers to cover this deficiency of the PJOK teacher in elementary school.

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