The Influence of the Regent's Policy on Duties and Functions of the Head of Service on the Loyalty of SMPN Teachers in Barat Pasaman Regency

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Abstract: Based on data from the Education Office of Pasaman Barat Regency, the number of SMPN teachers with the status of civil servants in Pasaman Barat Regency is 205 people and only 2 people get the rank of IV/b, while the amount teachers pile up in the rank of IV/a as many as 203 people. Furthermore, the Teacher Performance Assessment (UKG) of SMP Pasaman Barat Regency was carried out by secondary education supervisors with a value of 36 from the ideal value of 56. The assessment consists of 14 items from 4 competencies, namely pedagogic, professional, social, and personality. Likewise, the UKG results carried out by the Ministry of National Education in 2012 obtained an average value of 49.22 which is ideally 70.00. Likewise, the average UN for the SMP level in 2015 only reached 4.35. This shows the low quality of teachers and instructors and is also influenced by the low level of teacher welfare. The study was conducted using path analysis with a total sample of 136. Research location in Pasaman Barat Regency. The population of SMP N teachers in the Pasaman Barat Regency is 205 people. The sampling technique is stratified random sampling using the Slovin formula. The level considered is the rank group, namely class III and IV, and is certified. The results showed that the Regent's policy had a significant effect on the loyalty of the duties and functions of the head of the service, but weak on teacher loyalty in SMP N Pasaman Barat Regency.

Keywords: Regent's policy, duties and functions of the head of the service, principal's leadership, and teacher loyalty.

Introduction

Law of the Republic of Indonesia No. 14/2005 about Teachers and Lecturers, in article 10 paragraph 1 states that teacher competencies include pedagogic, personality, social, and professional competencies (Mulyani, 2017). Teachers’ existence becomes sacred and cannot be separated from the integrity of educational interactions in the school teaching management system. Based on data from the Education Office of Pasaman Barat Regency, the number of SMP N teachers according to the school that was used as the research site. The population in this study was all teachers of SMP N in Pasaman Barat Regency, as many as 205 people with civil servant status and certified. The teachers are spread across schools with accreditation categories A, B, and C and have different ranks. There are only 4 employees who get the rank of IV/b, while the amount of teachers piles up in the rank of IV/a as many as 149 people, and the rest are below the rank of group IV. Furthermore, the Teacher Performance Assessment (UKG) of
SMPN Pasaman Barat Regency was carried out by secondary education supervisors with a score of 36 from the ideal value of 56. The assessment consists of 14 items from 4 competencies, namely pedagogic, professional, social, and personal. Likewise with the results of the UKG carried out by the Ministry of National Education in 2012, an average value of 49.22 was obtained which ideally is 70.00. Likewise, the average National Examination for SMP in 2015 only reached 4.35. This shows the still low quality of teachers and lecturers, it is also influenced by the low level of teacher welfare.

According to Wulansari et al (2018) teachers are expected to have the agility to think, think for all aspects, have conceptual flexibility, originality, complexity, work hard and be independent. If what is found in the field is that there are teachers whose duties are just routine, then this will result in students and the environment being unprepared for today's developments and changes. Therefore, school development efforts should be emphasized on teacher development. To support the learning process following these changes and current goals, it is necessary to develop learning materials that are focused on applications in everyday life (contextual) and adapted to the cognitive level of students. The problem of how to teach contextual problems will never be resolved without the ability of teachers to pay attention to the types of problems to be solved, suggestions, and programs prepared to teach them. The teacher is an educator who is sincere in guiding children who are not their biological children to become successful people even though sometimes their biological children do not succeed.

Law No. 14/2005 concerning Teachers and Lecturers mentioned that teacher professionalism is often associated with three quite important factors, namely teacher competence, teacher certification, and teacher professional allowances. These three factors are the background that is allegedly closely related to the quality of education (Hulopi, 2020). Professional teachers who are proven by their competencies will encourage the realization of processes and performance products that can support improving the quality of education. Competent teachers can be proven by obtaining teacher certification along with adequate professional allowances according to Indonesian standards. Until now, in general, teachers have obtained certification and have received professional allowances, only a small proportion have not been certified. The fact that teachers have obtained certification is a strong basis for the assumption that teachers have the competence or are professional teachers.

The discussion of teacher professional competence is closely related to the discussion of the scientific standards possessed by the teachers themselves because it can be concluded that professional teachers must have scientific standards according to their fields. Teacher scientific standards refer to the competence of professional teachers. Furthermore, competence is a combination of knowledge, skills, values, and attitudes which are reflected in the habits of thinking and acting. In the teaching system, competence is used to describe professional abilities, namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be obtained through education, training, and other experiences according to the level of competence. Based on the explanation, one of the professional competencies emphasizes the aspect of proficiency in science which is the teacher's area of expertise (Abidin & Ulfanur, 2019).

According to Law No. 14/2005 on Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. The problem that arises later is that teachers who are assumed to have competence only based on the assumption that they have been certified, it seems that in the long term it is difficult to be accountable academically. Evidence of certified teachers is the current condition, which is generally the quality of teacher resources immediately after certification. Due to certification is closely related to the learning process, certification cannot be assumed to reflect lifelong superior competence. Post-certification should be an initial milestone for teachers to always improve competence through lifelong learning. Meanwhile, the ability of teachers, especially in the Pasaman Barat Regency, is still below the national standard value.
Previously, the minimum UKG score was 5.5 in 2015 and 6 in 2016. Teachers who do not meet the minimum score do not mean they have not passed the UKG. Teacher career development in Indonesia is a government priority. Its implementation is based on several laws, including Law No. 20 of 2003 about the National Education System and Law No. 14/2014 about Teachers and Lecturers. In Article 40 paragraph (1) C of Law number 20 of 2003 about the National Education System, it is stated that educators and education staff have the right to obtain career development following the demands of quality development. Article 32 paragraph (1) of Law No. 14/2015 concerning Teachers and Lecturers states that teacher guidance and development includes professional and career coaching and development, affirmed in paragraph (4) includes assignments, promotions, and promotions.

Professional competence is one of four competencies that must be possessed by teachers as stated in the Law on Teachers and Lecturers No. 14/2005 article 10 paragraph 1. Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. The purpose of the study was to determine the direct influence of the Regent's policy on the duties and functions of the head of the service (Putra, 2019; Santika, 2019).

**Method of the Research**

The population in this study was all SMP N teachers in Pasaman Barat Regency with civil servant status and certified, with the distribution of schools categorized as A, B, and C accreditation and different ranks. The population of the study was 205 teachers, consisting of 149 people in class III and 56 people in class IV. The research population is determined based on consideration of class and rank. Teachers who are non-civil servants are not included in the research population because they are not a necessity in this research, nor do they contribute to their careers. Sampling was done by using a stratified proportional random sampling technique. The level considered is the rank group, namely class III and IV, and is certified. Proportions are calculated in each school and class. Samples were taken randomly and gave equal opportunities to the population according to school, class, and rank. Based on calculations using the Slovin formula (Arianti, 2018; Chandra et al, 2019), the sample in this study was set at 136 sub-instruments.

**Result and Discussion**

The results of the path analysis show that the duties and functions of the head of service (X2) have a direct influence on teacher loyalty (Y) where the magnitude of the direct influence is 0.015. While the magnitude of the indirect influence is: 0.259 x 0.278 = 0.007. Based on the results of these calculations, it is known that the coefficient of the indirect relationship is greater than the coefficient of the direct relationship, so it can be said that the actual relationship is indirect.

![Diagram](image) **Fig. 1.** The results of the variables influence the Regent's policy (X1), the duties and functions of the head of service (X2), and the principal's leadership (X3) on teacher loyalty.
The findings of the hypothesis indicate that the Regent's policy significantly influences the duties and functions of the head of the service by 72.22%. This is proven by the high level of loyalty of the head of the service to the Regent's policy. Furthermore, in general, the Regent's policies affect the performance of the head of the education office running well. The level of significance between the Regent's policy on the duties and functions of the head of the service is considered quite high and reasonable because, among others: 1) the head of the education and culture department is a direct subordinate of the Regent; 2) the head of the education and culture department is chosen by the Regent, even though through selection for high primary positions; 3) the Regent is officially the highest official (coach) at the district level; and 4) the Regent has the right to dismiss the head of the service if he does not carry out the policies that have been set per applicable regulations. Furthermore, in maintaining the position of head of the education and culture office, the head of education and culture must carry out his duties according to the regulations and provisions that have been decided by the Regional Government.

Conclusion

The results of this study illustrate that the Regent's policy also significantly influences the Head of the Education and Culture Department in Pasaman Barat. This is because the position of the head of the education and culture office is appointed at the discretion of the Regent politically, even though the process of appointing the head of the service must go through an auction and selection mechanism. The Regent's policy also significantly influences the leadership of the principal. By regulation, the Regent is not the direct supervisor of the principal but politically in Pasaman Barat in general. The principal is afraid of the Regent because the principals think that at any time the Regent can change the position of the principal through the Head of the Pasaman Barat Education and Culture Office.

References


