

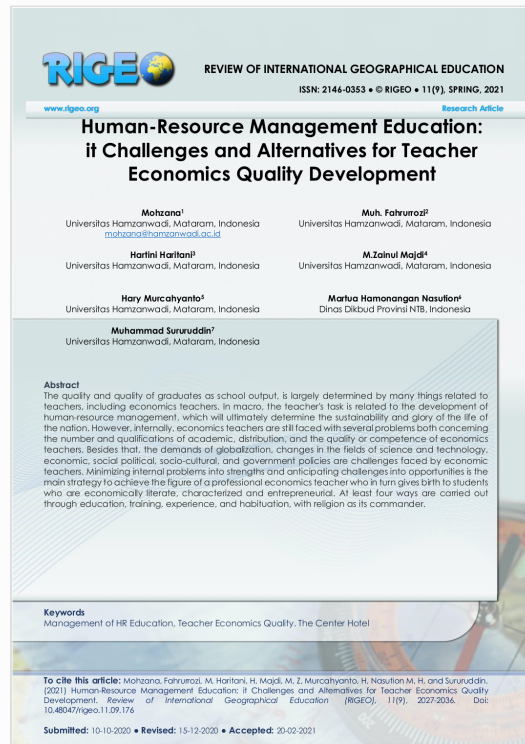


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Human-Resource Management Education: it Challenges and Alternatives for Teacher Economics Quality Development

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Abstract

The quality and quality of graduates as school output, is largely determined by many things related to teachers, including economics teachers. In macro, the teacher's task is related to the development of human-resource management, which will ultimately determine the sustainability and glory of the life of the nation. However, internally, economics teachers are still faced with several problems both concerning the number and qualifications of academic, distribution, and the quality or competence of economics teachers. Besides that, the demands of globalization, changes in the fields of science and technology, economic, social political, socio-cultural, and government policies are challenges faced by economic teachers. Minimizing internal problems into strengths and anticipating challenges into opportunities is the main strategy to achieve the figure of a professional economics teacher who in turn gives birth to students who are economically literate, characterized and entrepreneurial. At least four ways are carried out through education, training, experience, and habituation, with religion as its commander.

Keywords

Management of HR Education, Teacher Economics Quality. The Center Hotel

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Introduction

Every time we are at the end of the school year the public's attention will be focused on how low the quality of secondary school education is indicated by the low results of the National Examination (UN), even though it is not the only indicator of quality. The quality of national exams for high school economics subjects nationally shows inconsistent figures, and even tends to fall. Table 01 shows the development of SMA / MA Economics UN scores.

Table 01.

Development of national exam score in Economics subject in SMA/MA

| National exam score | 2007/2008 | 2008/2009 | 2009/2010 |
|---------------------|-----------|-----------|-----------|
| Average | 7.67 | 7.36 | 7.01 |
| Lowest | 0.50 | 0.50 | 0.25 |
| Highest | 10.00 | 10.00 | 10.00 |
| Standard deviation | 1.28 | 1.26 | 1.09 |

The inconsistency of the results of the national examination will always be associated with the low quality of teachers and the low quality of teacher education. The reason is that in the whole schooling system at every level of education, the teacher is an important component, it can even be said to be the most important when viewed from student learning activities. The quality and quality of graduates as school output, is largely determined by many things related to teachers. From a macro level, the teacher's task is related to the development of human resources, which in the end will determine the sustainability and glory of the nation's life. In the context of the learning process in the classroom, the role of the teacher cannot be replaced by any modern electronic device. This is because, in learning, it is not just about conveying learning material but rather on the personality aspect that will color the educational interactions between the teacher and students.

Taking into account the central role of the teacher in the learning process, it can be said that the quality of education in schools is largely determined by the quality of the teacher's ability, although there are other factors that are related. Consequently, if the quality of education is improved, the quality of teacher ability needs to be improved so that teacher performance increases. Vice versa, if the quality of education was allegedly not in accordance with community expectations, of course the first to get an accusation is the teacher. Because the presence of qualified teachers is an absolute requirement for quality education systems and practices, almost all nations in the world always develop policies that encourage the existence of quality teachers. One of the policies developed by governments in many countries is a policy of direct intervention towards improving quality and providing adequate guarantees and welfare of teachers' lives through teacher certification. Teacher certification is aimed at least: (1) determining the eligibility of teachers in carrying out their duties as learning agents and realizing national education goals, (2) improving the process and quality of educational outcomes, (3) increasing teacher dignity, and (4) increasing teacher professionalism, including teacher welfare.

However, various symptoms were observed as follows: First, the average teacher competency score was in the range of 52-64 percent and not even a few teachers whose competency scores continued to decline. The average value for the pedagogical competence of teachers who passed the certification was 54.33 percent, personality competence 52.37 percent, professional competence 64.36 percent, and social competence 53.92 percent (Baedhowi, 2009); Second, In reality, the quality and performance of teachers vary greatly. Various studies have revealed that the level of mastery of teaching materials and skills in using innovative teaching methods is still lacking. To make matters worse, 40% of teachers is "in the wrong room," namely teaching outside their area of expertise and of all teachers, only 20% are eligible in terms of their educational qualifications (Jalal & Supriadi, 2001). On the learning side, experts point out that in the context of teacher-student relations, it is still formed in a pattern where teachers are less tolerant of student needs. The process of knowledge transfer is still evident and has taken over the function of education, which should encourage students to seek

knowledge through reflective and cooperative work. For this reason, what develops is an alienation process in the learning process, because students only accept what is given by the teacher.

The facts and indications above are challenges for efforts to improve the quality of education. In addition to these problems, changes and demands of globalization also become external pressures that must be faced by economics teachers. Departing from positive thinking, this paper is presented to explore the indications above in order to obtain a picture of the specific problems faced by economics teachers and alternative Repeated Word solutions. Consequently, this paper explores: The problems of economics teachers, external pressure in improving the quality of economics teachers, the figure of future economics teachers, and alternative Repeated Word development of economics teachers.

Method

This study uses a qualitative approach that serves to give meaning in depth to existing data or fact. The approach was chosen because this research does not aim to test hypotheses, but rather describe data, facts, and circumstances or trends that exist, and conduct analysis and predictions about what must be done to achieve the desired state in the future. The method used in this research is a descriptive method that is a research method that seeks to describe and interpret objects according to what they are. In this study, the authors describe what it is about teacher quality: challenges, and alternative development.

Results And Discussion

A Portrait of an Economics Teacher

Number and Academic Qualifications

Nationally, there are no valid data on the number and qualifications of teachers in the field of economic studies at the SMA / MA level. However, the total number of teachers at the SMA / MA level is 238,469 people (Dirjen PMPTK, 2009). Judging from the ratio of teachers to students, in Indonesia, there are already excess teachers compared to other countries, especially in the Asian region (Maryani, 2016). In Indonesia, the ratio of students to secondary education is 1:14. Compare with other countries such as Malaysia (1:17), South Korea (1:18), China (1:18), Thailand (1:25), and others. Studies conducted in several cities / districts in Indonesia also show these conditions, such as in Jayawijaya, Pacitan, Bengkalis, and several other regions. Judging from the level of qualification by referring to the minimum standard of education as mandated in the teacher and lecturer law no. 14 of 2005, about 8.84% of high school / MA teachers do not meet the qualifications. More can be seen in the following Table 02.

Table 02.

Number of SMA / MA teachers viewed from Academic Qualifications in academic year 2009

| No | Academic Qualifications | Number | Percentage | Percentage of Eligibility |
|----|-------------------------|---------|------------|---------------------------|
| 1 | SMA | 5.935 | 2.49 | 8.84 |
| 2 | D1 | 882 | 0.37 | |
| 3 | D2 | 1.563 | 0.66 | |
| 4 | D3 | 12.693 | 5.32 | |
| 5 | S1 | 211.867 | 88.84 | 91.16 |
| 6 | S2 | 5.507 | 2.31 | |
| 7 | S3 | 22 | 0.01 | |

Data Table 02 above, does not describe the number and qualifications of high school economics teachers. However, when referring to the percentage nationally, some experts suggest that only 42.6% of economics teachers have good qualifications or good quality

(Nurhayati & Budiwati, 2020). This causes the level of economic literacy (economic literacy) of the community to be low which in turn can lead to consumptive attitudes of the community. Though economic literacy is an important goal of economic education (Solihat & Amasik, 2018). In addition, the low qualification of economics teachers also cause the orientation of economic education in schools tends to be on the cognitive aspects of students and boring learning methods (Wulandari, 2010). Maliki (2010) also states that economics obtained by students in learning is still not effective, because the knowledge provided is still limited to insight and knowledge. However, according to him, economic literacy is actually a life skill that must be possessed by every student. Another indication of low economic literacy is many cases and victims of investment-related fraud, including the latest case, the Antaboga-Century case. This is where the role of the economics teacher is in increasing the economic literacy of students.

Teachers Distribution

From the aspect of its distribution, there is still an imbalance in the distribution of teachers between schools in urban, suburban and rural or remote areas. Generally, teachers with more adequate educational qualifications are scattered throughout the capital. A research result shows that there is an imbalance in teacher distribution, where 68% of urban schools have too many teachers and 21% lack. In contrast, 17% of schools in remote areas have too many teachers and 66% lack teachers (Puslitjaknov Balitbang Kemdiknas, 2010). Figure 01 shows that data.

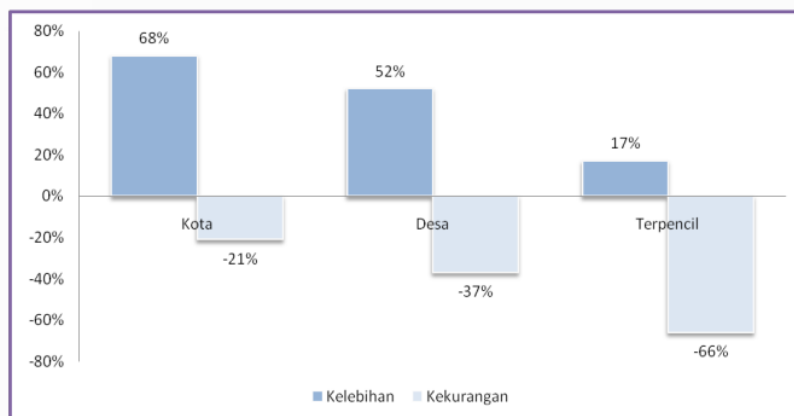


Figure 01: teachers' number Percentage by region

In terms of gender, the majority of female teachers are in urban and periphery areas. The problem then is that the burden of teaching teachers in remote areas becomes heavy due to teacher shortages. However, on the contrary, in urban areas become a shortage of teaching load. Many of these problems are caused by teacher recruitment and placement, which are not based on an analysis of regional needs (A'ing, 2015). KKN practices at the regional level also dragged the issue of disparity in teacher distribution between regions and even between schools.

Teachers' Competency

The learning process activity is the core of the education process, and the teacher as one of the main holders in driving the progress and development of the education world. The main task of a teacher is to educate, teach, guide, train. Therefore, the responsibility for the success of education rests with the teacher. The teacher as the helmsman of a ship, wants to go in the direction and direction of the ship, if the young interpreter is clever and skilled, then the ship will sail safely to its destination. Waves and waves of any size will be passed calmly and

responsibly. Likewise, a teacher, so that the learning process is successful and the quality of education increases, it is necessary for teachers who understand and live their profession. The hope is of course the teacher who has insight knowledge and skills to create an active learning process, and be able to create an innovative, creative, and fun learning atmosphere. However, there are some problems that are allegedly becoming learning problems, especially in the economic field that is associated with teachers, such as the teaching style of teachers who tend to lecture while students listen. In addition, most of the teachers observed used most of the time to convey information to students. They seemed to assume the main function of teaching is the delivery of information. (Purba & Rudi, 2019). Some research findings show the quality of teachers in Indonesia is still low compared to other countries (Jalal, Puslitjaknov Balitbang Kemdiknas, 2010; and Smeru, 2010). First, judging from the time spent, 89% are used for teaching, 3% are fertilizing the material, and 3% are for anything other than learning. Compared to other countries such as Japan, for example, 98%, US 965%, Hong Kong 97% are used for learning. Second, the percentage level of complexity of problem solving is found that the content of learning done by teachers is more at low levels of complexity when compared to other countries. Figure 01 shows the difference in the level of complexity of the learning problems of Indonesian teachers compared to other countries. This reflects that learning in schools tends to be Texas books, and is less directed at students' ability to solve problems.

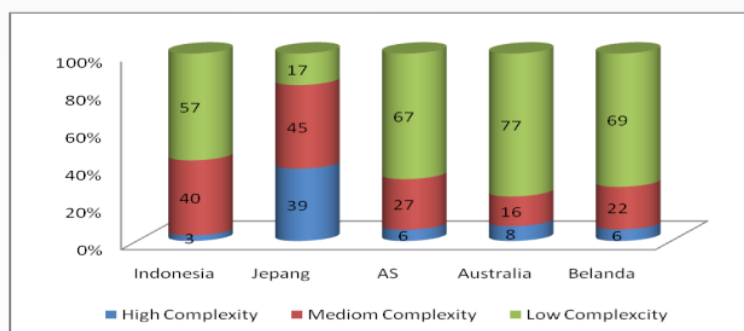


Figure 02: Percentage of complexity level of problem solving

Third, teachers in Indonesia tend to give questions that only have one answer. The results of the study showed 90% of questions with one answer and only 10% of classes that gave questions with more than 1 answer. Compare with other countries such as Japan 42%, Hong Kong 25%, US 24%, Netherlands 23% provide questions that have more than one answer. Fourth, the average Indonesian teacher spends time talking so that the impression of verbalism is very high. The result is that student activity is very low. The results of the study showed the ratio of teacher words to student words reached 25 words. Compare with other countries such as the US (1: 8), The Netherlands (1:10), Australia (1: 9), and others. In one study, it was also found that during 50 minutes of learning, the teacher issued 2,633 words while the students only 127. Figure 03 shows the ratio referred to and compared with other countries.

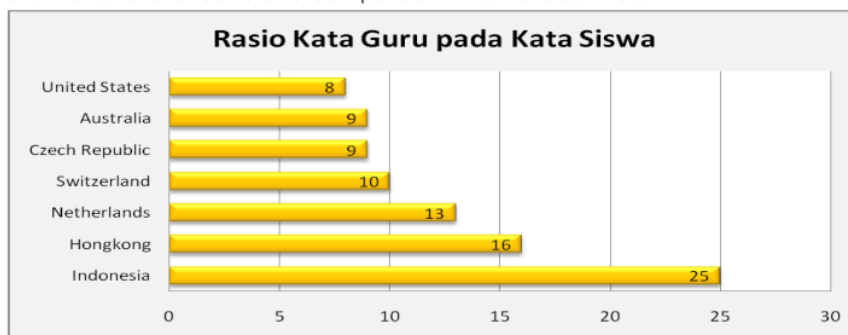


Figure 03: Teacher's Word Ratio to Student Words

Fifth, teachers in Indonesia are more inclined to instill aspects of knowledge compared to other aspects such as the application to the fields of science, communication, and reasoning. Table 03 shows the level of emphasis on learning materials by Indonesian teachers compared to two other countries namely Malaysia and Singapore. This data reflects that teachers in Indonesia, including Economics teachers, are more inclined to embed concepts and forget the development of students' thinking. This happens a lot due to teacher competency factors in using active and innovative learning.

Table 03.

Emphasis of material on the established curriculum

| Learning content | Indonesia | Malaysia | Singapura |
|--|------------------|----------|-----------|
| Mastery of basic skills | Lots | Lots | Lots |
| Understanding of concepts & principles | There is | Lots | Lots |
| Daily application | Little / Nothing | There is | Lots |
| Communicate | Little / Nothing | There is | Lots |
| Reasoned | Little / Nothing | There is | Lots |

These findings reinforce several other findings that reveal some problems that arise in learning, including: in the learning, process is more concerned with results by ignoring the learning process; the ability to develop learning media is still weak; teaching refers to textbooks not to curriculum; most teachers do not develop learning tools such as semester programs, annual programs, syllabi, and lesson plans; only a small proportion of teachers can develop teaching materials such as worksheets; evaluations by teachers only measure cognitive aspects to ignore the affective and psychomotor aspects; interactions that teachers build in the learning process tend to be one-way; the ability to develop innovative learning is still low.

The findings (Hidayat, 2017), show learning (especially economic learning) tends to be terroristic and not related to the environment in which students are located. In addition, there tend to ignore the ideas of students (Rosidah, 2016). Teacher centered and even very boring (Zebua, 2020). The findings (Saprya, Wiyanarti, & Iqbal, 2014) state that social Repeated Word studies learning including economics in schools give birth to instrumental output that is not strong (not powerfully instrumental output), unable to provide opportunities for students to empower themselves. Specifically, the findings (Fathudin, 2017) identified several weaknesses of social Repeated Word studies learning including economics in students' perspectives, including: Too Repeated Word much memorization, too Repeated Word much material taught, good enough but sometimes boring, usually tense and boring lessons, pretty good but less fun and frightening. Lessons are not good because there is a lot of material that is not yet understood, Repeated Stem students feel fewer understandings Repeated Stem/ bored, less Repeated Word because there is no student participation in learning, students sometimes Repeated Word get bored and sleepy because they find it not fun, less Repeated Word because there are no facts very clear, sometimes Repeated Word boring, Repeated Stem the book is not creative so bored Repeated Stem to read. Much material does not involve daily life. Many children do not like and hate because of memorization, sometimes Repeated Word difficult Repeated Word to understand and quite difficult.

What is described above reflects that learning by teachers, including economics teachers is still far from expectations? This condition is termed by Freire with "bank style" education. Simply put Freire's lists antagonisms between teacher and student, namely: Teacher's teaching, student learning; The teacher knows everything. Students know nothing; The teacher thinks. The students think; The teacher speaks. The student listens; The teacher arranges. The student arranges; The teacher is the subject of the learning process, the object student; etc. This often happens in our world of education. Teachers and lecturers are transformed into "foreign" human beings no longer as partners of students in a democratic and liberating teaching and learning process.

The challenge of improving the Quality of Economics Teachers

Trends in technological development

The development of technology at the end of the twentieth century took place very quickly, mainly relying on three fields: bio-technology, material science or material technology and technology Electronics and Computers (Marpaung, 2020). The development of bio-technology has influenced various types of products, such as health and medicine and food ingredients. In the field of materials science, it has been possible to create various construction materials which do not need to damage the environment, because they are not mining goods. Advances in communication technology enable business transactions through computer glass (Maturbongs, 2019), while the development of robots enables the birth of a robot workforce for the industrial world (Marsudi & Widjaja, 2019). These advances, will be a challenge for a teacher, especially in the field of economics in preparing themselves to face developments and changes in the technology field. The development of the computer industry, for example, will give birth to "Edutainment," namely education that becomes entertainment and entertainment, which is Education (Ginanjar, 2017). With "Edutainment," the educational process will be more interesting and produce more qualified graduates.

Trends in economic development.

At the beginning of the XXI century, six of the top ten countries with the highest GDP will be occupied by countries in Asia: China, Japan, India, Indonesia, South Korea, and Thailand. The rapid growth that might be called a miracle or anomaly, was caused by: a) ability to manage human resources, b) the hard work of the population, whether from workers, employers or government officials, c) the orientation of economic achievement among politicians, and d) the ability to mobilize investment. This growth trend is an attraction for foreign investors. The nature of the spiral will cause the economic growth of Asian countries mentioned above will be higher. The development of bio-technology will have an impact on the economic field. Advances in technology will increase the productivity capabilities of the industrial Repeated Word world both in the aspect of industrial Repeated Word technology and in aspects of the type of production (Syauqi, 2016). Investments Incomplete sentence and reinvestments that take place on a large scale that will further increase the productivity of the world economy. However, on the other hand, advances in technology also cause the industrial world does not require as much labor as in the past. As a result, Repeated Word employment is not as expected. The tendency of technological and economic development, will have an impact on employment and the qualifications of the workforce needed. Workforce qualifications and the number of workers needed will experience rapid changes. As a result, Repeated Word the education needed is education that produces labor that can transform knowledge and skills in accordance with the changing demands of the workforce (Wijaya, Sudjimat, Nyoto, & Malang, 2016).

Trends in the development of the social political field

Advances in technology accompanied by advances in the economy have had socio-political and cultural impacts on society (Sakina, 2017). Government systems in countries are often called "soft authoritarians," where human rights, housing, food, health, education, employment opportunities and safety guarantees can be fulfilled, but political freedom is restricted. Their abilities, skills and lifestyle are no different from the middle class in Western countries. Predictably, this new middle class will be the vanguard to demand greater political freedom and freedom of speech. Certainly, the transition of this leadership generation will have an impact on the style and substance of the politics applied. The advances in communication technology have resulted in regionalism consciousness. Coupled with advances in the field of transportation technology have led to increased awareness. That awareness will manifest in the field of economic Repeated Word cooperation, so regionalism will give birth to new economic Repeated Word forces.

Trends in the development of the cultural field

Rapid development in the field of technology, followed by economic growth that is no less fast will have an impact on the cultural aspects and values of a nation (Ginanjar, 2017). Pressure, sharp competition in various aspects of life as a consequence of globalization, will give birth to a generation that is disciplined, determined and hard-working. However, on the other hand, intense competition in the era of globalization will also give birth to a morally degenerate into generation: consumptive, wasteful and has a shortcut that is mentally "instant." Progressing in economic life that places too much emphasis on fulfilling various material desires has caused some members of the community to become "rich in material but poor in spirit" (Saifuloh, 2018). In the world of education, globalization will bring rapid progress, namely the emergence of mass media, especially electronic media as a source of knowledge and education center (Jamun, 2018). The impact of this is that teachers are not the only source of knowledge. As a result, students can master Repeated Stem knowledge that has not been mastered Repeated Stem by the teacher. Therefore, it is not surprising in this era of globalization, the authority of teachers, in particular, and parents in general in the eyes of students is declining. The decline of the authority of parents and teachers combined with the weakening of the authority of traditions in society, such as cooperation and help have weakened social unity. Further consequences can be seen together. Delinquency and deviant acts among adolescents and students are increasing in various forms, such as fights, scribbles, traffic violations to crime. This condition is clearly a challenge for economics teachers in improving their quality.

Government policy

There are two themes of government policy that must be noted by economics teachers, namely the inculcation of the values of character and the entrepreneurial spirit of students (Mas, 2017). Character is the character, character, character, or personality Repeated Stem of a person Repeated Stem that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting and acting (Mohzana, Fahrurrozi, Haritani, Majdi, & Murcahyanto, 2020). Virtues consist of a number of values, morals, and norms, such as honesty, courage to act, trustworthy, and respect for others. One's interactions with others foster the character of society and the character of the nation. While the entrepreneurial spirit is the values that shape the character and behavior of someone who is always creative, empowered, creative and creative and strives in order to increase income in his business activities. some characteristics of someone who has an entrepreneurial character as a person (1) self-confident, (2) task and outcome oriented, (3) risk-taking, (4) leadership, (5) forward-oriented, and (6) originality (Rusdiana, 2018). The process of developing values that form the basis of character and entrepreneurship certainly require a continuous process, carried out through various subjects in the curriculum, including the field of economic studies (Dewi, 2017; Mohzana et al., 2020). In developing the nation's character education, awareness of who he is and his people are a very important part. Therefore, it is the job of the economics teacher to prepare students who have the character and spirit of entrepreneurship, besides being economically literate.

Conclusion

The problems and challenges of the quality of economics teachers are the accumulation of our national education having not yet been established in such a long time to find its characteristics, all of which are caused by various kinds of turmoil and interests. However, everything presented reflects that professional economics teacher is a very absolute necessity for the world of education to achieve good-quality education. With a good quality of education will reach a high level of intelligence, decent welfare, respectable dignity, and able to compete globally with other nations. In the hands of the economic teacher, the great hope of this nation is tethered. Therefore, the teacher must be a qualified human being, master of

science and technology, capable and proactive in anticipating and responding to the challenges of the changing and increasingly complex era so that in turn give birth to generations of economic literacy, characterized, and entrepreneurial spirit. To make this happen, the management of educational resources, especially economics teachers and the methods offered from some experts' thoughts should be considered to achieve strong / great and professional economics teachers. In addition, in the future it is necessary to have a more comprehensive study of the existence and quality of economics teachers in addition to several important themes, including: The ratio of the number of students to economics teachers, The ratio of class hours to the number of economic teachers, Formula / formula for the needs of economic teachers for each school, Recruitment to teacher placement economics, economics teacher who has other duties besides teaching, transferring other regional economics teachers, distribution of economics teachers, economic teacher capacity building, continuous competency improvement, economic teacher regulation capacity development, and others.

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