

Workload Analysis Teachers in Development Education (Case Studies Teachers in Junior High School District of Pamatang Sidamanik)

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ABSTRACT

The decision to accept the division of teaching other subjects are not based on a sense of moral responsibility as a professional teacher. In order to improve the quality of Education if there is a teacher who teach various subjects. When teachers teach the subject matter is not the subject they teach the learning process that takes place may be bad, because the teacher is no longer the focus on the subject matter into the field. The focus of the problem in this research is to be answered in this study, the subsequent formulation of the problem or research question is the following is the extent to which the amount of the workload of teachers make a positive contribution in the development of education. By using qualitative research methodology is because the data collected and the analysis is qualitative. Qualitative research requires information into to the level of significance. Qualitative studies further emphasize the significance of the generalization. Source of data in this research is the source of the data is a source of primary data that has not been certified teachers, and who have been certified either already getting benefits or not professional educators, and principals in Junior High School in the District Pamatang Sidamanik. It is still to be between 24-40 hours per week. So it can be explained that all teachers, amounting to 9 people in the Junior High School 2 Pamatang Sidamanik workload gets a minimum of 24 hours of face to face, the ideal study group is 4 and the structure of the curriculum already plus a maximum of 4 les, where one person as the head of the school, which calculated with a load equivalent to 18 hours of work face to face, and 4 among the received additional duties as Assistant principals with the workload of each equivalent to 12 hours of face to face and one of them as head of the library with the workload equivalent to 12 hours of face to face. This calculation is correct when allowed teachers to teach not only the subject areas taught

A. Introduction

Building a quality education is an imperative need to be implemented by the various components of this nation, because it is known that education can be forged through human resources who believe in God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens democratic state. The teacher workload for teachers discourse given that teachers today are either already certified and uncertified teachers alike need a workload of at least 24 (twenty four) hours of face-to-face in a week. For those who

have not been certified teacher seems to be a prerequisite for the teacher can be in the certification, while for teachers who are already certified workload of at least 24 (twenty four) hours of face-to-face in a week is needed for teachers to get their right to be professional educators allowance equivalent of one wage.

The workload of at least 24 (twenty four) hours of face-to-face in a week is a need for teachers to get professional support educators as required by Law No. 20 of 2005. To get the work load of at least 24 (twenty four) hours of face-to-face in a week for most of the teachers is not an easy matter. Because to get the work load depends on several things: 1) such number of classes contained in the school; 2) the amount of the same subject teachers who are at the school; 3) and weight allocation of time or hours of lessons are available for each subject. The government realizes that it is difficult for some teachers to get the workload of teachers at least 24 (twenty four) hours per week of face to face.

From the description it can be understood that a teacher (professional) received permission from the government to teach subjects that are not taught in their respective sectors. Surely this should not happen. Stepped in the above cases, we can learn a sense that that encourage the teachers want to teach other subjects is obtained Allowances Professional Educators. His decision to accept the division of teaching other subjects are not based on a sense of moral responsibility as a professional teacher.

Phenomenon in Junior High School District of Pamatang Sidamanik Simalungun as a teacher teaches many subjects is a contrary to the principles of professionalism. Education policy adopted is not oriented to the quality of education, and it proves the lack of commitment of government to build a national education that is not oriented to quality. Education policies that implement the workload of at least 24 (twenty four) hours of face-to-face, there seems to be thinking towards political education budget, and not the quality of education.

In fact there are two Junior High School in District Pamatang Sidamanik. In the junior high school analysis of how the actual workload of teachers at least 24 (twenty four) hours of face-to-face and a maximum of 40 (forty) hours of face-to-face can contribute positively to the development of education. According to the observations while at the Junior High School in the district Pamatang Sidamanik, teacher workload of at least 24 (twenty four) hours of face-to-face are shared in the school, it contains a lot of cases in perspective (viewpoint) the development of education.

Therefore, the authors chose the title of this research "Workload Analysis Teachers in Development Education (Junior High School case study in District of Pamatang Sidamanik-Simalungun)", because after all cases the workload of teachers in Secondary Schools in District of Pamatang Sidamanik need is broad and deep explore , so that later gained an understanding of the extent to which teachers' workload of at least 24 (twenty four) face to face to contribute positively to the development of education.

1. Problem Formulation

It is inevitable that the actions of a nation's educational development gives big influence in accelerating the advancement of a nation, with the most dynamic development of our educational development distorted.

In fact the field at Junior High School in District Pamatang Sidamanik, cases of fulfillment of the workload of teachers to get at least 24 (twenty four) hours of face-to-face in a week to be very

phenomenal. The focus of the problem in this research is to be answered in this study, the subsequent formulation of the problem or research question is the following is the extent to which the amount of the workload of teachers make a positive contribution in the development of education.

B. Reference Theory

Basic law governing teacher workload contained in Act No. 20 of 2005 on teachers and lecturers, article 35 paragraph 2 which requires teachers to teach at least 24 (twenty four) hours of face-to-face and as much as 40 (forty) face-to-face hours in a week. In Article 35 paragraph 1 of Law No. 20 of 2005 also stated that the workload of teachers includes the following principal activities of the learning plan, implement learning, assessing learning outcomes, guide and train learners, as well as perform additional tasks. This then is phenomenal because not all teachers are in the ideal condition, which can easily get the workload (the division of teaching duties) 24 (twenty four) hours of face-to-face in a week. Because the government gives a solution to introduce legislation that would provide a way out so that teachers receive the intended workload.

To gain an understanding of the workload of teachers at least 24 (twenty four) hours of face-to-face and as much as 40 (forty) hours of face-to-face in a week, it helps the writer make an example of explanation and attention on curriculum structure junior high school / MTS. For example, if such a Mathematics teacher who has been certified to teach in schools A number of group learning with each class 1, 2 and 3 are 3 classes, so that altogether nine classes. So the math teacher was required to bring math in all classes. Because the teacher Teaching hours only nine classes multiplied four hours to thirty-six hours of face-to-face. In these circumstances, the math teacher is entitled to a similar allowance educator profession one proficiency level teacher's salary.

In manual calculation workload of teachers issued in 2008 by the Director General to improve the quality of education and education in the know that the teachers are given additional duties as head of the school is required to teach face-to-face 6 (six) hours of lessons, and teachers are given additional duties as deputy chief school or the head of the library, must teach as many as twelve (12) hours of lessons. Responding to the workload of teachers at least 24 (twenty four) hours of face-to-face, Chairman of the Board of (PB) Indonesian Teachers Association (PGRI) Center, Sulistiyo deplore just teach a minimum of 24 (twenty four) hours and a maximum of 40 (forty) hours of face-to-face in a week that is valued in the number of credit and employment interests. As a result of other tasks assigned by the teacher received less attention, even sometimes not implemented optimally. He also argues that the quality of education is deemed not good is a result of the systems and policies that are not appropriate by the government. (Media School, 1 to 15 December 2012, p.5).

In the Indonesian Government Regulation No. 74 of teachers in article 17, states that teachers get professional allowance then the teacher should be teaching in the educational unit where the ratio of learners and teachers of at least 1:20. Furthermore, Regulation joint national education minister and minister of state utilization of state apparatus and bureaucratic reforms, the interior minister, finance minister, and minister of religion Number: 05 / X / PB / 2011, SPB / 03 / M.PAN-RB / 10 / 2011, 48 in 2011, 158 / PMK.01 / 2011, 11 in 2011 on

structuring and equity Civil Servants teacher mentioned that the minimum number of students for junior high school education unit of at least 20 students and a maximum of 32 students.

Calculation of the workload of teachers should not only limited to face-to-face teaching in the classroom. In actualize the work of teachers teaching (face to face) in the classroom, a lot of work required of a teacher before and after teaching as preparing teaching materials, preparing the teaching and learning activities, and evaluate student learning outcomes. But this does not count as credit points teachers to meet the workload of teachers at least 24 (twenty four) hours of face-to-face. Work teachers prepare teaching materials, preparing the teaching and learning activities and evaluate student learning outcomes is much more coherent with the teaching profession than teachers as head librarian, teacher gets additional duties as assistant principal. So it is very ironic when the teacher as head librarian and teacher as the principal in the account maid workload equivalent twelve (12) hours of face-to-face, while the work of teachers such as preparing teaching materials, preparing the teaching and learning activities, and evaluate student learning outcomes are not in calculated as teacher workload credit points.

Sudarwan Danim states; Teaching profession carried out during working hours and after hours, because teachers must teach planning, implementing the learning process, assess the results of the evaluation of homework and learning, guiding students, serve the parents / guardians of students in school hours and home, visiting the elderly students, to carry out cooperation in helping troubled students. (2011: 114)

Teaching jobs involve physical and mental health is strong. So it is not impossible burden of teaching work can affect the physical and mental health. Because teaching jobs over the mental engagement, then the tendency to mental health disorders should be our common concern. Workload pressures of at least 24 (twenty four) hours of face-to-face does not look like the surface, but actually may increase the tension or suspense teacher effect on his health condition.

What I pointed out is not something that does not make sense. Because according to a survey conducted by the teachers of elementary, junior high school, and high schools in Japan, from 8544 teachers have to take sick leave. 62% of them or 5274 teacher, suffering from mental illness. Responding to the survey results, the Japanese government planned several steps such as reviewing the workload of teachers, improve consultation system, and creating a rehabilitation program for teachers who take leave. The Ministry said the teacher over the age of 40 (forty) years tend to be more depressed because of the heavy work load.

C. Research Methodology

Viewed in terms of its approach, the type of research used in this study is a qualitative research. According Sugiono (2009: 8-12) that "This type of research is often also referred to as naturalistic study conducted on natural objects (natural setting) Also called qualitative research is that the data collected and analysis is qualitative. Qualitative research requires information into to the level of significance. Qualitative studies further emphasize the significance of the generalization ".

Source of data in this research is the source of the data is a source of primary data that has not been certified teachers, and who have been certified either already getting benefits or not professional educators, and principals in Junior High School in sub Pamatang Sidamanik. The subjects were: 1) teachers who already certified and who have received professional allowance

educators, Junior High School in District Pamatang Sidamanik; 2) teachers who are already certified but have not gotten allowance educators, Junior High School in District Pamatang Sidamanik. 3) teachers who have not been certified in Secondary Schools in District Pamatang Sidamanik. (2007: 88)

In this study all the teachers who teach in Junior High School District of Pamatang Sidamanik into the study population. Problem determination of the population, Punaji (2010: 168) says that the study population is imposed if the subject to be studied is limited or little. There is no definite limit how many samples are few or many.

The object of research is a teacher workload issues to be studied. Researchers want to get a certain amount of data and information about the object of research. Suharsimi Arikunto (2006: 118) gave an example of the relationship of milk with obesity. The problems examined is whether the milk causes the body to become fat? So who becomes the object of research is the research object is: a) the workload of teachers; and b) the development of education. In this case the workload of teachers regarding what is done and the volume of the teacher's time. Teacher workload is at least 24 (twenty-four hours of face to face in a week and a maximum of 40 (forty) hours of face-to-face in a week that includes learning basic activities such as planning, implementing learning, assessing learning outcomes to guide and train the learners and implementing additional tasks. Development of education meant is how the planning and implementation of teacher workload is carried out. Furthermore, the planning and implementation of the teacher workload will produce the output of qualified human resources. In this study, the unit of analysis is the teacher, in this case all of the teachers who taught at a state school in the district Pamatang Sidamanik, both teacher salaries, teachers who are already certified (which is already getting benefits and professional educators who have not received benefits professional educators), and teachers who have not been certified.

Data collection was done by means of questionnaires or questionnaire and documentation. Questionnaires were distributed to teachers and principals in the district Junior High School Pamatang Sidamanik which Junior High School 1 at Pamatang Sidamanik in the Sipolha village and at the Junior High School 2 at Pamatang Sidamanik in Huluan Jorlang village, for the content or answered. At the appointed time the questionnaire was collected again, to be analyzed. The questionnaires were distributed to collect a variety of information related to the workload of teachers that includes the main tasks of teachers and teachers working volume. The reason for choosing the questionnaire as a data collection tool is in order not to interfere with the respondent, because the charging time of the questionnaire respondents more freedom in choosing the right time so that the respondents did not feel burdened.

In this study, researchers in collecting information is also made observations with the type of non-participative observation blind. Where researchers are not straightforwardly observing events at school. Researchers observed that the incident took place and not openly record what became the attention of researchers.

In addition to collecting data through questionnaires, also performed with the method of documentation. Collecting data through documentation method is expected to collect information such as the value of class VII student. VIII, IX stored in the archives of the school in the form of grades of students in the semester odd and even.

D. Analysis

After the data collected then be processed or analyzed so that the data obtained can be easily understood by others. In the analysis of this data is very important because it will obtain a finding. Analysis of data is one of the hard work in research. Hence the importance of data analysis in a research, including qualitative research, it would require clear guidance to analyze the data.

Based on the information and understanding of the research results of data analysis has been obtained from various sources and techniques such as questionnaires, and observations and documentation, and do organizing data into categories, describe into the units, synthesize, organize into a pattern, choose which is important and which will be studied, and make conclusions so easily understood by themselves or others.

Subdistrict Pamatang Sidamanik is one of the districts that are in the District of Simalungun. Geographically strategic location and proximity to town Pamatang Siantar so various needs of the community can quickly access to the CBD (central business district) in the city Pamatang Siantar.

1. Determination of the number of classrooms ideal

As we know that the number of students determines how the ideal class sizes and the number of classes will determine how the workload of teachers in accordance with applicable regulations. If many students, it will be able to set up the group to learn more, and if the group is a lot to learn in school, the number of teaching hours in a week at the school too much.

Number of students in Junior High School 2 in Pamatang Sidamanik is 97 students with details on KLS VII, there are 30 students, at KLS VIII there are 29 students in class IX and there are 38 students. In terms of setting the amount of the actual capacity of the students in the class VII and VIII are correct. But in an excess amount of class IX students as much as 6 learners. As a percentage of the excess capacity in the number of students studying in class IX group reached

18.75% was obtained from $\rightarrow \left(\frac{6}{32} \times 100\%\right)$.

Sets the number of classes for the ideal, the joint regulation of national education minister, minister of state utilization of state apparatus and bureaucratic reforms, the interior minister, finance minister, and minister of religion number: 05 / X / NT / 2011, SPB / 03 / M.PAN -RB / 10/2011, 48 in 2011, 158 / PMK. 01/2011, 11 in 2011 set the formula to count for Junior as follows:

$$Jri = \sum_{i=1}^3 \frac{jm}{rsg}$$

Specification:

JRI = Total ideal group;

Jm = Number of students

RSG = Teacher student ratio

Determining the ideal study group in Junior High School 2 Pamatang Sidamanik can be calculated by:

$$Jri = \frac{30}{32} + \frac{29}{32} + \frac{38}{32}$$

$$Jri = 0,93 + 0,90 + 1,18$$

Rounded up :

$$Jri = 1 + 1 + 2 \rightarrow = 4$$

Specification;

Group learning in class VII is one grade level

Group learning in class VIII is one grade level

Group learning in class IX are two grade levels

In terms of the number of learners compared with the number of teachers in Junior High School 2 in Pamatang Sidamanik can be explained as follows:

a. When applying the ratio of the minimum number of students to teachers is 20: 1, the

number of the ideal teacher is only five people. ($\frac{99}{20} = 4,95 \rightarrow$ rounded up to 5). So from nine

teachers in Junior High School 2 in Pamatang Sidamanik can be said teachers have over four people.

b. When applying the maximum ratio of the number of student-teacher 32: 1, the number of

the ideal teacher is four people. ($\frac{99}{32} = 3,09 \rightarrow$ rounded up to 4). So of nine teachers in Junior

High School 2 in Pamatang Sidamanik can be said teachers had more than five people.

2. Determine the number of hours available.

To calculate the number of hours available junior high school sector in the following formula is used:

$$jt = \sum_{k=7}^9 jri_k \times jtm_i$$

Specification:

Jt = hours available

jr = The number of grade levels

K = Class

Jtm = number of hours per week in accordance KTSP of face to face

According to the real condition in Junior High School 2 in Pamatang Sidamanik number of group 3 group learning is learning that the group learned in class VII is one grade level, the group learned in class VIII is one grade level, the group is studying in class IX 1 grade levels. Then the number of hours available for each subject according to the structure of the curriculum SBC in junior high school / MTS can be seen in Table 1 below:

TABLE 1.
NUMBER OF HOURS OF FACE TO FACE ACCORDING TO STANDARD CURRICULUM STRUCTURE AND THE REAL NUMBER OF CLASSES IN JUNIOR HIGH SCHOOL 2 IN PAMATANG SIDAMANIK

COMPONENTS	Class And Time Allocation			The number of hours of face-to-face
	VII	VIII	IX	
A. Subjects				
1. Religious Education	2	2	2	6
2. Citizenship Education	2	2	2	6
3. Indonesian	4	4	4	12
4. English	4	4	4	12
5. Mathematics	4	4	4	12
6. Natural Sciences	4	4	4	12
7. Social Sciences	4	4	4	12
8. Arts and Culture	2	2	2	6
9. Physical Education, Sport and Health	2	2	2	6
10. Skills / information and communication technology	2	2	2	6
A. Local Content	2	2	2	2
C Development of self	2*)	2*)	2*)	2*)
Number	32	32	32	94

2 *) equivalent to 2 hours of learning

Source: Processed researchers

In this way it can be seen the number of hours available is 94 hours of face to face. Education Unit is possible to add a maximum of four hours of lessons per week as a whole. Therefore in Junior High School 2 in Pamatang Sidamanik hour plus subjects are English, Mathematics, Natural Sciences, Social Sciences with additional weight of each subject was one tutoring. With

these additions, the number of hours of face-to-face on a real study groups and the structure of the curriculum that has been added can be seen in Table 2 below:

TABLE 2.
NUMBER OF HOURS OF FACE TO FACE ACCORDING TO THE REAL NUMBER OF CLASSES AND CURRICULUM STRUCTURES THAT HAVE BEEN ADDED IN JUNIOR HIGH SCHOOL 2 IN PAMATANG SIDAMANIK

COMPONENTS	Class And Time Allocation			The number of hours of face-to-face
	VII	VIII	IX	
A. Subjects				
1. Religious Education	2	2	2	6
2. Citizenship Education	2	2	2	6
3. Indonesian	4	4	4	12
4. English	5	5	5	15
5. Mathematics	5	5	5	15
6. Natural Sciences	5	5	5	15
7. Social Sciences	5	5	5	15
8. Arts and Culture	2	2	2	6
9. Physical Education, Sport and Health	2	2	2	6
10. Skills / information and communication technology	2	2	2	6
A. Local Content	2	2	2	2
C Development of self	2*)	2*)	2*)	2*)
Number	36	36	36	106

2 *) equivalent to 2 hours of learning

Source: Processed researchers

With this way it can be seen the number of hours available is 106 hours of face to face

3. Determination of the number of teacher's needs.

When teachers allowed to teach more than one subject, the need for teachers in Junior High School 2 in Pamatang Sidamanik according to the number of hours available in a standard curriculum structure and the number of grade levels estate is:

$$KG = \frac{jt}{24}$$

Specification:

Jt = number of hours available

24 = compulsory teaching hours per week

$$KG = \frac{94}{24}$$

$$= 3,91 \approx 3 \text{ (rounded down)}$$

So the needs of teachers in this school are 3 teachers.

With only 3 hours of teacher turns into a face to face teacher workload which 31.33 hours per week face-to-face. $\rightarrow (\frac{94}{3} = 31,33)$ It is still to be between 24-40 hours per week.

If the structure of the curriculum plus a maximum of 4 (four) in each class or any class sizes (no class level 3) the number of hours available is 106 (see Table 4:28). Hence the need for teachers in Junior High School 2 Pamatang Sidamanik are:

$$KG = \frac{106}{24} = 4,41 \approx 4 \text{ (rounded down)}$$

Needs of teachers in this school are 4 teachers.

With only four teachers, the number of hours of face-to-face into the workload of teachers which 26.5 hours per week of face to face. It is still to be between 24-40 hours per week. When the study group of four on a standard curriculum structure, the number of hours available is 130 (see Table 4:29). Teacher needs are:

$$KG = \frac{130}{24} = 5,41 \approx 5 \text{ (rounded down)}$$

Needs of teachers in this school is 5 teachers

With only 5 hours of face-to-face teachers who become teacher workload of 26 hours per week of face to face. It is still to be between 24-40 hours per week. When the study group of four on the structure of the curriculum which has been added a maximum of four in each group studied, the number of hours available is 146 (see Table 4.30). Teacher needs are:

$$KG = \frac{146}{24} = 6,08 \approx 6 \text{ (rounded down)}$$

Needs of teachers in this school are 6 teachers

With only number 6 teachers, the number of hours of face-to-face into the workload of teachers which 24.3 hours per week of face to face. It is still to be between 24-40 hours per week. If at this school there is the Principal, Assistant Principal there Curriculum, there is Assistant Principal areas of Infrastructures, there is Assistant Principal of Student field, Assistant Principal and Head of Public Relations Library of the number of hours available will accrue 78 hours of face-equivalent face. Equivalent amount of 78 hours of face-to-face ekwivalen the

number of additional duties as Principal (18 hours), additional duties as Assistant Principal of Curriculum (12 hours), additional duties as Assistant Principal areas of Facilities and Infrastructure (12 hours), the task additional as Assistant Principal of Student field (12 hours), additional duties as Assistant Principal of Public Relations (12 hours) and additional duties as head of the Library (12 hours).

If the additional duty equal 78 hours of face to face is in total the hours are available as indicated in the table 4:27 (94 hours), the total number of hours available are; $78 + 94 = 172$ hours. So in this situation the number of teachers needs:

$$KG = \frac{172}{24} = 7,16 \approx 7 \text{ (rounded down)}$$

Needs of teachers in this school 7 people.

With only 7 teachers, the number of hours of face-to-face into the workload of teachers which 24.57 hours per week of face to face. It is still to be between 24-40 hours per week. If the additional duty equal 78 hours of face to face is in total the hours available, as shown in table 4.28 (106 hours), the total number of hours available are; $78 + 106 = 184$ hours. So in this situation the number of teachers needs:

$$KG = \frac{184}{24} = 7,6 \approx 7 \text{ (rounded down)}$$

Needs of teachers in this school 7 people.

With 7 teachers, the number of hours of face-to-face into the workload of teachers which 24.57 hours per week of face to face. It is still to be between 24-40 hours per week. If the additional duty equal 78 hours of face to face is in total the hours available, as shown in table 4.29 (130 hours), the total number of hours available are; $78 + 130 = 208$ hours. So in this situation the number of teachers needs:

$$KG = \frac{208}{24} = 8,6 \approx 8 \text{ (rounded down)}$$

Teachers in this school needs 8 people.

With 8 teachers, the number of hours of face-to-face into the workload of teachers which 26 hours per week of face to face. It is still to be between 24-40 hours per week. If the additional duty equal 78 hours of face to face is in total the hours available, as shown in table 4.30 (146 hours), the total number of hours available are; $78 + 146 = 224$ hours. So in this situation the number of teachers needs:

$$KG = \frac{224}{24} = 9,3 \approx 9 \text{ (rounded down)}$$

Needs of teachers in this school 9 people.

With 9 teachers, the number of hours of face-to-face into the workload of teachers which 24.8 hours per week of face to face. It is still to be between 24-40 hours per week. So it can be explained that all teachers are number 9 in Junior High School 2 in Pamatang Sidamanik workload gets a minimum of 24 hours of face to face, the ideal study group is 4 and the structure of the curriculum already plus a maximum of 4 subjects, in which one person as the principal, which accounted for his workload equivalent to 18 hours of face to face, and four of them received additional duties as assistant principal who each work load equivalent to 12

hours of face to face and 1 of them was the head librarian with a load equivalent to 12 hours of work of face to face. This calculation is correct when allowed teachers to teach not only subjects taught.

So with only teach one subject in accordance with the field of study of teaching and got an additional task, the teacher at Junior High School 1 in Pamatang Sidamanik that can meet the workload of at least 24 hours are:

1. Teachers of Mathematics with one person, with additional duties as assistant head of school
2. Teachers of Christian Religion by one person with the additional task as Principals
3. The social teacher with one person with additional duties as head of the Library or social studies teacher with one person with additional duties as assistant head of school
4. The science teacher with one person with additional duties as head of the laboratory.

D. Conclusion

From the research, and discussion conducted on Workload Analysis Teachers in Development Education (Case Study Teachers Junior High School District of Pamatang Sidamanik) Work load teacher set by Law No. 14 in 2005 on Teachers and Lecturers is at least 24 hours of face-to-face and a maximum of 40 hours of face-to-face, in fact Junior High School in District Pamatang Sidamanik not in accordance with the expectations of the Indonesian government. Indonesia's central government hopes that the workload of teachers includes basic tasks such teachers plan learning, implementing learning, assessing learning outcomes of students, conduct guidance and training and carry out additional tasks should be carried out by the teacher as well as possible in order to generate human resources quality. But note that not all teachers do the main task optimally. In fulfillment of the workload of teachers, it is known that in general the teacher has not taught according to his academic background, which is not in accordance with the mandate of Law No. 14 of 2005 which requires that teachers have academic qualifications and background.

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