

SYSTEMATIC LITERATURE REVIEW (SLR) THE ROLE OF TEACHERS AND THE UNMAXIMUM QUALITY OF TEACHERS IN EDUCATION IN INDONESIA

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ABSTRACT

Education in Indonesia has been regulated government through curriculum that is applied , everything type education or the material to be provided teach benchmark to existing curriculum . Teacher as Teachers in schools play a very important role for education , education will walk If there are teachers who teach . The role and quality of teachers also determines results and achievements students learn nya , though the role of the teacher is very important for road his education However Still Lots things that need to be fixed from facet teacher quality and competency . Problem The quality of teachers needs to be studied for education walk in accordance hope and produce students who excel and advance nation . No only problem about It's just a teacher problem But There is a number of problem education that must be improved by the government . Government must endeavor For change and more selective to more teacher acceptance competent , you can also method open training for teachers to increase his competence .

Keywords : *Education, Role of Teachers, Quality of Teachers.*

INTRODUCTION

Education is a process in which knowledge , skills , values , and attitudes given , earned , or developed by individuals through various way , like teaching , learning , or experience . Represents Foundation main for development individual and society in a way whole . Education helps prepare somebody For face challenge life , understand the world around them , and contribute to progress social , economic , and cultural . Besides That , education also shapes character , improve creativity , and opening up opportunity For growth personal and professional . For describe how much important education for every person is an educational process that comes from beginning until end has a long process or not instant . Apart from the educational process which is not wait a moment , it's necessary to effectiveness in learning so that the learning process is long That produce good results (Putri Rahmi and Hijriati , 2021).

Learning process or activity Studying in Indonesia is regulated by the curriculum that is in effect government from year to year to achieve advancing education quality nation and level education in Indonesia so that it does not low Again . However curriculum in Indonesia is counted Already Lots experience the changes that make activity education rather hampered . Because it's needed adjustment or transition from curriculum previously to new curriculum . The one who feels adaptation No only participant educate course , however educator or teachers also experience it transition This . Precisely actual load is in the teacher, because the teacher is the first must introduce and more understand system education new to his student . In the educational process , educators must teach his students . Teacher defined as a professionals who teach , guide , instruct , assess , train , and evaluate learning student with values and language . According to Law no. 14 of 2005 " Concerning Teachers and Lecturers , the meaning of teacher is power educator professionals who have task main For educate , teach , guide , direct , train , assess and evaluate participant educate on education child age early through formal

educational pathway basics and education middle ." A teacher is a person who has devote himself For teach knowledge , directing , educating to students to understand knowledge the knowledge taught . Teachers don't only teach existing lessons only (formal education) but education others like it too ethics and manners that a teacher applies at the time learning will impact to the students being taught. Because That The role of the teacher is very important in the learning process as well as in the creating process generation quality successor Good in a way knowledge nor his morals . T he role of the teacher Formerly until Now remains very necessary , the role and task is very important in formation personality children for preparation and development source Power human resources (HR) and also welfare society , state and nation development . The teacher plays very important role in help student Study . Position they as center learning must still There is . As part from his job as educator , teacher functions as informator , organizer , motivator, director , initiator , sender , facilitator and mediator. " As agent learning This means that teachers are at the forefront in Education which is direct role For enhancement education quality ." (Sari inside Sha'bani , 2021) .

With that is the role of the teacher important for road its educational process For reach appropriate results with objective required a teacher who is professional and competent in his field . If the quality of the teacher Good Already Certain quality lessons taught to students are clear and qualified Good . " Quality or quality education in Indonesia today This spelled out Enough low when compared to with other countries in the world, quality education required For know How implementation education the Already walk in accordance with objective or Not yet ." (Fitria Nur Aulia Kurniawati , 2022). Clear If quality or quality education in Indonesia still low Because Still Lots inhibiting factors development education in Indonesia is caused by several factor . The first want to discussed that is large number of teachers However its spread No equally to throughout Indonesia, so regions like in Eastern Indonesia still need a teacher to teach there . Even of course number education in Eastern Indonesia is classified as low Because factor geographical and also lacking facilities adequate Because difficult area reachable . As reported by the Ministry of Education, Culture , Research and Technology (Kemendikbudristek) , in the odd semester in 2023/2024, there will be 3.36 million teachers in Indonesia. Although there are 3.36 million teachers in Indonesia, part eastern Indonesia more fewer teachers than other regions . Papua Mountains is province with the smallest number of teachers , with only 6,932 people, which is only 0.20% of total teachers across the country. " Government local had time overcome lack power teacher with employ teachers with system contract and hope CPNS recruitment is possible overcome problem teacher shortage in Jayapura Regency . Because the distribution of teachers is ideal and comprehensive Still become challenge development field education in Indonesia." (Haekal , Muhammad, 2022)

The quality of teachers is not yet Enough good and maximum in activity learning become challenges in parts This is because many teachers are lacking maximum in activity learning , the quality of teachers in Indonesia can be varies , depending on the variety factor like education , training , experience , motivation , and support received . Experience in teaching as well as playing role important in increase teacher quality . Teachers who have extensive experience in teach tend own more understanding Good about method manage class , handle various situation learning , and responding need individual student . " System teaching is still carried out by teachers nature monotonous . System monotonous learning always applied a teacher for his students , with give regulation that during convey material , students don't allowed ask . This matter will makes students become lazy inside asked and didn't rarely do students do pay attention to the teacher when explain material so that No exists communication active between students and teachers." (Ihsanul Fajri , 2019). The results of the 2020 World Bank survey show that The quality of teachers in Indonesia is still low , with mark socio Indonesian teachers' emotions are important when adapt with technology new only 3.52 of scale 5, outside competence and ability teach . One of factor reason low quality education in Indonesia is poor teacher quality . Based on UKG results from 2021 to 2015, around 81% of teachers in Indonesia even

No reach minimum value . The data results show that capability and quantity power teachers who don't competent naturally will impact on quality education .

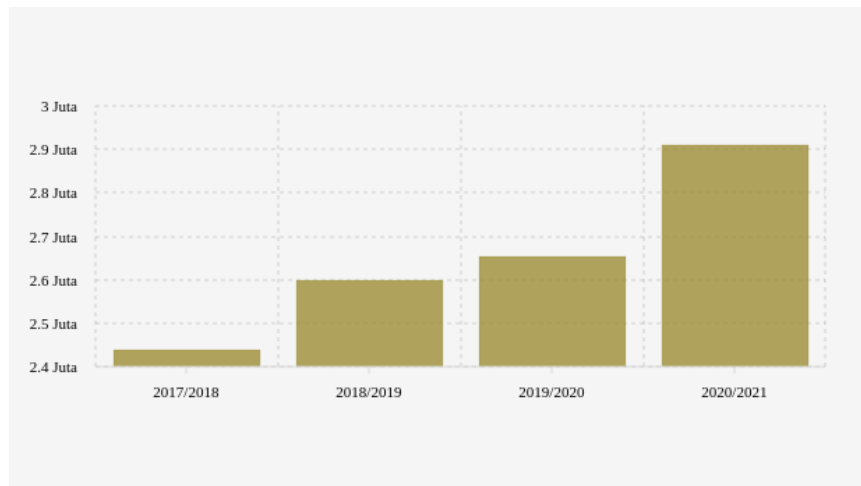
There are other problems as described above about curriculum always change year to year , yes every 5 years very change curriculum . Whereas No all teachers can adapt as soon as possible that 's what education teaches effective to students , so become quite a load heavy because teachers are required For always increase quality Study whereas curriculum just always change . Also from facet wages or the teacher's salary is true become This is also a problem in education in Indonesia , because highest teacher salaries That there are already teachers become a civil servant and that's it get certification . How with teachers who haven't become a civil servant? Most teachers who are not civil servants still are honorarium and salary for honorary teachers very small , no comparable with the struggle expended by the teacher for teach child his student . Low quality teachers can also be happen Because individuals who are lazy and who are not Want to develop during he Not yet become a teacher, for example moment go through college high to get title they No mean it Really so that the knowledge he has can from college tall the No maximum and have an impact on the quality of teachers who will be recruited Later , the teacher fulfills it condition is those who fulfill it condition S1/D4 academic suitability with requirements set by the Ministry of Education, Culture , Research and Technology . This matter in accordance with Minister of National Education Regulation no. 16 of 2007 concerning Standard Qualification Academic and Teacher Competency , namely that qualification academic teachers of elementary school/ equivalent , middle school/ equivalent , and high school/ equivalent is a minimum of D4 or S1.

For increase teacher quality is required exists repair from facet Source Power Man in teacher recruitment , if recruiting more teachers selective Again possible only compatible and knowledgeable teachers wide who passed the selection acceptance of teachers or CPNS. Problem about problem quality quality educator No only only in formal schools , but non-formal education is also felt problem the . The problem like the number of tutors is small , there are not enough tutors at non-formal schools adequate , and lacking attention government to non-formal education . " Like problems that occur in PKBM Abdi Pertiwi and PKBM Insan Madani namely the Equal Education tutor get minimal attention from the Banten Provincial Education Office , in particular in matter strengthening tutor qualifications and competencies ." (Rosmilawati , Meilya , Darmawan , 2020).

So from That required exists enhancement competence of teachers and mandatory evaluation carried out by the government in order to improve quality and competence of teachers in Indonesia. One of method his with stage training from government direct nor exists socialization about enhancement teacher quality towards teachers in Indonesia. Government will do effort For increase quality education and teachers with carry out the target that will be implemented in 2030 , considering importance the role of the teacher in supports the learning process . One of the targets of Sustainable Development Goals (SDGs) 4.c is 2030 , in fact significant increase supply of qualified teachers . Because of his role Accordingly , the number and quality of teachers is one of the government's targets in Sustainable Development Goals (TPB) in Indonesia. This correlated with SDG target 4.c, which sets out For increase in a way significant supply of qualified teachers by 2030 , incl Work The same international in teacher training in developing countries , especially less developed countries developing and developing countries Island small . " That target be measured with indicator percentage of teachers who comply qualification in accordance with standard national according to level education ." (Education Statistics 2023).

Following there is data regarding increase adequate number of teachers teaching in 2020/2021 :

Figure 1.1 Data on the Number of Eligible Teachers Teach 2020/2021



As in the data presented above, there has been a fairly rapid and significant increase compared to previous years, especially when compared to the 2017/2018 school year, the number of teachers qualified to teach was only around 2.4 to 2.5 million. And it continues to increase every year, and the increase is very rapid, from the number of teachers qualified to teach only around 2.6 to 2.7 million in 2019/2020. Rising to 2.9 million teachers who are fit to teach in 2020/2021, this is of course the government's efforts to increase teachers who are fit to teach, there is also awareness that teachers want to improve their own competence and also want learning in the classroom to develop better than last year. before.

RESEARCH METHODS

The research used to examine this problem uses a literature research method called the Systematic Literature Review (SLR) research method. Systematic Literature Review is a systematic technique for conducting research by collecting, testing and compiling the results of studies as desired by the author. Systematic research goes through several stages of the process, namely the first starting by searching for journals or articles whose topics are related to the thing you want to study by means of identification, observation and evaluation. Apart from this, research using this method also includes a process of asking questions regarding the problem to be discussed to determine the criteria set by the author so that the research results are relevant and of good quality. There are some stages For study that is :

First , the question is What is the role of teachers and the quality of teachers that is not yet optimal In Education in Indonesia?

Second , the research data population This consists from article that focuses on the topic of the Role of Teachers and the Not Yet Maximum Quality of Teachers In Education in Indonesia. Search literature started with search for data on Google Scholar with the keywords " The Role of Teachers and the Quality of Teachers That Are Not Yet Maximum In Education in Indonesia" and limits period article from 2010 to 2024 .

Third , after learn article from various source In a Google Scholar database search , researchers get 50 related articles with theme: Role and Quality of Teachers; then , from a number of articles , selecting 20 related articles with topic researched ; then , study in a way comprehensive article the into 7 appropriate articles with theme discussion ; then , 30 articles No including in discussion . The following is a flow diagram of the exclusion and inclusion process at stage review systematic (n: number article).

RESULTS AND DISCUSSION

Results

Education in Indonesia is still classified low and far from the words good education , necessary efforts solution problem education that occurs in Indonesia. According to the Central Statistics Agency (BPS) providing data in December 2021, the level of education in Indonesia is dominated by the large number of people with low education. Therefore, efforts to overcome this educational problem are needed Can carried out by the government with method repair systematic education in Indonesia, too with increase quality and quantity of schools and teachers. To improve quality, the government can carry out improvements to existing facilities in schools. Because school facilities also determine comfortable learning conditions and also influence student learning outcomes. Then gu ru , because teachers are unit most importantly in operate education , of course teachers who have it are needed competence and good quality For reach results Study in accordance with what was expected . A number of teacher's function in connection with task as teacher and teacher as informant , organizer , motivator, director , initiator , facilitator and mediator.

Although the teacher holds role important , however the main thing For advance education in a country , namely with repair system education (curriculum) . Based on the existing reality, namely because the curriculum in Indonesia is still often changed change so that need adjustments and adjustments are also consuming quite a long time until Finally educator or participant educate Can used to with established curriculum . Because of the matter continuous curriculum changed change make teachers become No used to it or not focus , so teachings taught to participant educate not enough maximize and create quality teaching a teacher experiences decline . If the government has improved the curriculum system implemented for the education process. It is hoped that the welfare of teachers will also be considered, because in fact there are still many teachers who are not prosperous in terms of the salary they receive. In fact, the sacrifices made by teachers to achieve maximum learning results require patience and patience to impart knowledge to their students.

For overcome existing problems must done effort repair in system education and improvement from facet teacher quality , with That under This There is results study of the 7 articles analyzed and loaded in table following .

Table 1.1 Research Results on the Role and Quality of Teachers

Researcher and Year of Research	Journal	Research result
Ida Rohmah Susiani, Nur Diny Abadiyah (2021)	Teacher quality in improving the quality of education in Indonesia	A quality teacher is a professional teacher. Teacher quality can be improved through teacher education, teaching readiness, self-confidence, work experience, and professional development. Better teacher quality will result in a supportive learning environment, clear teaching instructions, and good classroom management. Teacher quality is an important component of quality teaching, and other elements, such as the teaching context, are strongly influenced by it. When teachers do not have adequate teaching materials, tools, or feedback support, they may not be able to provide quality instruction. Therefore, the possibility is greater with high quality teachers. The quality of the educational process and student learning outcomes can be used as indicators of the success of quality teacher teaching. Apart from that, whether or not teachers have mastery of their academic abilities and their application in providing services to their students can also be an indicator of the success of quality teacher teaching. The quality of teachers can be measured by how responsible they are for their work. This means that the realization of teacher quality must also be supported by fostering a sense of professionalism in teachers. Even though educational programs have been made as well as possible, improving the quality of education will be difficult to

		achieve if teacher salaries are not increased. Therefore, to improve the quality of teachers and improve the quality of education in Indonesia, decent salaries and guaranteed teacher welfare can be considered.
Sri Utami (2019)	Improving the Quality of Indonesian Education Through Personal, Professional Qualities and Teacher Recruitment Strategies	Teachers are professional educators who are responsible for teaching, instructing, guiding, directing, training, assessing and evaluating students in formal education, primary education and secondary education. In Indonesia, education requires teachers who see their work as a calling, doing their work to help their children develop into stronger human beings. As a teacher, you must ensure that your students thrive and succeed. The government must start by providing adequate research and research space to improve training skills. Schools should be communities of practice where students are willingly bound by shared values and vision. In this way, teachers will not fight alone, but will work together in a constructive community, allowing people to share ideas and knowledge to build. Ineffective teacher recruitment is also a problem because recruiting teachers in Indonesia is very easy, especially if schools really need teachers. . In recruiting, people usually prioritize kinship relationships over selection quality, track record, or achievement. If they truly want to improve their teacher hiring system, they should consider a more competitive hiring system, providing attractive incentives to maintain good academic performance, and creating a stable teacher environment that benefits both teachers and students.
Audi Hifi Veirissa (2021)	Quality of Teachers in Indonesia	Teacher welfare is a still unresolved issue regarding teacher quality. Teachers who have become civil servants receive the highest salaries, while non-PNS or honorary teachers receive very small salaries, even only IDR 150,000. This is different from other Asian countries such as Malaysia and Thailand, where the teaching profession is well valued, so that teachers receive salaries commensurate with the energy they spend teaching in schools. Contrary to the situation in Indonesia, where many teachers do not enjoy welfare even though they have been certified, many honorary teachers have not been appointed as civil servants. Without our marks, it does happen and is felt by the Hero. If teachers' salaries are not enough to meet their daily needs, teachers will not be able to provide optimal teaching to their students. Maybe teachers are too busy with other work that they lose focus on teaching. The most important component of the education system is teacher ability. Teachers are always associated with the education system because they play a role in achieving educational development goals. Teachers must be competent and professional practitioners.
Olivia Mardlah, Jun Surjanti (2023)	Increasing Pedagogical Competency and Professionalism of Teachers in Indonesia Through Professional	According to the results of competency tests conducted in 548 regions in Indonesia, teacher scores are categorized as low, medium and high. This shows that teachers in Indonesia do not have sufficient pedagogical and professional competence. There is a highest score of 62.99 and a lowest score of 33.41. These results indicate that teachers need to improve their abilities in managing the learning process and understanding student needs. This will

	Teacher Education (PPG)	further optimize students' cognitive and personality development. Teachers lack competence because they master scientific fields that they do not have a background in. As a result, they face difficulties in planning and managing learning. PPG learning consists of workshops, field experience programs (PPL), and competency tests. Supervising lecturers and tutor teachers who are assigned as mentors closely monitor PPG activities and provide participants with the opportunity to practice teaching directly at school. With the help of the PPG Program, teacher abilities can be improved, which has an impact on the quality of education.
Dahlia Sibagariang, Hotmaulina Sihotang, Erni Murniarti (2021)	The Role of Driving Teachers in Independent Learning Education in Indonesia	Schools must continue to remind the concept of calling in professional development activities, make schools a mutually constructive community, and implement a teacher mentoring system to increase teachers' understanding of their duties and calling in the world of education. Second, the government must re-implement Law No. 14 of 2005 concerning " teachers and lecturers properly and carry out strict supervision to ensure that professional improvement programs and teachers with undergraduate qualifications are not implemented." " Apart from that, the government must collaborate with the private sector and universities must form research forums or educational institutions. Third, to improve ineffective teacher recruitment methods, the government and school leaders must adopt the principle of accuracy in recruitment. These principles include appropriateness between individuals and organizations, between teachers and schools, between teachers and students, and appropriateness between teacher qualifications and teaching contexts. The government must work with institutions providing prospective teachers to support these principles. The concept of free learning is a solution to the needs of the education system in the industrial era 4.0. As Minister of Education of the Republic of Indonesia, Nadiem Makarin stated, as quoted by Tempo. com 2019, that " independence of thought begins with the teacher. Educating as a practice of freedom is an exciting way to teach and learn for teachers and students. " In this practice of freedom, both parties participate in shared learning experiences. It is hoped that students can not only memorize lessons well, but also have the ability to think and make strong conclusions about solutions to problems. If teachers can create learning programs that encourage students to be creative actively, student creativity and innovation will increase. Education is student-centered and focuses on students' experiences, perspectives, backgrounds, talents, interests, capacities and learning needs. In situations like these, new educational approaches must encourage interaction between educators and students. Creative practices in education should help students expand their knowledge and increase their self-confidence by defining the things that really matter to them. Of course, teachers must have the ability to adapt to developing educational policies. The role of teachers is very important in education. As professionals, teachers must be able to provide high-quality learning to produce an educated generation, a generation

		that is able to compete globally and has good morals. Teachers must be able to change the old paradigm by following new policies. Teachers must be able to upgrade themselves in the industrial era 4.0 by developing their pedagogical abilities to guide and direct students to use common sense. Teachers who are free to think can certainly encourage students to use common sense and create something according to their talents and abilities. Teachers must be able to use their creative abilities to design learning using various available methods and media to make learning interesting and fun. Teachers can choose and use appropriate learning media to help students understand and understand the material being taught. Learning that is not monotonous can be achieved with various appropriate learning methods and media. In this way, the government's goals and policies regarding independent learning will be achieved well.
Angelika Permata Sari (2021)	The Importance of the Teaching Profession in Education in Indonesia	To increase dignity and improve the quality of national education, the role of teachers as professionals increases dignity and the role of teachers as learning agents improves the quality of national education. The teaching profession can be defined as a job or position that requires skills and knowledge obtained through certain education and training. It is explained that teachers are responsible for helping students develop physically and spiritually so that they can reach maturity to fulfill their roles as God's creatures, individuals and society. Because the main task of teachers is to serve society in the world of education, teacher professionalism is needed to advance Indonesian education. To improve the quality of education today, professional teachers are a must, especially if you look at the current objective conditions related to various things encountered in implementing education, namely: <ol style="list-style-type: none"> 1. Development of science and technology 2. Global competition for education graduates 3. Regional autonomy 4. Implementation of the education unit level curriculum (KTSP). When a teacher has the ability and authority to carry out their work as a teacher, they are referred to as competent and professional teachers. Only those who have professional competence have the ability to do this work who have academic qualifications, abilities and educational certificates that comply with the applicable requirements for each particular type and level of education. One of the basics that teachers must have is professional competence. Professional competence is a teacher's ability and authority in carrying out his teaching profession, which means that a teacher who is skilled (expert) in carrying out his profession is called a competent and professional teacher.
Leonard (2015)	Competence of Educators in Indonesia: Analysis of the Impact of Low Quality of Teacher Human	Educators are the main component that determines the progress of a country. Highly qualified teaching staff ensures improvement in the quality of the country's human resources. Therefore, it is not an exaggeration to say that teachers must have extraordinary abilities. However, facts on the ground show that educators do not have the necessary abilities, especially in terms of learning design,

	Resources and Solutions for Improvement	<p>research, and mastery of foreign languages, especially English. Teachers can be considered as the center of the progress of the Indonesian state. If you look further, students spend more time at school learning, interacting and communicating. Therefore, it is not an exaggeration to say that the school environment greatly influences student potential, especially teacher attention. Teachers must have the ability to change students' lives, especially to foster students' enthusiasm and desire to learn, which will ultimately lead to success. As is known, teacher competence is divided into four categories: pedagogical, professional, personal, and social. Pedagogical competence includes the teacher's ability to plan, implement and evaluate learning. However, it is often forgotten that in pedagogical competence, teachers must be able to plan, implement and evaluate learning. These are the so-called learning competencies. Apart from these four competencies, teachers must also have mastery of a foreign language—especially English—and the ability to conduct research. The results of the author's analysis of teachers in Jabodetabek show deficiencies in three competencies: learning design, English, and research. The author researched approximately 60 teachers in DKI Jakarta and found that almost 75% of teachers did not prepare the learning process well. Teachers usually prepare classes by focusing on the subject matter rather than the learning objectives. Another fact is that teachers tend to use monotonous methods in teaching, which means they do not use learning objectives as a basis for creating teaching materials, learning strategies, and evaluation and assessment tools. This also shows that teachers tend not to use learning objectives as a basis for arousing students' enthusiasm for learning in class.</p>
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Discussion

The research results from the seven journals show that teachers play a very important role in educational activities. Teachers are the leading element that determines the progress of their nation. A quality teacher is a professional teacher. Professional teachers have the main task of educating, teaching, guiding, directing, assessing and evaluating students. The quality of the teacher will support the learning atmosphere in the classroom. The quality of teachers determines the success of learning activities in Indonesia because education in Indonesia requires teachers who dedicate themselves to their work as a calling and help students become successful individuals. Because basically teacher competence can be seen from whether or not they have self-mastery regarding the material being taught. It can also be assessed by how a teacher carries out and is responsible for his duties or not.

Efforts that must be made by the government are to improve facilities in schools such as adequate rooms, because schools are the place for education itself. Improving the skills and quality of teachers can be carried out by school principals to improve the quality of educators, or local governments who *continue to* provide counseling to teachers who are less competent in terms of age or knowledge. So there will be changes if outreach is carried out regarding the competence of educators in order to advance Indonesian education.

Discusses the current curriculum. The role of the teacher in the independent learning curriculum is very important because independent learning means that the teacher must have the ability to master the learning material and develop it in depth so that students have high motivation in learning activities.

The independent curriculum encourages a more inclusive educational approach that meets the needs and potential of each student because the teacher's role in the learning curriculum is not limited to providing information to students; it also helps them become better people and ready to face future challenges.

CONCLUSION

Conclusions obtained from results study This namely the teacher holds role important in the learning process . Because from ancient times up to our modern era Still requires teachers in the learning process . However There is a number of problem about the quality and qualities of teachers that influence achievements results Study participant educate later . Like a insufficient educators control something material study or not will maximum moment convey to students , the role of teachers is very important and much needed for the way education . However Lots things that hinder you the way education with well , like Teacher salaries are small , there are many teachers honorarium that is only paid as is , the placement of teachers is not equally to all regions of Indonesia, specifications less teacher acceptance selective so that The quality of teachers accepted is still low small and tasted Not yet Enough For can Can teach and achieve objective Study . For That required effort solution problem the quality of the teachers is still there Not yet maximum This such as , more acceptance of CPNS selective , increase honorary teacher salaries , equality placement of teachers towards all regions in Indonesia, including Eastern Indonesia .

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