

Economics Teacher Quality: Challenges, and Alternative Development

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Abstract: The quality of graduates as school's output is largely determined by many things related to teachers, including economics teachers. At a macro-level, the teacher's task is related to the development of human resources, which will most determine the sustainability and glory of national life. However, internally the economics teacher is 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, economics, socio-political, socio-cultural, and government policies are challenges faced by economic teachers. Minimizing internal problems into strength and anticipating challenges into opportunities is the main strategy to achieve the figure of a professional economics teacher who produce the students who are economically literate, characterized, and have an entrepreneurial spirit. At least four ways are carried out through education, training, experience, and habituation, with religion as the commander.

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Introduction

At the end of the school year, public attention focuses on how low the quality of secondary school education which is indicated by the low results of the National Examination, although it is not the only one of indicator quality. The quality of national exams for high school economic subjects nationally show inconsistent scores and even fall. Table 01 shows the development of the SMA/MA Economics National Exam scores.

Table 01. Development of Nasional Exam Score in Economics Subject in SMA/MA

| Nasional 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 deviasion | 1.28 | 1.26 | 1.09 |

The inconsistency with 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 that can even be said to be the most important when viewed from student learning activities. The quality of graduates as a school's 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 ultimately determines the preservation 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 on aspects of personality that will color the educational interactions between teachers and students.

Looking at 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 even though there are other factors that are related. If the quality of education is improved, the quality of a teacher's ability needs to be improved so that teacher performance increases. Vice versa, if the quality of education was allegedly not under community expectations the one who got the accusation first was the teacher. Because qualified teachers is an absolute requirement, quality education systems and practices is urgently needed. Almost all nations in this world always develop policies that encourage the existence of qualified teachers. One policy developed by governments in many countries is a direct intervention policy towards improving quality and providing adequate guarantees and welfare of teachers 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 the welfare of teachers.

However, various symptoms were observed as follows: First, the average teacher competency score was between 52-64% and not even a few teachers whose competency scores continued to decline. The average score for the pedagogical competence of teachers who passed the certification was 54.33%, personality competence 52.37%, professional competence 64.36%, and social competence 53.92% (Baedhowi, 2009); Second, in reality, the quality and performance of teachers varies. Various studies reveal that the level of mastery of teaching materials and skills in using innovative teaching methods is still lacking (Somantri, 2001). Judging from the level of education, the majority of elementary school teachers, 50% of junior high school teachers, and around 20% of high school teachers are still less educated (underqualified) than required. To make matters worse, 40% of teachers are "in the wrong room", ie teaching outside their area of expertise. 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 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. Because of this, what has been developed is that there has been 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. Besides 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 to get a picture of the

specific problems faced by economics teachers and alternative solutions. In a row this article explores: The problems of economics teachers, external pressure in improving the quality of economics teachers, the figure of future economics teachers, and alternative development of economics teachers.

Research Method

This study uses a qualitative approach that serves to give meaning in depth to existing data or facts. The approach was chosen because this research does not aim to test hypotheses, but 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 the quality of teachers: challenges and alternative development.

Result and Discussion

Portrait of an Economics Teacher

1. Number and Academic Qualifications

Nationally, there are no valid data on the number and qualifications of teachers in 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 (Jalal, 2010). In Indonesia, the ratio of teacher 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 areas.

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 SMA / MA teachers do not meet the qualifications. It can be seen deatally in Table 2.

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 | |
| 2 | D1 | 882 | 0.37 | 8.84 |
| 3 | D2 | 1.563 | 0.66 | |
| 4 | D3 | 12.693 | 5.32 | |
| 5 | S1 | 211.867 | 88.84 | |
| 6 | S2 | 5.507 | 2.31 | 91.16 |
| 7 | S3 | 22 | 0.01 | |

The data in Table 2 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 (Wulandari,

2010; Maliki 2010). This causes the level of economic literacy of the community to be low which can lead to consumptive attitudes of the community. Even though economic literacy is an important goal of economic education (Wahjoedi, 2011). In addition, the low qualification of economics teachers also causes orientation of economic education in schools that 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. Yet, according to him, economic literacy is actually a life skill that must be possessed by every student. Another indication of low economic literacy are 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 students' economic literacy.

1. 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 in the capital city. A study revealed an imbalance in the distribution of teachers, where 68% of urban schools had too many teachers and 21% lacked. In contrast, 17% of schools in remote areas have too many teachers and 66% lack teachers (Jalal, 2010; Puslitjaknov Balitbang Kemdiknas, 2010; and Smeru, 2010). Figure 01 shows that data.

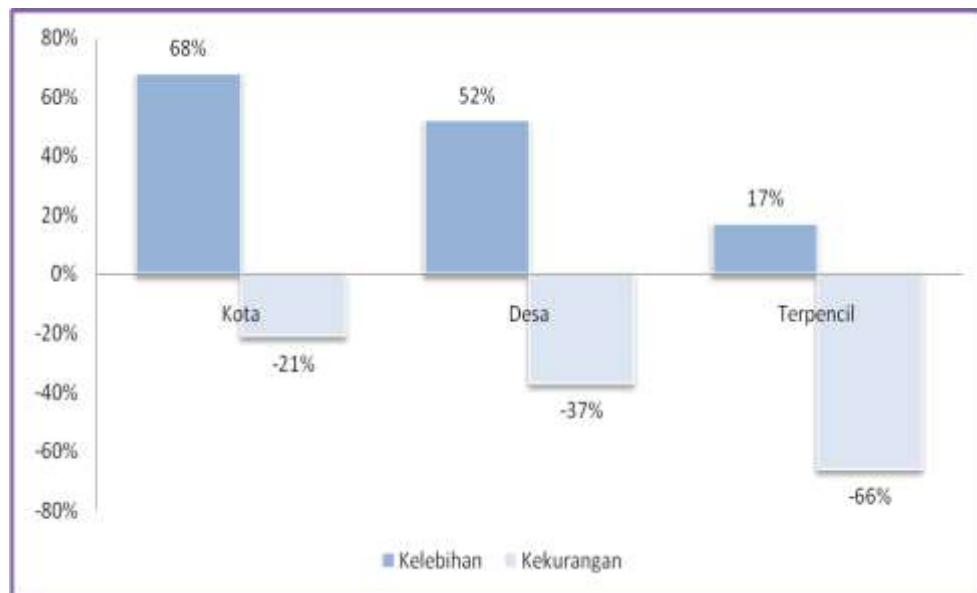


Figure 01. Teachers' Number Percentage By Region

In terms of gender, most female teachers are in urban and periphery areas (Jalal, 2010). The problem then is that the burden of teaching teachers in remote areas becomes heavy because of teacher shortages. But on the contrary in urban areas become a shortage of teaching. Many of these problems are caused by teacher recruitment and placement, which are not based on an analysis of regional needs (Jalal & Supriadi, 2001). KKN practices at the

regional level also dragged the issue of disparity in teacher distribution between regions and even between schools.

2. Teachers' Competency

Learning activities are the core of the education process, and the teacher is one of the main holders in driving the progress and development of education. The main task of a teacher is to educate, teach, guide, train, and therefore the responsibility for the success of education rests with the teacher. The teacher as a helmsman of a ship, wants to go where the direction and direction of the ship is faced, if the young interpreter is clever and skilled, then the ship will sail safely to its destination. No matter how large a wave, it can pass quietly and responsibly. Likewise, a teacher, in order the learning process is successful and the quality of education increases, teachers are needed to understand and live their profession. The hope is of course the teacher who has insight knowledge and skills in order 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 are 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 that the main function of teaching is the delivery of information (Jalal, 2010).

Some research findings show that 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% was used for teaching, 3% was for oralizing material, and 3% for other things outside of learning. Compared to other countries such as Japan, for example, 98%, US 96.5%, Hong Kong 97% is used for learning. **Second**, the percentage of the complexity of problem solving is found that the learning content done by teachers is more at a low level of complexity when compared to other countries. Figure 01 shows the different levels of complexity of the learning problems of Indonesian teachers compared to other countries. This reflects that learning in schools tends to be text books and is less directed at students' ability to solve problems.

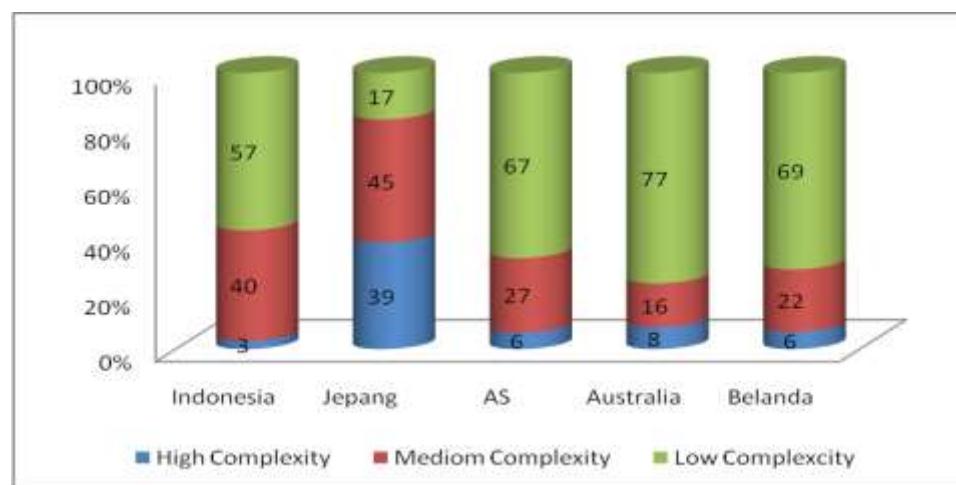


Figure 02. Percentage of Complexity Level of Problem Solving

Second, teachers in Indonesia tend to give questions that have only one answer. The results of the study showed 90% of questions with one answer and only 10% of classes 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 that 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

Third, teachers in Indonesia are more inclined to instill aspects of knowledge compared to other aspects such as the application of the fields of science, communication, and reasoning. Table 03 shows the level of emphasis on learning materials by Indonesian teachers compared to 2 other countries, namely Malaysia and Singapore. This data reflects that teachers in Indonesia, including economics teachers, are more inclined to instill concepts and forget the development of students' thinking. This happens a lot because of 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 and 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 (Zamroni, 2000; Sukardi, 2009; Zuriah 2008).

Blazelly, et al. (Suderadjat, 2004) show that learning (especially economic learning) tends to be theoretical and not related to the environment in which students are located. In addition, there tends to ignore student ideas (Farisi, 2001) centered on the teacher and even very boring (Sumantri, 2001). Sanusi (1998) states that social studies including economic learning in schools give birth to instrumental output that is not strong (not powerfully instrumental output), unable to provide opportunities for students to empower themselves (Sukardi, 2004). Specifically, the findings of Zuriah (2008) identified several weaknesses of social studies learning including economics in students' perspectives, including: Too much memorization, too much material taught, good enough but sometimes boring, usually tense and boring lessons, good enough but not enough fun and frightening, lessons are not good because a lot of material is not yet understood, students feel bored because there is no participation of students in learning, students sometimes get sleepy because they think it's not fun, the book is not creative so bored to read, many materials do not involve daily life many days, many children who do not like and hate because of memorization, sometimes difficult 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 lists antagonisms between teacher and student, namely: Teachers teach, students learn; 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 who are no longer partners of students in a democratic and liberating teaching and learning process.

The challenge of improving the Quality of Economics Teachers

1. Trends in technological development

The development of technology at the end of the twentieth century took place rapidly, mainly relying on three fields: bio-technology, material science or material technology and technology Electronics and Computers. The development of bio-technology has influenced various types of products, such as health and medicine and food ingredients. In materials science, it has been possible to create various construction materials that need not damage the environment because they are not mining goods. Advances in communication technology have made it possible for business transactions through computer glass, while the development of robots has allowed the birth of a robot workforce for the industrial world. These advances will be a challenge for a teacher, especially in 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. With "Edutainment" the educational process will be more interesting and produce more qualified graduates.

2. 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) the 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 the 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 world both in the aspect of industrial technology and in aspects of the type of production. Investments 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 to do not require as much labor as in the past. As a result, 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 qualification and the number of workers needed will experience rapid changes. As a result, the education needed is education that produces a workforce capable of transforming knowledge and skills in accordance with the changing demands of the workforce.

3. 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. Government systems in countries are often called "soft authoritarians", where human rights, housing, food, health, education, employment opportunities and safety guarantees can be met, but political freedom is restricted. Their abilities, skills and lifestyle do not differ 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. The transition of this leadership generation will impact the style and substance of the politics applied. Advances in communication technology have resulted in regionalism consciousness. Coupled with advances in transportation technology have led to increased awareness. That awareness will manifest in economic cooperation, so that regionalism will produce to new economic forces.

4. Trends in the development of the cultural field

Rapid development in technology, followed by economic growth that is no less fast, will impact the cultural aspects and values of a nation. Pressure, sharp competition in various aspects of life because of globalization, will produce a disciplined, determined and hard-working generation. However, intense competition in the era of globalization will also produce a morally degenerate generation: consumptive, wasteful and has a shortcut that has an "instant" mentality. Progress 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". In the world of education, globalization will bring a very rapid progress, namely the emergence of mass media, especially electronic media as a source of knowledge and education center. The impact of this is that teachers are not the only source of

knowledge. As a result, students can master knowledge that has not been mastered by the teacher. Therefore, it is not surprising in this era of globalization, the authority of teachers in particular and parents on students has declined. The decline of the authority of parents and teachers is combined with the weakening of the authority of the traditions that exist in society, such as mutual cooperation and help that has weakened social unity. The result can be seen together, delinquency and deviant acts among adolescents and students is 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.

5. Government policy

There are two themes of government policy that must be noted by economics teachers, namely; inculcation of students' character and entrepreneurial spirit. Character is the character, character, character, or personality of a person who is formed from the internalization of various virtues (virtues) that are believed and used as a basis for perspective, thinking, acting, and acting. Virtues consist of several 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 spirit of entrepreneurship is the values that shape the character and behavior of someone who is always creative, empowered, creative and creative and strives to increase income in his business activities. Some characteristics of someone who has an entrepreneurial character include; (1) self-confidence, (2) task and outcome oriented, (3) risk-taking, (4) leadership-oriented, (5) forward-looking, and (6) originality (Puskur Balitbang, 2010). The process of developing values that form the basis of character and entrepreneurship requires a continuous process, carried out through various subjects in the curriculum, including the field of economic studies. In developing the nation's character education, an 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 above are the accumulation of our national education has not been established in such a long time to find its characteristics, all of which are caused by various kinds of turmoil and interests. However, what is presented reflects that the 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 an economics teacher, the great hopes of this nation are tethered, therefore teachers must be qualified human beings, mastering science and technology, capable and proactively anticipating and responding to the challenges of the changing and increasingly complex era so that give birth to generations of economically literate, have character, and have an entrepreneurial spirit. To make this happen, the ways offered by some experts' thoughts should be considered so they are strong/professional and powerful teachers. In addition, going forward, a more comprehensive study of the existence and quality of economics teachers is needed. Some important themes include: The ratio of the number of students to economics teachers, The ratio of class hours to the number of economics teachers, Formula / formula for the needs of economics teachers in each school, Recruitment to placing

economic teachers, Economics teachers who have other duties besides teaching, Transfer of economics teachers to the regions others, Distribution of economic teachers, Development of economic teacher capacity, Continuous competency improvement, Development of economic teacher regulatory capacity, and others.

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