

Conference Paper

Utilizing Basic Education Data for the Appointment of Non-Permanent Teachers in West Sulawesi Province

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Abstract.

Principal data education becomes the basis for temporary policy teacher appointments. Regarding the use of the main data system (DAPODIK) and its influence on local government policies in the education sector, the researchers had several important takeaways from this research, such as the use of the DAPODIK application system in schools in inputting educational data, which is still not optimal in its utilization. The research method used is qualitative with an inductive approach. There are a number of schools that use primary data education in the appointment of teachers, which is not permanent, but not effective. The main data on education is influenced by several factors; namely, teaching hours, subjects taught, and leadership policies. These factors are described in the research table of each district in West Sulawesi Province. The main data on education will affect school achievement because it requires the accuracy of the data on education, human resources, and policy evaluation.

Keywords: basic education data, non-permanent teacher, policy, effectiveness

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1. Introduction

Principal data education is a system built by the Ministry of Education, Culture, Research and Technology, Republic of Indonesia, which is related to school data, teachers, participants' education, troupe studies, and other data. Availability main data Accurate education can improve achievements planning, evaluation performance, implementation more efficient mainly in calculations the need for teachers is not fixed. Basic education data greatly influence sub-lines and sectors, while the meaning of data from Ralston and Reilly, namely as a fact or what is said to be a result of an observation of natural phenomena. Because of the direct observation of events or facts from phenomena in the real world, data can be in the form of text or images equipped with a certain value.

Data context is required in settlement subsector linearity, as well as a realistic power educator. As professional staff, a teacher is expected to have expertise, skills, or skills

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that are physically and mentally healthy so that it can function to increase the dignity and role of the teacher as a learning agent and improve the quality of national education.

Calculation teachers need channel sustainable planning from analysis workload and job analysis to determination need. Implementation planning teacher's needs come first with planning mature education , so that all targets formed by planning will be far from the expected goal. To carry out planning needs power educators, as well as to implement educational programs in an appropriate manner , data that are updated quickly, complete, valid, and accountable are needed.

Effectiveness in implementing a basic education data system needs to prioritize continuous updating. Basic education data form the basis for calculating teacher needs, as well as a benchmark for hiring non-permanent teachers deemed needed by each school. For this writing variable, an in-depth study is needed regarding the calculation of teacher needs, which not only focuses on basic educational data, but also on the actualization of conditions in the field. Effectiveness management organization in carrying out policy at every stage process at the level *das sollen* and *dassein* with *input*, *process*, *output*, and *outcome* indicator from implemented activities and programs.

According to Richard Gorton and Scheneider, " *Implementing* administrators in the process of making sure that the plant is *carried out as intended* ". This means that the implementation involves an administrator ensuring that the process plan runs as desired. The implementation process policy is a decisive process. Gauge measuring success in policy education can be seen in stage implementation. as good whatever policy education has been created otherwise _ implemented, then you cannot feel it the benefits.

However, from the results, the author begins to implement Dapodik in the field, and still found that the experienced constraints start non-transparent system operators, until fulfilling teacher needs. Mapping identification of inhibiting factors to Basic Data Education as footing Appointment of Non-Permanent Teachers in West Sulawesi Province is a step to fix system and analysis needs as well as ability. The involvement of relevant stakeholders in the education sector realizes that the ideal number of teachers can be realized with synergy between the center and area in managing and running the program.

Policy-making in every decision can be positive or negative depending on the policy recipient's perspective. Thomas R. Dye in Tangkilisan [1] is "what the government chooses to do or not to do", meaning whatever the government chooses to do or not do. It indicates the authority of the government to take decisions or actions, including the decision not to do anything or allow something to happen, to resolve a public

issue. Judging from the perspective of policy in appointment, it will appear that the policy of appointing teachers does not continue to refer to the main data of education can conjunct certain things. For example, does the achievement of a school affect the presence of nonpermanent teachers? Alternatively, teachers do not only accommodate the interests of certain parties. This will be very interesting to explore in more detail, especially for policymakers. Thus, a policy has taken on whether it has a beneficial value or even becomes a new problem for educational capacity development.

Respond background behind this, this study aims to answer question following: how the role of basic education data in taking non- permanent teacher policy ? What elements become determinants of teacher policy that are not fixed ?. This journal has the purpose of identifying policies for non-permanent teachers as well as influencing factors in policymaking. The final journal consists of research methods, results, discussion, and conclusions.

2. Methods

Method research used _ in overcome problem is method qualitative, where procedure research produces descriptive data in the form of written or oral words based on the person or behavior being observed. Denzin and Lincoln conducted qualitative research using natural settings with the intention of interpreting a phenomenon that occurs and is carried out using various existing methods. Qualitative research seeks to find and describe the activities carried out and the impact of the actions taken on their lives in a narrative manner. The approach is directed at the background and the individual in a holistic manner (whole). Therefore, no isolation process was carried out in the object study into the variable or hypothesis. But looked at him as part of something whole.

3. Results and Discussion

Analysis policy education is often depicted as a problem-solving problem; however, it can mistaken the remember-analysis policy, which cannot solve problems directly. However, priority needs to be given before solving problems in analysis policy education Sutapa, [2]. The researcher will decipher the analysis and results research that has the writer formulate Basic Education Data (DAPODIK) as a footing appointment of non-permanent teachers' regional governments. Constraint in effectiveness policies that Dunsire cited _ hasbullah, named as “ *implementation gap* ” ie something circumstances in the policy process always open to possibilities will happening difference

between what the maker expects _ policy with what is real accomplished (as results or achievements from implementation policy).

The findings writer is temporary data from source review on some schools in West Sulawesi Province, with the following details:

TABLE 1: Number of Non- Permanent Teachers With Teaching Hours Lowest.

NO	School Name	Regency	Total GTT	Teaching hours / week
1	Public High School 1 Majene	Majene	4	6
2	Public High School 2 Majene	Majene	3	8
3	Public High School 3 Majene	Majene	3	4
4	Mapilli State SLB	Polewali Mandar	1	4
5	SLB Pasangkayu	Pasangkayu	1	4
6	Public High School 1 Matangnga	Polewali Mandar	1	4
7	Public High School 1 Rantebulahan Timur	Mamasa	5	4
8	Public High School 1 Tapango	Polewali Mandar	10	3
9	Public High School 1 Tubbi Taramanu	Polewali Mandar	4	4
10	Public High School 2 Bambang	Mamasa	5	3
11	Campalagian 2nd State High School	Polewali Mandar	4	3
12	Public High School 1 Topoyo	Mamuju Tengah	1	4
13	Public High School 1 Tobadak	Mamuju Tengah	1	4
14	Public High School 2 Mamuju	Mamuju	6	3
15	Public High School 1 Kalukku	Mamuju	1	2

Source: Processed by the author based on the Basic Data of Education Office of Education and Culture Prov. West Sulawesi as of 1 June 2023

1. Public High School 1 Majene appointed four non-permanent teachers with four hours of learning per 1 week ;
2. Public High School 3 Majene appointed three non-permanent teachers with four hours of learning per 1 week ;
3. Mapili State SLB, Pasangkayu State SLB, State High School 1 Pasangkayu, State High School 1 Matangga, State High School 1 Topoyo, and State High School 1 Tobadak appointed one non-permanent teacher each with four hours of learning per 1 week ;
4. State High School Rantebulahaan Timur appointed five non-permanent teachers with four hours of learning per 1 week ;
5. Public High School 1 Tapango appointed 10 non-permanent teachers with three hours of learning per 1 week ;

6. Public High School 2 Bambang appoints five non-permanent teachers with three hours of learning per 1 week ;
7. State High School 2 Campalagian 2 appointed four non-permanent teachers with three hours of learning per 1 week ;
8. Public High School 2 Mamuju appoints six non-permanent teachers with three hours of learning per 1 week ;
9. Public High School 2 Kalukku appointed one non-permanent teacher with 2 hours of learning.

From the basic education data of the Provincial Government of West Sulawesi, it was found that schools that conduct teacher appointments do not remain far below 24 hours per week. Context effectiveness and efficiency do not fulfill the condition of effectiveness and efficiency.

According to Peter F. Drucker, is doing the right thing (doing the right things), while efficient according to him is doing the right thing (doing things right). In principle management, efficiency is the process of saving 7M + 1I (man, money, materials, machines, methods, marketing, minutes + information) by doing the right thing (doing things right), whereas effectiveness is the success rate of achieving goals (outcomes). by doing the right job (doing the right things).

Judging from Peter's opinion, there are non-permanent teachers who are appointed with teaching hours not enough from provision regulations set by the agency parent, namely the Ministry of Education, Culture, Research, and Technology Republic of Indonesia. The utilization of Dapodik is a method for supervising the problems encountered. The next school is a reference government that changes steps to improve the quality of Education in Indonesia.

Judging from the beginning, teacher policy is not a fixed focus of teaching hours. Where draft policy, reveals that policy is "a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern" . stages policies, namely:

- Preparation Policy
- formulation Policy
- Adoption Policy
- Implementation Policy
- Evaluation Policy

The preparation policy for basic education data begins with stage planning, which requires a power educator. Next, formulation policy load problems __ related teachers need to consider the number of teaching hours or need related power educators who become a problem in enhancing education capacity. Stages adoption policy refers to stages taken or alternative solutions in the face of teacher problems. Next, the implementation policy, where the main data of education has a role important for fulfillment, needs teachers. The final stage is how the evaluation of teacher policy is not fixed with see class hours, whether it can be reviewed specially.

From the intended policy in the relationship using Application Dapodik is related policies _ attention government to need power educator with ratio existing students. The main data utilization education for West Sulawesi Province, in general, is not yet maximum if it refers to the author 's temporary data obtained from the Regional Office of Education and Culture of West Sulawesi Province.

The following chart shows the main education data retrieval process at the Provincial Government of West Sulawesi:

TABLE 2: Teacher data is not fixed based on eye lesson being taught.

No	Subjects taught	Number of Teachers Not Fixed
1	SD/MI/SLB Class Teacher	76
2	Mathematics	29
3	Indonesian	16
4	Physical Education , Sports , and Health	15
5	English _	12
6	Biology	9
7	Guidance and Counseling / Counselor (BP/BK)	7
8	Physics	5
9	History	5
10	Cultural Arts	5
11	Sociology	5
12	Economy	4
13	Geography	4
14	Chemistry	4
15	Citizenship Education	3
16	Technology Service Network	1
Total		210

Source : Processed by the author based on Basic Education Data from the Education and Culture Office of West Sulawesi Province, data collection as of June 1 , 2023

The findings writer is temporary data from source review on some schools in West Sulawesi Province, with the following details:

Referring to the data source, the number of teachers is not fixed mostly in the eyes of Elemental/MI/SLB Class Teacher lessons, namely, as many as 76 people. The minimum number of non-permanent teachers, namely in the eye lesson technology service network, is as many as one non-permanent teacher. Next, 29 math teachers were followed by 16 Indonesian language teachers. Furthermore, there were 12 English teachers, 9 biology teachers, and 7 guidance and counseling (BK) teachers. Five non-permanent teachers: physics, history, art culture, and sociology. For teachers of economics, geography and chemistry a total of 4 people, as well as teachers of Pancasila Education and citizenship as many as 3 people. Teacher needs are not fixed at the provincial government of West Sulawesi and need eye lessons the most, namely SD/MI/SLB class teachers. In provincial-level SLB classes, teachers become authorities.

Appointed non-permanent teachers refer to needs of designated schools based on the Leadership Decree School as well as Regional Leadership. Indeed, the leadership school performs calculations well before the do appointment '. What happened was that there was an element addition other. Pressman and Widavsky [3] define public policy as containing hypothesis condition initiation and predictable consequences. Policy public Robert Eyestone, as quoted Leo Agustino [4], defines policy public as " relationships between government units with the environment." The same is true when taking a footing in the appointment of non-permanent teachers, where there is a connection between the leader and the environment surrounding the decision to do temporary teacher appointments.

From several exposures, it can be seen that there are several influencing or basic factors _ footing in the appointment of non-permanent teachers :

1. Teaching Hours

During the teaching hours seen in Table 1, where there are schools, schools that appoint teachers are not fixed, but teaching hours are still very low or below 24 hours according to the Regulation of the Minister of Education and Culture number 15 of 2018 in Article 4.

2. Subjects taught

Table 2 shows that the number of non-permanent teachers was appointed based on the needs of the subjects being taught, where SLB class teachers are still lacking so that done appointment.

3. Policy Leader

Leaders perform temporary teacher appointments with see as well as review the condition environment around that can support task function, although not optimal, even tend to harm.

The role of non-permanent teachers in school improvement is unrelated to the increasing school accreditation. Non-permanent teachers who are accredited or certified will benefit the district because they have recognized Human Resources. These non-permanent teachers are required to fulfill a minimum of 24 hours of instruction in one week, unlike non-permanent teachers who are not accredited or certified, where teaching hours are still very low and can be replaced by permanent teachers/civil servants. As for distribution, certified Non-Permanent Teachers were as follows:

TABLE 3: Distribution of certified Non-Permanent Teachers.

No	Regency	Public School	High	Vocational School	High	Excellent School
1	Mamuju	7 persons		10 persons		-
2	Majene	3 persons		6 persons		-
3	Mamuju Tengah	3 persons		3 persons		-
4	Polewali Mandar	8 persons		17 persons		-
5	Mamasa	3 persons		8 persons		2 persons
6	Pasangkayu	2 persons		-		-

Source : Processed by the author based on Basic Education Data from the Education and Culture Office of West Sulawesi Province, data collection as of June 1 , 2023

Table 3 shows that the Mamuju Regency has seven certified high school non-permanent

Teachers and ten vocational high school level non-permanent teachers who have been certified. The Majene District has three certified high school non-permanent teachers and six certified vocational school non-permanent teachers. The Central Mamuju Regency has three certified non-permanent high school teachers and three certified vocational high school level non-permanent teachers. Polewali Mandar District has 8 certified non-permanent high school teachers, 17 certified vocational high school level non-permanent teachers. Specifically, Mamasa District has certified non-permanent teachers at each level, namely, three teachers at the senior secondary school level, eight teachers at the vocational high school level, and two teachers at the extraordinary school level. Finally, Pasangkayu Regency has only two certified nonpermanent teachers at the senior high school level.

The appointment of non-permanent teachers is a policy that can consider the needs and problems faced by schools, especially the shortage of teachers in terms of basic education data. Carl J Federick as quoted by Leo Agustino [4] defines policy as a series

of actions / activities proposed by a person, group or government in a certain environment where there are obstacles (difficulties) and opportunities for the implementation of the policy proposal in order to achieve certain goals. Based on this explanation, the appointment of teachers is not fixed in the main data on education and must refer to the output of each school and urgency. When reviewing existing human resources, it is better to focus on teachers who have been recognized or certified. This is because every certified teacher is required to have teaching hours of 24 hours a week.

A challenge in achieving organizational improvement, especially in schools, requires accurate data so that school goals can be accommodated and good quality education can be achieved. The data are good if the data manager and reference have quality human resources. Management structuring focuses on human resource management, which significantly determines productivity. The larger the organization, the higher the analytical demand for human resource recruitment. Increasing the capacity of human resources owned by schools affects the determination of school categories. The schools in West Sulawesi Province are based on the following driving and superior categories:

TABLE 4: List of Mover and Excellent Schools in West Sulawesi Province.

No	Regency	Public High school	Vocational School	High	Excellent School
1	Mamuju	1	2	-	-
2	Majene	3	2	-	-
3	Mamuju Tengah	1	1	-	-
4	Polewali Mandar	1	7	1	-
5	Mamasa	2	1	-	-
6	Pasangkayu	3	2	-	-
	Total	11	15	1	-

Source: Processed data from the Education and Culture Office of West Sulawesi Province June 2023

The mover and superior schools in West Sulawesi Province in Table 4 show that the Mamuju Regency has one high school and two vocational high schools that are included in the mover and superior categories. The Majene district has three Senior High Schools and two Vocational High Schools in the driving and superior categories, respectively. The lowest number is in the Central Mamuju Regency, where only one is in high schools and vocational high schools that are included in the movers and superior categories. The leading school categories in Polewali Mandar Regency are one Senior High School, seven Vocational High Schools, and one Special School. Mamasa Regency has 2 high schools and 1 vocational high school. Finally, Pasangkayu Regency has three high schools and two vocational high schools in the driving and superior categories, respectively.

In the comparison of Table 3 and Table 4, it can be seen that the achievement of a school is not influenced only by the existence of non-permanent teachers, but also by other factors, namely permanent teachers or civil servant status, student factors, and others. Here, the importance of the role of education main data operators in updating, so that it has implications for dapodics as a whole, which creates new energy appointment policy-making on output and feedback. In line with the needs of human resources, Human resources (HR) are the most important assets for organizations because they are the main driver of organizational activities, both as operators, maintainers, producers, and designers of every system in the organization. When an organization loses good human resources, it is time- and cost-consuming for the organization to recruit and train new human resources to replace the lost HR roles.

Policy-making in the appointment of teachers still does not look at several factors so that it can be effective, namely:

1. Accuracy of basic education data

The accuracy of basic education data is needed to determine the relevance and things that can provide benefits for policymakers, so that policies are effective.

2. Human resources

Human resources owned in managing basic education data and human resources to be recruited as educators or teachers still require further attention. Good human resources will facilitate the achievement of school achievement and its output on the effectiveness of student achievement in school.

3. The role of Policy evaluation

The awareness of policymakers creates a policy on target primarily in accordance with facts in the field, such as teaching hours, subjects, and teacher resources, without looking at proximity factors and other factors in determining policies. Findings in the field are that there are school leaders who make appointments because of proximity factors, so that dapodics can be ineffective in determining policies later. Therefore, it is necessary to evaluate every non-permanent teacher-appointment policy.

From the discussion, it can be concluded that base footing the appointment of teachers is not permanent, and further study and analysis can be performed in depth. In addition, it needs a direct inspection of the school remote, so the fetch output policy temporary teacher appointments can be effective.

4. Conclusion

Based on the results of the data analysis above, using an interactive model shows that the goodwill trust dimension in the livable house construction program in the Gowa Regency has been effective and optimal. This can be seen in the cooperation of related parties, starting from the survey to the implementation and distribution of aid. The stakeholders involved in the implementation of the livable housing development program include the Regional Government, Village Government and the Private Party. The first element states that the responsiveness of the stakeholders is very good and full of commitment in carrying out an assistance program for the construction of livable houses in the Gowa Regency. Stakeholders in the implementation of the Self-Help Housing Stimulant Assistance (BSPS) program are always guided by the technical guidelines issued by the Ministry of Public Works and Public Housing (PUPR), so that whatever is done, the stages always refer to these guidelines. The second element states that there are several regulations from the Central Government and Ministerial Regulations regarding assistance for the construction of livable houses based on these regulations and is committed to implementing a livable housing development program in the Gowa Regency. The third element. The Perkimtan Agency Service participated in a survey to verify the eligibility of prospective beneficiaries through the fields appointed as BSPS assistants. The Housing and Settlements Agency wrote a letter to the village government to submit data on Uninhabitable Houses (RTLH) according to the quota for the current year's BSPS Program assistance for further verification, after which the disbursement process was coordinated with the bank to collaborate in distributing aid.

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