

## CAREER DEVELOPMENT PROBLEMATIC OF TEACHERS IN GLOBALIZATION ERA (Survey of Elementary School Teachers in the Region Ministry of Religious City of Jambi)

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**ABSTRACT:** Career development is a very important thing in doing a series of professional work of a teacher a good career became the benchmark for a teacher to be promoted to higher positions. Causes of teacher career development barriers there are two factors: internal factors and external factors. Internal factors are factors that come from within the teachers themselves are less motivated to take care of his promotion, in addition to the proximity of retirement of a teacher who becomes the cause standstill rank,. External factors are factors outside themselves teachers themselves who received less intensive guidance in preparing and calculating the credit score promotion. So that the teacher asks for help to one of the employees of Religion department to compile and calculate the credit score rank. There has been no significant effort that can be done by the teachers themselves, and the MORA as a builder in the career development of teachers, only to give an explanation to the teachers about the consequences if it does not rank in the care of a teacher at all.

To the ministry of religious affairs greater city of Jambi is expected to provide guidance, and direction specifically about arranging credit score to teachers teaching religion in MI with the status of civil servants as well as can provide easiness for teachers who proposed promotion, reward teachers who made it to the rank or a certain group, or even go straight to the field to observe the career development of teachers and teacher's career delays. As this will provide the stimulus that will also have implications on the creation of professional teachers and responsible. To each teacher of religion, should continue to improve their career to a higher level, although was nearing retirement age.

**KEYWORDS:** CAREER DEVELOPMENT, TEACHERS, GLOBALIZATION ERA.

### INTRODUCTION

Society is a society of the 21st century technology and the science community, it means that society of the 21st century is composed of community members who have the technology, has the knowledge, that still survive in the society. Members of the public may only be prepared to become professional teachers are teachers who can carry or deliver learners entering the world of science and technology. Law of the Republic of Indonesia number 20 year 2003 on National Education System is the legal basis and the implementation of national education reform, as well as national development strategies in the theory of modern education, to achieve quality education, relevant to the needs of the people, and competitive in the global life.

Career development is a very important thing in doing a series of professional work of a teachers, a good career became the benchmark for a teacher to be promoted to higher positions. As the opinion of some experts by Moekijat namely: a. Edwin B Flippo; A career can be defined as a sequence but related work activities that provides continuity, order, and meaning in a person's life, (Career is defined as a series of activities separate jobs but that has to do, which gives continuity, position and significance in the history of one's life). b. Thomas H. Sone; A career is defined as a sequence of positions or jobs held by one person over time. A relatively long, usually ten years or more, (Career is defined as a series of positions or jobs held by a person over a relatively long period of time, usually ten years or more). c. William B, Werther; A career is all the jobs that are held during one's working life (career are all the jobs held by a person during working life).

Hadari Nawawi also expressed some understanding of career development, namely: a. Career development is a sequence (order) position or positions occupied by a person during a particular period of life. b. Career development is the change in

the values, attitudes and motivations that occur in a person, because with the addition / improvement will become more mature age. c. Career development is the work done by the formal and ongoing focus on improvement and the addition of the ability of a worker. There are three phases of career development programs as follows:

### 1. Phase Planning

This phase is designed to align the activities of workers and organizations regarding the design of career development in his neighborhood. The purpose of this phase is to identify the strengths and weaknesses of workers in carrying out their duties. Therefore, it can be done a variety of efforts to help the workers, aid or business, among others, are:

- a) Help choose the path of career development correspond to available. The selection should be based on ability, that for every worker must believe that the ability to actually support to be able to carry out the work effectively and efficient.
- b) Improving deficiencies or weaknesses, for workers who demonstrate seriousness and need to realize a successful career.

### 2. Phase Briefing

This phase is intended to help the workers to be able to realize the plans into reality, by establishing the type of career he wants, and adjust the steps that must be taken to make it happen. In this connection, there are two approaches, namely:

- a) Briefing by organizing career consoling
- b) Organize information service, which includes the following activities:
  - (1) Each provision of open jobs. This briefing is done by providing information to all workers, especially regarding career development.
  - (2) Provide inventory information worker capabilities, and which can be known by each worker.
  - (3) Information about a career flow chart showing possible directions and opportunities available within the organization. In that connection can even be provided as well as information about career steps that can be achieved, including scheduling a time required for promotion from one level to the next, up to the maximum level in any stream career development, which is designed rationally.
  - (4) Hold a career development center in the form of a set of materials related to the job, job title, etc. in the form of a workbook, tape recorder, photo copy of the letters are not confidential, various other written materials. By using these materials, workers will get a variety of information that can be used to meet the interests of career development.

### 3. Development phase

This phase is time limits workers used to meet the requirements that enable it perform motion from a position to another position he wanted. During this phase the worker can perform repair activities and improve the knowledge, skills / expertise and attitude. In this phase employ should strive to realize the creativity and initiative, which can support to enter the position / positions for future activities that can be done include:

- a. Openness Implementation Mentor. Mentor system is a way to carry out the development of the relationship between senior workers with junior workers as colleagues (Work friend) or a working spouse. Senior workers act as mentors (mentors) provide exemplary duty, assist and arrange in contacting officials for information, and provide support in general, in an effort to develop career junior workers.
- b. Training. Career developments training in order for the workers are very wide-ranging space, not just institutionally organized and formal classroom, laboratory or workshop and others. In connection with the above concept, the teacher educators and teachers is one of the factors that determine the success of a business education. The teacher is spearheading education, which is a very influential figure on the output quality of education in the birth of qualified human resources. As it was pointed out by Tilaar, bring teacher profiles in 21st century is to have a mature and growing, possessing strong science, have the skills to arouse the interest of participants to science and technology, continuous professional development.

The professional demands of the teachers, the aspect of protection and development of the careers of teachers is a matter that needs to be prioritized in order to reach a balance between competence and performance will ask teacher

compensation and rewards given to them in this regard, the government through policies in education should have a bias against teachers' professional careers.

According to William Glasser and Jihad Hisham, "Any government, system, organization, that does not success in helping the people it serves to increase of the guiltily of their lives until either fail or Be Unable to Compete successfully that one does". Glasser's Proposition implications, ie if the power system is not currently capable of improving the quality of life, education will fail the practical elicits mission for students at various levels. Based on preliminary studies (grand tour) writer on religious ministries City of Jambi found 75% of teachers with the status of the civil religion taught in Elementary School who experience barriers to career level (rank) them. The details of the delay of rank are as varied as the rank group II / d to III /a, III /a to III/ b, III/a to IV /a and to rise to IV/b. If in the future work to connect with each rank there are indications that the delay was promoted to vary between 8 years to 3 years. Delay rank is indicated that there are some teachers are less able to meet the requirements of promotion to the next level. This is caused by the lack of guidance in order to structure credit score. Such conditions cause the enunciator becomes obstructed and career education teacher at the Elementary School. This situation can leave if in a negative influence on the performance of the teacher in the learning process.

Departing from the above conditions, in view of research needs to be done to find solutions to the teachers who have problems in the development of his career, due to issues of career development is very important as the motor in motivating learning performance. Therefore, the question is why the career development of teachers MI Environment of the Ministry of Religious Affairs in the city of Jambi is not optimal?, What are the factors which is the bottleneck and supporting the career development of teachers?, And what efforts will be undertaken to overcome career obstacles teachers MI Elementary in the Environment of the Ministry of Religious Jambi?.

The purpose of this study is to analyze the various barrier factors to develop teacher career, which can affect the performance of teachers. Therefore, this study may provide benefits theoretically and practice. Theoretically can provide scientific information on teacher career development concepts that can conveniently be made in reference to the individual teacher career development. Therefore the focus in this study is about problems in the promotion of teachers or calls the career development of teachers.

## **RESEARCH METHODS**

In this study, researchers used a qualitative-naturalistic approach. Through this qualitative approach, in the hope raised an idea of the quality of the social reality and perception tainted by research goals without formal measurement. Naturalistic approach requires the collection of data on the natural setting. With this concept the researcher to strive for the presence of the researcher does not change the situation or the behavior of the person in care. The method of data collection in the field, namely the method of observation, interview and documentation.

## **EMPIRICAL AND DISCUSSION**

### **1. Condition Career Development Teachers *Madrasah Ibtida'iyah* (MI)**

The starting point in the career development of teachers of religion of the Ministry of Religious Environment City of Jambi, starting from the teachers themselves. This is done from the first time someone appointed as civil servants teacher then placed teaching at Government Elementary School. Therefore, the development of a more or less religious teacher career will have implications for the promotion and performance of teachers in the future.

Professorship is a functional position, which is more career development based on the discipline of work and job performance. As the table hierarchy of office, rank, and class space below:

**Table 1. Teacher career Place and Career Teacher Position**

No	Teacher Career Place	Career Teacher Position
1	<i>Guru Pertama</i>	<i>Pengatur Muda.II/a</i>
2	<i>Guru Pertama Tingkat I</i>	<i>Pengatur Muda Tingkat I,II/b</i>
3	<i>Guru Muda</i>	<i>Pengatur, II/c</i>
4	<i>Guru Muda Tingkat I</i>	<i>Pengatur Tingkat I, II/d</i>
5	<i>Guru Madya</i>	<i>Pengatur Muda, III/a</i>
6	<i>Guru Madya Tingkat I</i>	<i>Penata Muda Tingkat I, III/b</i>
7	<i>Guru Dewasa</i>	<i>Penata, III/c</i>
8	<i>Guru Dewasa Tingkat I</i>	<i>Penata Tingkat I, III/d</i>
9	<i>Guru Pembina</i>	<i>Pembina, IV/a</i>
10	<i>Guru Pembina Tingkat I</i>	<i>Pembina Tingkat I, IV/b</i>
11	<i>Guru Utama Muda</i>	<i>Pembina Utama Muda, IV/c</i>
12	<i>Guru Utama Madya</i>	<i>Pembina Utama Madya, IV/d</i>
13	<i>Guru Utama</i>	<i>Pembina Utama, IV/e</i>

The table above, describe the career path that should be followed as teacher professional workers. Therefore, every teacher career ladder to fulfill the number of different credit score. The data collected from the office of the Ministry of Religious City of Jambi showed that the majority of teachers who have been hampered his career at the rank of class II/d as many as 3 people, class rank III/3 as much as a person, class rank III/b by 5 people, and group III/d by 5 people, class rank IV/A 1, other than that indicated that 67 people do not experience barriers to his promotion. For a teacher basically has the right to move up to class IV/c, but the reality shows that the teachers in this research environment can only move up to class IV/a. In this condition, as it is recognized that the difficulty for teachers to move up from class IV /a-b is in because of the obligation to make a scientific paper and should be published in the accreditation journal. Case promotion is not only experienced by teachers of religion MI alone but also experienced by teachers who teach in other places, namely elementary (MI), junior high school (MTs) and Senior high school (MA).

Throughout the study, there was only one teacher who teaches religion at Government Elementary School in City of Jambi Religion Environment ministry that rank until IV/a, but who came to the class III/d was only 5 teachers of religion. This is not apart of a religious teacher difficult to gather credit points for promotion, as the table cumulative number of credit points for the appointment and promotion / teacher career position following:

**Table 2. Cumulative Number Of Credit Points For The Appointment And Promotion /Teacher Career Position**

No	Element point	%	Position, Group Space and credit score												
			II/a	II/b	II/c	II/d	III/a	III/b	III/c	III/d	IV/a	IV/b	IV/c	IV/d	IV/e
1	The main element a. education b. Learning/ Tutoring c. Professional Development	80	20	32	48	64	80	120	150	240	320	428	536	644	752
2	Supporting Units	20	5	8	12	16	20	30	40	60	80	110	140	170	200
	Total	100	25	40	60	80	100	150	200	300	400	550	700	850	1000

Table 2 above a portrait of the total number of credits that will be met by teachers as promotion requirements. If the look on the face of the career development of teachers MI looks forward, it is indicated by rank or class that has been achieved in general is in group III/d and III/b. However, if in reference to the decree of appointment of each new, only about 75% done, but in the future career development effort these teachers look so enthusiastic and motivated to take care of rank. There are two factors which is the bottleneck in efforts to meet the specified number of credits such that the internal factors and external factors, as follows: Internal factors are factors that come from within the teachers themselves are less motivated to prepare the terms of the promotion or in the call loan rate. This was revealed by one of the teachers of religion who has rank III/d want to be promoted to the VII/a in which the number of credits that will be met, namely approximately 400 cumulative number of credits in the capture of the elements of education, teaching, professional development, as well as elements

supporting. Another opinion was also expressed by one of the teachers of religion who has rank III/b would rise to the rank III/c, expressed in rank barriers caused it difficult to arrange the loan rate, the problem is one of the teaching hours of teaching a little bit, but it is difficult to field support in the search, because the MI where students teach a little and not a lot of activity.

External factors are factors that come from outside the teacher's own self as the distance existing rank with tenure was nearing retirement. Therefore, teachers are not motivated to take care of his promotion, especially the requirements that will be fulfilled very much in accordance with the rules that have been set by the Ministry of Religious Affairs. Researchers also found no coaching training undertaken by teachers of religion to be one factor ignorance of religious teachers to calculate credit score rise in rank. Therefore, the teachers trust the religious ministry staff to calculate the credit score at the same time prepares religious teachers ranks of someone who wants to be promoted.

Based on the factors mentioned above can be concluded that the internal and external factors are very negative influence to the religious teacher Elementary School in career development from a low to a higher level. But in this case the researchers also found a contributing factor of a teacher to be motivated in the development of his career or take care of that hike be promoted to a teacher and school principal in promotion to become a supervisor and in the place of another move, what if the teacher found a career not develop. It is precisely to smooth teacher career development can increase the compensation of any rank, career ladder or ladder. As pointed out by Werther and Davis, explained that the compensation is Compensation is what resolved employee in exchange of their work, holy Whether wages or salaries periodically, the personnel department designs and administers employee usually compensation. It is intended that any compensation that a worker received in reply that it provides jobs, both hourly wage and salary and managed by the personnel. Edwin B. Flippo, explaining wages is defined as the adequate and equitable remuneration of personnel for their contribution to organizational objectives. Meant that the wage is defined as a fair remuneration and decent given to workers for services in achieving organizational goals.

Hasibuan, compensation is all the income in the form of money, goods directly or indirectly received by the employee in exchange for services rendered to the company. Another opinion expressed by Simamora, compensation contains a broader scope than just wages and salaries. More emphasis on the concept of wage remuneration is more financially while compensation includes fringe benefits are financial and non-financial. Compensation can be divided into two namely; (1) Direct compensation (direct compensation) in the form of salaries, wages, and wage incentive, (2) indirect compensation (indirect compensation or employee) or the well-being of employees.

According Hadari Nawawi, Compensation is an award / reward to workers who have contributed in realizing its objectives, through the so-called work. The types of compensation as follows: 1. Direct Compensation, Direct compensation is an award/reward called salary or wages, which are paid regularly by fixed time. In line with the wage or salary workers earned cash for the implementation of the work. Wages also interpreted as the price for the services that have been given by one person to another. 2. Indirect Compensation, Indirect Compensation is giving the profits/other benefits for workers beyond salary or wages, may be money or goods example THR, Benefits highway, and others. 3. Incentive, Incentives are awards / rewards given to motivate workers to higher work productivity, is not permanent, or at any time. Therefore, as part of a profit incentive, particularly given the workers who worked in good or outstanding, for example, in the form of bonuses.

In addition, incentives can also be provided in the form of goods. In its manifestations can be distinguished between total compensation and compensation Special namely: a. Total Compensation, This is the overall compensation awards/rewards received by a worker for all the work he did as a contribution to the achievement of organizational goals. Components consist of three types of compensation mentioned above, the salary/wages, some types of indirect compensation and incentives, b. Special Compensation, this compensation is called the supplemental income also awards/rewards given to workers with a certain status in the organization. Compensation is usually provided specifically for top-level managers. The shape which include vehicles, parking, payment association members for executive meetings and sports and others.

According Hasibaun, Destination compensation (fringe benefits), among others, is a collaboration ties, job satisfaction, effective procurement, motivation, employee stability, discipline, as well as the influence of trade unions and the government. Salary is the remuneration paid to employees periodically fixed and have a definite guarantee. That is, the salary will still be paid even if the worker is absent from work. Wage is remuneration paid to day laborers by referring to the above agreement agreed to pay him. While wages are incentive additional remuneration granted to certain employees whose performance on a standardized achievement Benefit and services are supplemental compensation (financial or non-financial) discretion given to all employees in an effort to improve their welfare. Such as holiday allowance, pension, uniforms, prayer rooms, sports, and excursions. Based on the above description it can be concluded that the compensation is

a remuneration received by the worker for the work he has done, whether it is compensation in the form of direct or indirect compensation such as money, health allowance, holiday allowance food allowance, leave, and other -other. Compensation dimensions, namely; (1) direct compensation, and (2) indirect compensation. As for the indicators in the form; receiving salaries, honoraria and incentives received, receiving excess money teaching, receive transport, receive, and social, educators receive professional allowance, holiday allowance receive, hold a comparative study, following the field trip activities, and relationship, receive health insurance, enter the *Taspen* receive uniforms, have the ease of lending cooperative, providing a means of worship, got off easily.

#### 1. Efforts to do in overcoming barriers to career teachers MI.

Talk about efforts in addressing barriers to career teachers of religion in today's era of globalization, in a world of teacher education becomes a very high priority by the government need to be considered as a builder and supervisor of teachers, as a teacher career ladder positions that must be achieved by a teacher as professional worker. In accordance with Law No. 14 of 2005 on teachers and lecturers, teachers in the compulsory professional competence and skills in science and technology (IT). Teachers who indicated a good performance can be promoted to positions such as principals, school supervisors. Therefore, teachers need to have a sense of responsibility, skill and ability to carry out the obligations and work well and efficiently. To obtain such teachers, in need of the existence of a provision regulating the status, obligations, rights and coaching teachers carried on by a teacher the system objective, namely the career system and job performance.

The position of a teacher is generally specified in the decree the organization of office or position, as well as the rate and the prevailing wage system for him. While the obligations and rights of teachers are two things that arise because of the position and both must be balanced, one should not take precedence over the others. The obligation of a teacher in general includes the elements of fidelity, performance, responsibility, obedience, honesty, cooperation and obligations have been performed as well as possible by a teacher are the primary consideration for the teacher to gain an appreciation of the leadership organizations which include the promotion of development without prejudice to the provisions of existing formations. While displacement is a principle in the application of the career system work, removal is an unavoidable step because without displacement means one career coaching efforts of teachers that can be done. Therefore, according to the observations of researchers have not found significant efforts made by the teachers themselves and will be undertaken by the government to overcome the barriers of religion teacher career.

Based on information and data obtained through observation research shows that not much effort is made both for itself and for the teachers. The efforts made by MORA, especially the head of affairs personnel who deal with the promotion of religious teachers just by calling the MI teacher who hampered his career, while giving an explanation due, if teachers are not willing to take care of MI promoted them to the front. But training specifically on counting the number of credits the teacher promotion, has not seen done by the Ministry of Religious Affairs of the City of Jambi. As the statement of one of the teachers of religion, which in this case is hampered his promotion of III/d to IV/a, explain: For now generally not much effort will be undertaken by the Ministry of Religious affairs personnel Region City of Jambi, in overcoming barriers to career or MI teacher dub delay. For problems promotion or career development is highly dependent on the teacher's own self teachers to collect approximately 300 credit number consisting of the main elements and supporting elements. The main element is part of education, learning or guidance and professional development. While the supporting elements that support learning. Another opinion was also pointed out by one of the teachers who have the rank MI IV/a to IV/b, explaining: attempts to be promoted from IV/a to IV/b, it is difficult to do. The total number of credits is pretty much 400. Portions were very difficult to achieve, namely the writing of scientific papers and published to be seminar. Meanwhile, to make the scientific work that hard for me who was nearing retirement age. While specific training in writing scientific papers, I have never followed. Thus, I lack a lot of effort in doing, just let go and feel pretty rank on IV/a only.

The next statement is also presented by one of the teachers who experience barriers MI his promotion from III/C to III/d. For now I continue to attempt to collect the amount of the credit figures, to be promoted to III/c, although not as fast as other teachers. Another effort that is coordinated with the head of the Ministry of Religious Jambi City Region and with other teachers who not hampered in his promotion. Because for now in the age of globalization a teacher also in demand has skill about information technology (IT), while I am the one who stutters with IT. The statement above, reinforced by one of the teachers who was also hampered the career of the III/a to III/b, very aware of his promotion for the delay. But I am still trying to gather the number of credits in accordance with the conditions set by MORA. The problem is an important advancement in the career path as a teacher. However, the credit number gathering experience into trouble, because the number of credits that are collected quite a lot less than 100 credit points consisting of main points and supporting elements.

In accordance with the concept of career coaching that has been set in the handbook credit scoring promotion of teachers, should the Head of the Ministry of Religious Affairs of the City of Jambi to guide the conduct of religious teachers with approaches that can motivate teachers to overcome problems of MI in the process of his promotion. Coaching and

supervision in accordance with the procedures carried out during this enacted. In addition, the data obtained from the application of information for teachers credit score can be made as inputs for decision-making to solve problems and overcome difficulties, obstacles and weaknesses of the case. Era of reform is a process to improve, repair, alter the knowledge, skills and attitudes code of conduct a person or group of persons in the intellectual efforts of human life through guidance and training activities of which there are nine changes that need to be done on the teachers themselves in this era of globalization in order to improving human resources, namely commitment, discipline, science technology (IT), responsibility for the given task, loyalty, ideals, honesty, welfare, and *akhlakulkarimah*. This process shows the activity in the form of action where there is an active and dynamic interaction done consciously in order to achieve the desired goal. Achievement of the set objectives is one measure of individual performance. As pointed out Rival and Basri saw performance can be done by taking into account factors such as achievement; 1) Quality of work (accuracy, skill, thoroughness, neatness), 2) the quantity of labor (the breadth of the task, the speed of completing the task), 3) toughness (follow orders, safety, initiative, punctuality, attendance), 4) attitude (towards change , cooperation). While Manullang provides a measure of performance such as 1) quality, 2) capability, 3) the quantity of labor, 4) knowledge about the task, 5) cooperation, 6) initiative 7), adaptability, 8) presence, 9) planning and organizing.

## **CONCLUSION**

Causes of teacher career development barriers there are two factors: internal factors and external factors. Internal factors are factors that come from within the teachers themselves are less motivated to take care of his promotion, in addition to the proximity of retirement of a teacher who becomes the cause standstill rank,. External factors are factors outside themselves teachers themselves who received less intensive guidance in preparing and calculating the credit score promotion. So that the teacher asks for help to one of the employees of Religion department to compile and calculate the credit score rank. There has been no significant effort that can be done by the teachers themselves, and the MORA as a builder in the career development of teachers, only to give an explanation to the teachers about the consequences if it does not rank in the care of a teacher at all.

## **RECOMMENDATIONS**

To the Ministry of Religious Affairs Greater City of Jambi is expected to provide guidance, and direction specifically about arranging credit score to teachers teaching religion in MI with the status of civil servants as well as can provide easiness for teachers who proposed promotion, reward teachers who made it to the rank or a certain group, or even go straight to the field to observe the career development of teachers and teacher's career delays. As this will provide the stimulus that will also have implications on the creation of professional teachers and responsible. To each teacher of religion, should continue to improve their career to a higher level, although was nearing retirement age.

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