



## LEARNING PROBLEMS FACED BY CERTIFIED EDUCATORS IN GEOGRAPHY TEACHER HIGH SCHOOL WEST LAMPUNG REGENCY OF LAMPUNG PROVINCE

Buchori Asyik and Trisnaningsih  
*University of Lampung*  
*Email: adha\_197@yahoo.com*

### Abstract

The professional teachers who have a certificate theoretically is not be obstacles in the implementation of learning. Nevertheless, it still found a lot of trouble learning experienced by the geography teachers certified educator in West Lampung Regency. Problems faced by teachers of geography that has passed the certification of the majority with focus on subject matter, learning media and learning resources, as well as the determination of methods of learning. Efforts are made to resolve the issue by asking fellow teacher of geography at school and at the time a teacher discussion forum activity subjects geography, either at the provincial or district level.

**Key word:** *learning problems faced, geography,*

### INTRODUCTION

The quality of education in Indonesia is low is a serious problem that must be addressed immediately. The low quality of education is closely related to one of the supporting components, namely teachers. This is understandable, because the teacher has a strategic role in the field of education and position as well as an important role in the learning process, even other adequate educational resources are often less meaningful if it is not supported by the presence of the teacher. In other words, the teacher spearheading efforts to improve the quality of education. Government efforts to address the problem is by improving the quality of teachers through a program of teaching certificate or professional certificate. Professional certificate awarded to a teacher who passed after following competency test. The implementation of a teacher competency test was initially done through portfolio assessment of teacher performance in office, then with valuation models through Education and Training Professional Teacher (PLPG). Although different in teacher certification assessment process, but basically the same competencies assessed were composed of four competencies, namely: 1. Pedagogic competence, 2. Competency personality, 3. Social competence, and 4. Competence professional. Teachers who have passed the certification of professionals entitled to allowances for one month basic salary each month.

Teacher certification program conducted since 2006 has produced a certified teacher educator. In Lampung Province the number of teachers who have obtained a certificate of educators from 2006 to 2010 as many as 17,254 people (Asyik, 2011) and until 2013 was a teacher who is certified in Lampung Province has reached 48 383 (107 Rayon PLPG report in 2013) Of the total as many as 1005 is the teachers who pass the certification from 2008 to 2013 are taught in schools (kindergarten - high school) in West Lampung (teacher in-service certification report Rayon 107 Lampung University in 2013 and Cool, 2011).

According Mulyasa (2007: 9-1) in Setiawan (2009), there are at least seven indicators showed



weak performance in carrying out its primary task of teachers to teach, namely : (1) lack of understanding of learning strategies, (2) lack of proficiency in managing a class, (3) lack of ability to conduct research and utilize the class action, (4) low achievement motivation, (5) lack of discipline, (6) lack of commitment to the profession, and (7) lack of time management skills. Further stated, it is suspected that the professionalism of teachers in Indonesia is still very low, and the macro is the cause of the low quality of national education as a whole.

Another factor that led to the low professionalism of teachers, among others, caused by : (1) there are many teachers who do not pursue the profession as a whole ; this is caused by some teachers who work outside working hours to meet the needs of everyday life, so it does not have a chance to improve themselves, either reading, writing, let alone open the internet ; (2) the absence of professional standards as demand in developed countries ; ( ) may be caused by the presence of private college teachers so original prints, or semi-finished, regardless of the output later in the field, thus causing a lot of teachers who do not adhere to the ethics of the profession ; (4) the lack of motivation of teachers to improve the quality because it is not required to self- examine as imposed on college teachers.

Based on the background of the above problems, the problem formulated in this study is : What are the problems faced geography teacher who has been certified educators in the learning process and Geography in high school geography teacher How efforts to overcome the problems encountered in teaching geography in high school ?

The goal of this research Knowing the problems faced by educators certified Geography teacher in the learning process at the high school geography, and Knowing Geography teacher effort to overcome the problems encountered in teaching geography. This research is a descriptive study, which is to describe the detailed certain social phenomena, such as social interaction, and the kinship system. This type of research is usually done without the hypothesis that telah strictly defined, but when using the hypothesis, the hypothesis was not tested statistically (Papayungan, 1992: 3).

This research was conducted in the West Lampung district of West Lampung was chosen as the study site because the district is located relatively far from the center of the capital of the province of Lampung.

The population in this study were all high school geography teacher in West Lampung, both taught at the State High School and private school teachers who have passed the certification amounted to 9 people. Geography teacher the entire sampled in the study, so this study is a population study.

### **Teachers and Teacher Certification**

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education (Law on Teachers and Lecturers in 2005, Article 1). Professional work or activities are done by a person and his life becomes a source of income that requires skill, finesse or skills that meet certain quality standards or norms and require professional education (Law on Teachers and Lecturers in 2005, chapter 4).

Recognition of teacher professionalism acquired through professional education or certification held by teachers who have a college education personnel procurement programs are accredited and designated by the Government. Certification is the process of teaching certificate for teachers and lecturers. Teaching certificate is a formal proof of recognition given to teachers and



lecturers as professionals (the Law on Teachers and Lecturers in 2005).

Principles of professionalism inherent in the teaching profession and the profession lecturers are as follows: a. have the talent, interest, call the soul, and idealism ; b. is committed to improving the quality of education, faith, piety, and noble character; c. have academic qualifications and educational background in their respective sectors; d. have the necessary competence in accordance with its duties; e. has the responsibility for the task of professionalism; f. earn income determined in accordance with work performance; g. have the opportunity to develop in a sustainable manner with the professionalism of lifelong learning; h. have legal protection guarantees professionalism in carrying out the task; and i. have a professional organization that has the authority to regulate matters relating to the duty teacher professionalism (Law on Teachers and Lecturers in 2005).

According to Law No. 14 Year 2005 on Teachers and Lecturers, educator certificate given to teachers / lecturers who have met the requirements academic qualifications and competencies of a learning agent. Teaching certificate awarded to someone who has completed a program of professional education of teachers and teacher certification exam. In this case, the teacher certification test is intended as an educational results of quality control, so that a person who passed the certification test is believed to be able to carry out the task of educating, teaching, training, guiding, and assessing the learning outcomes of students.

In Permendiknas No. 18 of 2007, concerning certification of teachers, implied that the four teachers' professional competence can be measured through the 10 components, namely: (1) academic qualifications, (2) education and training, (3) teaching experience, (4) planning and implementation of learning, (5) assessment of the supervisor and the supervisor, (6) academic achievement, (7) professional development work, (8) participation in scientific forums, (9) experience in the field of educational organizations and social, and (10) awards that are relevant to the field of education. Ten components of the portfolio is a reflection of the four competencies of teachers. Each component of the portfolio can give you an idea of one or more participant teacher competency certification, and the culmination of part or all of the four components to reflect the teacher's competence.

### **Overview of West Lampung**

West Lampung is geographically located in the western part of Lampung Province with a total area of 4950.4 km<sup>2</sup>. Regions bordering the North Lampung District in the east, in the southern part Tanggamus, Tulang Bawang district in northern and western districts of the West Coast in the west. The entire region is at South Bukit Barisan mountain range with an altitude between 486-512 m (the lowest in the District Sumber Jaya : 486 m ) and the highest region ( District of Sukau : 512 m ) from the mountains. This affects the air temperature in this area is lower when compared with other areas in Lampung.

The population of West Lampung in 2011 as many as 423 586 people, consisting of 225 311 men and 198 275 women (Central Bureau of Statistics/ BPS Lampung Province, 2012 : 54 ). That number has increased when compared to its population in the year 2009 (401.095 inhabitants) (BPS Lampung Province, 2010: 67). According to BPS (2012: 54) sex ratio of the population of West Lampung at 113.64, meaning that the male population in West Lampung more numerous when compared to the population of women with a ratio of every hundred female population was found 113.64 males.

In terms of education, the education level of the population in West Lampung arise not much different level when compared to other districts/ municipalities in Lampung Province seen from the



gross enrollment rate (GER), the net enrollment rate (NER), and the average length of school. Gross enrollment rate (115.01) and APM (95.19) tends to be higher at the primary school level (SD), but along with increased levels of education, the APK and APM decreases. This can be seen from the following data : APK and junior APM 96.58 and 74.21, while the APK and APM High School 62.71 and 48.55 (Lampung Province Department of Education, 2013).

The average length of the school population in West Lampung during the period of 2008 to 2011 continued to increase, from 7.17 to 7.46. But the figure is still lower than the average length of the school population of Lampung Province in the same period of the year, which is 7.30 in 2008 to 7.82 in 2011 ( Lampung Province Department of Education, 2013). Thus, it can be said that the quality of education in West Lampung population is still relatively low.

### **Background Demographics and Geography Teacher Education**

Teachers in this study is a teacher who teaches Geography at SMAN, SAMS, MAN, and MAS that have passed the certification of educators in number as many as nine people, 55.56 percent or 5 people are female teachers. Other demographic characteristics of ethnic groups indicated that teachers, there are 6 people (66.66 percent) with a geography teacher Lampung tribes, while others are Javanese, Batak tribe, and the tribe Ogan in equal amounts each of which is a single person or 11.11 percent. Almost all (88.89 percent) of the teachers are married, only 1 person unmarried teachers.

In terms of age, the age of the teachers were between 33-45 years with a mean age of 37.8 years. More than half (66.67 percent) of teachers are in the age group above 40-44 years. Seeing the age range of the teachers can be said that the teacher was already classified as a young adult, so it still has a long enough opportunity to develop his career as a teacher.

Age aside related to the achievement of one's career, also influence the decision to get married. Marriage lot happens between the ages of 20-30 years, as well as the teachers, only found one teacher who was not married, whereas 8 (88.89 percent) of teachers are in marital status. The consequences of such status is the number of children born. Teachers have a child between 1 to 3 people, with the average number of children born is 1.8 people, teachers who have not had children because one person is not married, while teachers who have children about (66.7 percent) of teachers states there are 2 children.

### **Education and Teacher Certification**

Education plays an important role in the ability teacher learning and career development. This study found that all teachers have an academic qualification education undergraduate (S1) with a particular specialization. Found discrepancies between educational qualifications with subjects fosterage, because not all teachers have the educational background Geography same with diplomas. Those who have a relevant degree (Bachelor of Education Geography) by fosterage subjects (subjects Geography) the largest percentage of 77.77 percent or 7 people, the rest 2 or 11.11 percent respectively diplomas irrelevant (one Graduate Education History and one Bachelor of Islamic Education / PAI). Their home university is the University of Lampung largely 66.66 percent or 6 people, the rest 11.11 each or one person from the Teachers 'Training College Medan, Surabaya Teachers' Training College, and Metro City STAIN. Teachers completed his education between 1996 and 2003, with a long period of teaching between 7 to 14 years old with an average of 10.4 years of teaching.

Affect the ability of teachers to teach long learning, but it also determines their career development. Career development of teachers is reflected in the class and rank workmanship has been



achieved. In terms of class, half of the teachers ( 50.0 percent ) of teachers is in group 3c, 31.3 percent of teachers are in class 3b and only one person who has reached the 3d group, one person in group 3a and there is one person who has not been appointed become civil servants.

The data of this study showed that the majority ( 88.89 percent ) or 8 Geography teacher teaching in a high school in the country in several areas of West Lampung, most of their teaching in the capital city of West Lampung, namely in Liwa City (55.56 percent). Their role in these schools as a teacher in addition there are two teachers who have an important role, namely as a vice principal in the field of student affairs. In addition, one of whom is currently serving as chairman of the meetings of subject teachers (MGMPs) Geography. The teacher is also active in other activities in the community, especially in the field of coaching and the development of regional culture in West Lampung Lampung (interview, August 19, 2013).

Teaching certificate is proof of academic qualification of a teacher who had passed the certification obtained through a program or programs for Training and Professional Teacher Education (PLPG). From 9 Geography teacher in West Lampung studied the entire teacher certification pass through PLPG between 2008 to 2010, with details of 4 people or 44.4 percent graduated in 2008, two people or 22.2 percent graduated in 2009, and 3 people, or 33.3 percent graduated in 2010.

Teachers who are already certified professional allowance are entitled to a basic salary of teachers is concerned. This is in accordance with the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers Article 15 paragraph (2) stated that the allowance referred to in paragraph (1) is equivalent to 2 ( one ) times the base salary of teachers who are appointed by the educational unit organized by the government or the local government level, years of service, and the same qualifications.

Problems encountered and efforts to overcome geography teacher learning Professional teacher is a teacher who has four competencies of teachers (pedagogical, personal, professional, and social) and is able to practice in the learning process in integrated, proportionate and sustainable. When it is attached to each teacher, the learning problems can be minimized. However, the dynamics in the learning process in the classroom enables the persistence of the problems faced by teachers.

This is experienced by teachers of Geography, all Geography teachers in West Lampung already certified educators still face problems in learning Geography. The main problem they face is the difficulty in providing props or instructional media Geography expressed by 55.6 percent or 5 teachers of Geography. Difficulties in the provision of props is based the premise that instructional media props or geography should be provided by the government represented by the Ministry of Education and Culture, they just wait, so they are less anticipatory and creative learning to hold the media itself. Other issues related to the subject matter very wide geography, elusive and learning difficulties in obtaining sources of Geography expressed by teachers in small amounts and percentages.

Problems faced by teachers of Geography in West Lampung already passed the certification is not only related to props, learning materials and learning resources, but also in determining the method of learning geography. This was stated by 43.8 percent, or 7 teachers. So far, more geography teachers use the lecture method in the learning process, it is expressed by 4 people, or 44.4 percent of teachers, while 33.3 states 3 or less agrees, 1 person or 11.1 percent said they do not agree, and 1 teachers, or 11.1 percent expressed strongly disagree.

The use of lecture method is very dominating in learning Geography also found from





observations and interviews with subject teachers at the time of Geography Practice Experience (PPL) at SMAN 1 Cipiring Kendal, so that learning is only focused on the teacher alone. This affects the students' lack of understanding of the subject matter being taught geography teacher because students only recorded material taught teachers, lack of encouragement and motivation for students to learn (Ubaidullah, 2013).

Geography teacher difficulty in determining instructional methods related to their lack of understanding of the learning models that are participatory, active, innovative, creative, effective and fun (PAIKEM). This was stated by 4 people, or 44.4 percent Geography teacher, while 3 people or 33.3 states disagree, 1 or 11.1 percent disagree, and 1 teacher, or 11.1 percent expressed strongly disagree. Geography teachers' lack of understanding of the learning models PAIKEM cause learning process is more focused on the teacher, while the students are less active. There needs to change the focus of learning with learning models are able to engage students actively in the learning process, so that a good understanding of the object to be studied will be stored long in the memory of human memory.

Another difficulty faced by teachers in teaching Geography Geography relating to the subject matter. Geography subject matter materials can be divided into Physical Geography, Regional Geography materials, material or Social Geography Human Geography. Grouping associated with the subject matter of Geography, Physical Geography of the subject matter which many perceived as the most difficult subject matter. This was stated by 4 people, or 44.4 percent of teachers stated very difficult, and the same percentage stated Geography teacher subject matter is difficult, only 1 teacher who claimed subject matter is not very difficult geography.

Difficulties experienced geography teachers in understanding the subject matter Physical Geography played a role similar to the problems experienced by students, let alone teachers teach only using lectures, so that learning verbal material geography becomes monotonous and very boring, and unattractive. This was stated by Ubaidullah (2013) from observations and interviews with subject teachers at the time of Geography Practice Experience (PPL) at SMAN 1 Cipiring Kendal.

Perceived physical geography subject matter is difficult, because many of the terms or concepts that use foreign language geography. In addition, the material physical geography that studies the physical and morphological properties of the earth, though presented and form the image requires imagination to understand. So it's hard to imagine the appearance - appearance because all can not be observed directly with the naked eye, such as the shape of the fault, and the folds of rock. It is not felt in the material Regional Geography and Human Geography (Social Geography), because a lot of the lesson material occurs and can be observed directly in the environment around us, making it easier to understand. Ongoing learning process should be supported by the use of props, but this study found that the use of props by Geography teacher in West Lampung have passed certified not much done.

Problems that teachers face in learning Geography overcome by diverse, but the largest percentage in the same amount of Geography teachers overcome the problem by asking fellow teachers or teachers of Geography at the meeting MGMPs. Asked a fellow teacher at the same school Geography or Geography teacher in MGMPs done if the problem can not be eliminated from the results of his own learning, because learning itself is the main way to overcome the difficulty in understanding the subject matter that is considered difficult geography. This is expressed by all respondents, according to them that they take the time to learn on their own subject matter that they find difficult geography.

Related to the problems faced by teachers in teaching Geography, which is about the subject



matter, the difficulty of determining the learning methods and the difficulties in the provision of teaching aids or instructional media, they want frequent training learning models and manufacture of instructional media Geography Geography.

### CONCLUSIONS AND SUGGESTIONS

Based on the above described some things that can be concluded in this study are as follows: Difficulty getting props is a major problem faced by teachers of Geography in West Lampung already passed the certification in teaching Geography at school. Moreover, how to determine effective methods of teaching Geography second problem experienced by teachers. To overcome these problems, the teacher attempts to resolve it by asking fellow teachers of geography in schools and in the discussion forum subject teachers are the most widely performed by geography teachers who have passed the certification in West Lampung.

Based on these conclusions formulation, suggestions to the upgrading of teachers of Geography in West Lampung already passed certified in the manufacture, supply, and determination of the media and Geography learning models through participation in media creation and training models in learning Geography MGMPs forum or in other forums need to have the support of a teacher of Geography and relevant agencies and institutionally sustainable.

### REFERENCES

- Asyik, Buchori. (2011). Teachers Map Lampung Year 2007-2010. *Research Report*. Guidance and Counseling, University of Lampung. Bandar Lampung.
- Brotosedjati, Soebagyo. (2012). Performance Has Passed Master Teacher Certification In Title. *JMP*, 1 (2), August.
- Lampung Province Education Department. (2013). Achievement of Human Development Index ( HDI ) in Lampung Province in View of Education Review. *Presented to the socialization and Dissemination of Human Development Index ( HDI ) of Lampung Province*, 1 Mei 2013
- Directorate General of Higher Education. (2007). (online). (*Manuscript Preparation Guide Portfolio Tools for Teachers Certification*, <http://sertifikasi.guru.org>, retrieved on Juni 7, 2013).
- Ismani, Sukanti, and Ani Widayati. (2010). *Analysis Accounting Teacher Performance Evaluation In Implementing Learning*. Research Report. Faculty of Social Sciences and Economics, State University of Yogyakarta. (online). (<http://www.analisis.evaluasi.pdf> - teacher performance in Adobe Reader, retrieved on 2 Juni 2013).
- Khodijah, Nyayu., (2010). *Performance Madrasah Teachers and Teacher of Islamic Education Post-Certification in South Sumatra*. Horizon of Education, February 2013, Th. XXXII, 1. (online). (<http://www.1263-3983-1-PB-> Kinerja Teacher Certification in South Sumatra – Notepad, retrived on 7 Juni, 2013).
- Mulyasa E. (2007). *Standards Kompetensi dan Teacher Certification*, Bandung : PT Youth Rosdakarya.
- \_\_\_\_\_. (2005). *Becoming a Professional Teacher Learning Creating Creative and Fun*, Bandung : PT. Teens Rosdakarya.
- Papayungan, MM. (1992). *Methods of Social Science Research ( Theory and Practice )*. Center for Population Studies, Hasanuddin University Makassar. Government Regulation No. 19 Year 2005 on National Education Standards. Jakarta : Sinar Graphic.
- Minister of National Education Regulation No. 18 of 2007, Concerning Certification of Teachers.
- Raka Joni, T. (2008). *Models of Teacher Education and Education Lecturer, Pre - Position*. Paper presented at KONASPI dated November 5 to 7, 2008 in Denpasar.
- Republic of Indonesia. (2006). *Law Teachers and Lecturers 2005*. Yogyakarta: Student Library.



- Resmiyanto, Rachmad, Rev. Mar'atus Sholihah, Nuriyati. 2009. *Models of Performance Measurement Instruments For Teachers Pasca Sertifikasi with Scientific and Financial Performance Measure ( SFPM )*. Papers at the National Symposium on Educational Research and Innovation 2009, Jakarta, 4-6 August, Puslitjaknov Research and Education Ministry. ([http://www.Racmad\\_Resmiyanto\\_Model\\_Pengukuran\\_Instrument\\_Performance - pdf - Adobe Reader](http://www.Racmad_Resmiyanto_Model_Pengukuran_Instrument_Performance_pdf-Adobe_Reader), retrieved on 7 Juni 2013).
- Setiawan, Ngadirin, Dhyah Setyorini, & Amanita Novi Yushita. (2009). Auditing Accounting Certified Teacher Performance In SMK Negeri 2 Kutoarjo, Porworejo. *Indonesian Journal of Accounting Education* 7(2): 85--96. (online). [http://www.10.iwandhyahamanita-audit\\_teacher\\_akutansi.pdf](http://www.10.iwandhyahamanita-audit_teacher_akutansi.pdf). Adobe Reader, retrieved on 2013).
- Sudrajad, Akhmad. (2008). Concept of Teacher Performance Assessment. (Online). (<http://akhmadsudrajat.wordpress.com/2008/11/21/konsep-penilaiankinerja-guru>, retrieved on 11 Juni 2011).
- Ubaidullah, Taqorrub. (2013). *Issues Learning Geography in the School. Blog on Geography and Education. Friends of Geography*. (Online Article). ([http://www.geography learning problems in school](http://www.geographylearningproblemsinschool), retrieved on 10 Oktober 2013).
- Zaedun, Amat. (2009). *Reflection Teacher Professional Certified Professionals*, Papers Presented to the Office of Education Training in County Waterford, October 10. (online). (<http://www.evaluasi-kinerja-guru.pdf>-Adobe Reader and [http / www.eprint.uny.ac.id/7965/3/bab2-10504247012.pdf](http://www.eprint.uny.ac.id/7965/3/bab2-10504247012.pdf)), retrieved on 7 Juni 2013).