

**STUDENT - TEACHER RATIO OF  
SENIOR SECONDARY SCHOOL  
IN SOUTH ACEH DISTRICT**

**ASBAHRUL AMRI**

**MASTER OF SCIENCE (MANAGEMENT)  
UNIVERSITI UTARA MALAYSIA  
JUNE 2013**

**STUDENT - TEACHER RATIO OF  
SENIOR SECONDARY SCHOOL  
IN SOUTH ACEH DISTRICT**

**By**

**ASBAHRUL AMRI**

**A Project Paper Submitted to  
Othman Yeop Abdullah Graduate School of Business  
Universiti Utara Malaysia  
In Fulfillment of the Requirements for the Degree of  
Master of Science in Management**

## **PERMISSION TO USE**

In representing this thesis partial fulfillment of the post graduate degree from Universiti Utara Malaysia, I agree that the university library make it freely available for inspection. I further agree that permission copying may be granted by supervisors or in absence by the Dean of Research and Post Graduate Studies office. It is understood that any copying or publication or use this thesis part thereof for financial gain shall not be allowed without my permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Request for permission to copy or to make other use of material in this thesis, in whole or in part shall be addressed to

Dean of Research and Post Graduate Studies  
College of Business  
Universiti Utara Malaysia

## **ABSTRACT**

This study is based on the regulation of five ministries which aimed to generate an even teacher distribution to all over Indonesia and its implementation at district level. One of education quality indicators, Student Teacher Ratio (STR) is the indicator that examines the real situation of teacher distribution in South Aceh district, especially at Senior Secondary School (SSS) level of education. By using simple statistic, the results show STR among SSS exceeds the STR of national and provincial level. STR disparities exist among SSS and rural versus urban area, while general SSS (GSSS) versus vocational SSS (VSSS) shown no disparity. The interviews with some education stakeholders in South Aceh district was used to identify the factors that contribute to these disparities. The results show that there are seven factors of internal and external environment that could contribute to the STR disparities among SSS in South Aceh district. Thus, the proposed factors are expected to give a significant contribution to a better teacher distribution within the district of South Aceh in the future.

**Keywords:** Teacher Distribution, STR, SSS, GSSS, VSSS.

## ABSTRAK

Kajian ini adalah berdasarkan peraturan lima kementerian yang bertujuan untuk menjana pengagihan setara guru-guru di seluruh Indonesia dan pelaksanaannya di peringkat daerah. Salah satu petunjuk kualiti pendidikan, Nisbah Guru Pelajar (Student Teacher Ratio - STR) adalah penunjuk yang mengkaji keadaan sebenar pengagihan guru di daerah Aceh Selatan, terutamanya di tahap pendidikan sekolah menengah (Senior Secondary School - SSS). Dengan menggunakan statistik mudah, keputusan menunjukkan STR di kalangan SSS melebihi STR di peringkat kebangsaan dan wilayah. Ketidakseimbangan STR wujud di kalangan SSS dan di antara kawasan luar bandar dan bandar, sementara SSS umum (General Senior Secondary School – GSSS) berbanding vokasional SSS (Vocational Senior Secondary School - VSSS) menunjukkan tiada perbezaan. Temuduga dengan beberapa pihak yang berkepentingan dalam pendidikan di daerah Aceh Selatan telah digunakan untuk mengenal pasti faktor-faktor yang menyumbang kepada perbezaan tersebut. Hasil kajian menunjukkan bahawa terdapat tujuh faktor persekitaran dalaman dan luaran yang boleh menyumbang kepada perbezaan antara STR SSS di daerah Aceh Selatan. Oleh itu, faktor-faktor yang dicadangkan dijangka akan dapat memberikan sumbangan yang signifikan kepada pengagihan guru yang lebih baik di daerah Aceh Selatan pada masa hadapan.

Kata kunci: Taburan guru, Student Teacher Ratio (STR), Senior Secondary School (SSS), General Senior Secondary School (GSSS), Vocational Senior Secondary School VSSS.

## ACKNOWLEDGEMENT

First and above all, I praise to Allah the almighty, most gracious and most merciful and peace be upon Prophet Muhammad P.B.u.H. In this opportunity, I would like to express my gratitude to all the people who contributed, supported, and guided me throughout the completion of my master.

The deepest appreciation goes to my supervisor, DR. Darwina Ahmad Arsyad, for the useful guidance, comments, remarks and engagement through the learning process of this dissertation. Furthermore, a special thanks are also extended to Suhartono, SP, my industrial attachment supervisor who provided some access to some useful data and guidance for a better understanding regarding the case study. I also deeply wish to thank to the examiners and the participants in my survey who have willingly shared their precious time and experiences during the process of interviewing.

Sincere thanks go to Governor of Aceh, Head of Regional Development and Planning Board of Aceh Provincial Government, Head and Chairman of Aceh Human Resource Development Center, Major of South Aceh District and Head of South Aceh District Education Department and SMK Pasie Raja school principal for the permission to proceed my master degree.

Special thanks go to my same batch colleagues at UUM, PhD colleagues, and all dedicated lecturers, Prof. Dr. Ruswiati Surya Saputra, Prof. DR. Dileep Kumar, Prof. DR. Zakaria Abas, Assoc. Prof. DR. Vimala Sanjeev Kumar, Assoc. Prof. Dr. Roslan Abdul Hakim, DR. Subramaniam S/O Sri Ramalu, DR. Ariffin Abdul Muthalib, Dr. Martino Luis, Dr. Zainal Amin Ayub, Dr. Nurwati Ashikkin Ahmad Zaluki and Pn.Sharina binti Samsudin, MBA. Furthermore, another thanks go for Former Head of DPP Taman Siswa UUM En. Rodzi, Pak Lang and Mak Lang for kindly support during my stay at Bandar Darul Aman, Kedah.

I would like to extend my gratitude and deepest appreciation to my lovely wife, Dear Devi and my lovely sweet daughter, Naya, for their great patience, understanding and support. Finally, my dear mother, Asnawati, who has looked after my little family. May Allah give you the best in return.

**Asbahrul Amri**

June 8<sup>th</sup>, 2013

## TABLE OF CONTENTS

	Page
Certification of Project Paper	i
Permission to Use	ii
Abstrak	iii
Abstract	iv
Acknowledgement	v
Table of Contents	vi
List of Tables	x
List of Figures	xi
<b>CHAPTER I INTRODUCTION</b>	<b>1</b>
1.1. Introduction	1
1.2. Background of Study	1
1.2.1. Education	1
1.2.2. Education in Indonesia	2
1.3. Problem Statement	4
1.4. Research Question	5
1.5. Research Objective	5
1.6. Significance of the Study	6
1.7. Limitation of the Study	6
1.8. Organization of chapter	7

<b>CHAPTER II ORGANIZATION BACKGROUND</b>	<b>8</b>
2.1. Introduction	8
2.2. Function and Position of the Organization	8
2.1.1. Function	8
2.2.2. Position	8
2.3. Vision and Mission	9
2.3. Organization Structure	9
<b>Chapter III Main Issue and Literature Review</b>	<b>14</b>
3.1. Introduction	14
3.2. Human Resources Management	14
3.2.1. Definition	14
3.2.2. HRM System and Function	15
3.2.3. Human Resource Planning	15
3.3. Education	16
3.3.1. Definition	16
3.3.2. The significance of Education	18
3.3.3. Education for All	20
3.4. Education in Indonesia	21
3.4.1. Brief Overview of Indonesia	21
3.4.2. Legal Basis of Education in Indonesia	22
3.4.3. Indonesian Education System	24
3.4.4. Indonesian Education Achievement	25
3.4.5. Indonesian Education Challenges	27
3.4.6. Conclusion	30



3.5. Education in Aceh Province	30
3.5.1. Brief Overview of Aceh Province	30
3.5.2. Aceh Province Education Overview	33
3.5.3. Conclusion	33
3.6. Education Quality Indicator	34
<b>CHAPTER IV RESEARCH METHODOLOGY</b>	<b>37</b>
4.1. Introduction	37
4.2. Research Approach	37
4.3. Research Design	38
4.4. Location of Study	39
4.4.1. Brief Overview of South Aceh District	39
4.4.2. South Aceh District Education Overview	41
4.5. Data Collection	41
4.5.1. Secondary Data Collection	41
4.5.2. Primary Data Collection	42
4.6. Data Analysis	43
4.7. Conclusion	44
<b>CHAPTER V RESEARCH FINDING</b>	<b>45</b>
5.1. Introduction	45
5.2. STR for Senior Secondary School in South Aceh	45
5.3. STR Disparities Within The District	48
5.3.1. Senior Secondary School (SSS) STR Disparity Among The Schools	48
5.3.2. General SSS and Vocational SSS STR Disparity	51
5.3.3. Rural and Urban STR Disparity	52

5.4. Teacher Recruitment & Selection and Posting Process	54
5.4.1. Teacher Recruitment & Selection Process	55
5.4.2. Teacher Posting Process	56
5.5. The Factors That May Contribute to STR Disparity	60
<b>CHAPTER VI CONCLUSION AND RECOMMENDATION</b>	<b>66</b>
6.1. Introduction	66
6.2. Conclusion	66
6.3. Recommendations	67
<b>REFERENCE</b>	

## LIST OF TABLE

Table 1. Number of school and student in Indonesia.....	27
Table 2. Education quality indicators, objective and formula .....	35
Table 3. List of informants.....	42
Table 4. List of Public Senior Secondary Schools.....	46

## LIST OF FIGURES

Figure 2.4. Education Department of South Aceh District Level Government organization structure	10
Figure 3.2.2. Human resource management system	15
Figure 3.4.1. Republic of Indonesian map	21
Figure 3.4.3. Education level of Republic Indonesia	25
Figure 3.4.5. Student-teacher ratio in every province in Indonesia	29
Figure 3.5.1.a. The map of Aceh Province	31
Figure 3.5.1.b. Aceh Population in age classification	32
Figure 3.5.1.c. Total Aceh citizen at age of attending the school	32
Figure 3.6.a. Educational quality continuum	34
Figure 3.6.b. Framework for understanding education quality	36
Figure 4.4.1. The map of South Aceh District	40
Figure 5.2. STR of SSS among government level	47
Figure 5.3.1.a The total student and teacher of every senior secondary school	49
Figure 5.3.1.b The STR number of every senior secondary school	50
Figure 5.3.2 STR disparity between GSSS and VSSS	51
Figure 5.3.3 STR disparity between Urban and Rural area	53
Figure 5.4.1 The process of recruitment & selection of teacher in South Aceh District	55
Figure 5.4.2.a Posting process after recruitment & selection process	57
Figure 5.4.2.b Posting process when there is an uneven teacher distribution	58
Figure 5.4.2.c Posting process of personal adjustment	50
Figure 6.3 Recommended posting process when there is an uneven teacher distribution	67

# **CHAPTER I INTRODUCTION**

## **1.1 Introduction**

This chapter discusses the background of the study, the research question, the research objective, the significance of the study, limitation of the study and organization of the chapters.

## **1.2 Background of Study**

Most experts are arguing that people must be born in a perfect condition as a human. Every human has remarkable intelligence which is beyond any creature in the world. Subsequently, they need to keep and develop their basic intelligence by having a proper education in order to adapt to the changing nature for surviving. Education, therefore, is the most substantial element of human life nowadays.

### **1.2.1 Education**

Education is a continuous process of transferring knowledge. It could be a direct learning to the natural environment and also the elaboration of knowledge through teaching and learning process in the formal class (Firman & Tola, 2008). Consequently, education used to divide into two major groups: formal and non-formal education. According to Willy Ngaka, George Openjuru, & Robert E. Mazur (2012) formal education refers to the type of education which is structured, in some cases state supported, certified and follows a pre-determined/written curriculum and non-formal education refers to the type of education which takes place outside of the formally organized school.

The contents of  
the thesis is for  
internal user  
only

## REFERENCES

- Al-Attas, S. M. A. N. (1980). *The concept of education in Islam*. International Institute of Islamic Thought and Civilization (ISTAC).
- Al-‘Attas, M. N. (1996). in Rosidin, D. (2011). Al-Tarbiyah Meaning in Al-Qur’an and its Implication in Learning and Teaching Process Based on the Islamic Education. *International Journal for Educational Studies*, 4(1) 2011.
- Amandemen UUD 1945 Pasal 31 tentang Pendidikan. (2002). Government of Republic Indonesia.
- Ankomah, Y., Koomson, J., Bosu, R., & Oduro, G. (2005). Implementing quality education in low income countries (EDqual). Institute for Educational Planning & Administration (IEPA). University of Cape Coast. Ghana.
- Azim Premji Fondation. (2010). *The criticality of pupil teacher ratio*. Retrieved from <http://www.azimpremjifoundation.org/pdf/Criticality%20of%20Pupil%20Teacher%20Ratio.pdf>
- Babchuk, W. A., & Badiie, M. (2010). Realizing the Potential of Qualitative Designs: A Conceptual Guide for Research and Practice. the Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education. Michigan State University.
- Badan Pusat Statistic Provinsi Aceh. (2011). *Statistik daerah provinsi Aceh. Publication Number : 11000.1119*. Government of Aceh province.
- Badan Pusat Statistik Kabupaten Aceh Selatan. (2012). South Aceh in Figures 2012. Government of South Aceh province.
- Banda, D. (2008). *Education for all (EFA) and the ‘African indigenous knowledge system (AIKS)’: the case of the Chewa people of Zambia*. University of Nottingham.
- Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative Research for Education: an introduction to theory and methods*. Boston: Allyn and Bacon, Inc.
- BPS-Statistics of Aceh Province. (2011). *Aceh in Figures. Publication Number : 11000.1117*. Government of Aceh province.
- Burn, N. & Grove, S. K. (2003). *Understanding Nursing Research. (3<sup>rd</sup> ed.)*. Philadelphia: W. B. Saunders Company.

- Constitution 1945. (1945). Government of Republic Indonesia.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: techniques and procedures for developing grounded theory*. (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publication, Inc.
- Cowell, F. A. (2009). *Measuring inequality* (3<sup>rd</sup> ed). Oxford: Oxford University Press.
- Crosby, P. B. (1980). *Quality is free: the art of making quality certain*. New York: Penguin Group (USA) Incorporated.
- Daly, K. J. (2007). *Qualitative methods for family studies & human development*. Sage Publication.
- Dare, A. (2005). in Ankomah, Y., Koomson, J., Bosu, R., & Oduro, G. (2005). Implementing quality education in low income countries (EDqual). Institute for Educational Planning & Administration (IEPA). University of Cape Coast. Ghana.
- Dhiman, O.P. (2008). *Foundation of Education*. New Delhi: A.P.H. Publishing Corporation.
- English, F. W. (2000). *Deciding what to teach and test: developing, aligning, and auditing the curriculum*. Thousand Oaks: Corwin Press, Inc.
- Firman, H., Tola, B. (2008). The future of schooling in Indonesia. *Journal of International Cooperation in Education*, Vol.11, No.1.pp.71-84.
- Frick, T. W. (2012). The theory of totally integrated education: TIE. Retrieved from [educology.indiana.edu/Frick/TIEtheory.pdf](http://educology.indiana.edu/Frick/TIEtheory.pdf)
- Hendayana, S., Supriatna, A., & Imansyah, H. (2010). Indonesia's Issues and Challenges on Quality Improvement of Mathematics and Science Education. *Journal of International Cooperation in Education*, 41-51.
- Johnson, B. & Christensen, L. B. (2004). *Educational research: quantitative, qualitative, and mixed approaches, research edition*. Allyn & Bacon, Inc.
- Juran, J. M. (1992). *Juran on quality by design: the new steps for planning quality into goods and services*. United State of America: Juran Institute, Inc.
- Kotari, C. R. (2004). *Research methodology: method and techniques*. (2<sup>nd</sup> ed.). New Delhi: New Age International (P) Ltd., Publishers
- Krishnamurti, J. (2010). *Education and the Significance of Life*. HarperCollins e-books.



- Kvale, S. (1996). *Interview: an introduction to qualitative research interviewing*. Thousand Oaks: Sage Publication, Inc.
- Manulang, M. (n.d.). Otonomi pendidikan. Retrieved from [http://www.hariansib.com/index.php?option=com\\_content&task=view&id=8202&Itemid=9](http://www.hariansib.com/index.php?option=com_content&task=view&id=8202&Itemid=9)
- Mungkasa, O. (2012). Desentralisasi dan Otonomi Daerah di Indonesia: Konsep, Pencapaian dan Agenda Kedepan. Retrieved from <http://www.academia.edu/2759012/>
- Ministry of national education strategic plan (Renstra) 2010-2014. (2010). Government of Indonesia.
- Mondy, R. W., & Noe, R. M. (1996). *Human resources management*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Noe, R. A., Holenbeck, J. R., Gerhart, B., & Wright. P. M. (2010) *Human resources management: Gaining a competitive advantage* (7<sup>th</sup> ed.). New York: McGraw-Hill/Irwin.
- Ngaka, W., Openjuru, G., & Mazur, R. E. (2012). Exploring Formal and Non-formal Education Practices for Integrated and Diverse Learning Environments in Uganda. *The International Journal of Diversity in Organizations, Communities and Nations Volume 11, Issue 6*.
- Nunn, T. P. (1920). *Education: Its data and first principles*. New York: Longmans, Green and Co.
- Out, D. O. (n.d). Human resources management in education. Retrieved from [faculty.mu.edu.sa/download.php?fid=13681](http://faculty.mu.edu.sa/download.php?fid=13681)
- Parahoo, K. (1997). *Nursing Research: Principles, Process and Issues*. London: Palgrave Macmillan Limited.
- Polit, D.F., Beck, C.T., Hungler, B.P. (2001) *Essentials of Nursing Research: Methods, Appraisal, and Utilisation* (5<sup>th</sup> ed). Philadelphia: Lippincott
- Pusat Statistik Pendidikan Departemen Pendidikan Nasional Republik Indonesia (PSP Kemdiknas). (2010). Government of Republic Indonesia.
- Renstra SKPD Dinas Pendidikan Aceh Selatan 2010-2015. (2010). Government of South Aceh District.

- Rosidin, D. (2011). Al-Tarbiyah Meaning in Al-Qur'an and its Implication in Learning and Teaching Process Based on the Islamic Education. *International Journal for Educational Studies*, 4(1) 2011.
- Simon, M. K. (2011). *Dissertation and scholarly research: recipes for success (2011 Ed.)* Lexington, KY: Dissertation Success, LLC.
- UNESCAPE. (2011). *Statistical yearbook for Asia and the Pacific 2011*. United Nations Publication.
- Taneja, V. R. (2007). *Educational Thought and Practice. (5<sup>th</sup> ed.)* New Delhi: Sterling Publishers Private limited.
- The right to education. (2013). Retrieved April 27, 2013, from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>
- The Universal Declaration of Human Right, Article 26, 1948
- UNESCO. (1994). *World declaration on education for all and framework for action to meet basic learning need. 3rd printing*. Paris.
- UU No. 20 tahun 2003 tentang System Pendidikan Nasional. (2003). Government of Republic Indonesia
- USNECO. (2004). *Education for All: the quality imperative*. Paris.
- Van den Berghe. (1997). *Indicators in perspective. The use of quality indicators in vocational education and training. (1<sup>st</sup> ed.)*. Thessaloniki: CEDEFOP – European Center for the Development of Vocational Training.
- World Bank. (2010). *Transforming Indonesia's Teaching Force, Volume I: Executive Summary*, Report No. 53732-ID
- Yin, R. K. (2008). *Case study research: Design and methods (Vol. 5)*. SAGE Publications, Incorporated.