

Management of Indonesian Elementary School Teacher in Malaysia

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Abstract. This study aims to describe the management of Indonesian primary school teachers in Malaysia. Research using qualitative descriptive methods. The research subjects were the teacher provider authority, the general counsel of the Republic of Indonesia in Malaysia, the teachers and principals of elementary schools, the Indonesian community learning center (CLC) in Malaysia. Data collection techniques with interviews, observation, and focus group discussions. Data processed by flow analysis. The results showed that the management of elementary school teachers or CLC was not managed effectively. Teacher management has three patterns. First, teacher management with the status of civil servants being managed according to national standards. The second pattern, teacher management with contract employee status, the recruitment process is right, placement is also clear in CLC, self-development, and no pension salary is given. The third pattern, teacher management with the status of voluntary employees being recruited is not standard, placement in the local CLC, there is no coaching, no promotion, and no pension salary. The conclusion of the research shows that the management of elementary school teachers or Indonesian CLC in Malaysia is managed less standard and less systematic.

Keywords: Management, teacher, elementary schools, Indonesia, Malaysia

1 Introduction

Indonesia has not yet wholly overcome job seekers. Not all job seekers can be accommodated in the world of work. As a result, many job seekers are unemployed and even look for menial jobs abroad. The most attractive destination for employment in Malaysia. This neighboring country, besides being closer to Indonesia, is also more relaxed in accepting prospective workers. Malaysia is one of the countries that hold the most Indonesian workers or Tenaga Kerja Indonesia (TKI). In 2018 the number of migrant workers in Malaysia was 2.7 million [1]. Migrant workers in Malaysia have many problems. In addition to a large number of workers with illegal status, migrant workers who are legal and have long lived in Malaysia have children who need education. There are many TKI children in Malaysia. In 2018, the number of TKI children in Malaysia was 28,000 [1] [2]. Of this 65 % are elementary school students. Indonesian elementary schools in Malaysia are 155 schools, and / or community learning centers (CLC) [1].

Indonesian elementary schools in Malaysia have many problems. These problems include a shortage of teachers, teachers in schools that are less professional and have cultural problems. Data that can be collected from the sources of the Pikiran Rakyat and the Ministry of Education and Culture (Kemendikbud) [1] [2], the details of the problem are as follows. The problems as above are problems that were detected in Indonesian elementary schools in Malaysia from official sources at the Indonesian embassy or attaché in Malaysia. There are so

many other problems, such as the presence of TKI children who do not attend elementary school. That is because it is located in a plantation and inland area that is difficult to reach.

Problems as above, are very urgent to be immediately addressed. If it is not resolved immediately, it can have negative impacts. The problem as stated above is actually a teacher management problem. It seems that the management of Indonesian primary school teachers in Malaysia is less effectively managed. According to Sasongko that ineffective teacher management can lead to a "domino" risk to the quality of the teacher itself, the quality of students, the quality of education, and the quality of the nation [3]. This condition may not be in accordance with national education standards, especially not in accordance with the standards of educators set by the government [4]. In turn, it is very dangerous if it cannot be treated effectively [5] [6].

Does this research seek to explore what's with the management of Indonesian elementary school teachers in Malaysia? The formulation of the research problem is: "What is the management of Indonesian elementary school teachers in Malaysia?" These problems include the teacher planning system, recruitment, placement, academic and career development, and teacher retirement. The purpose of this study is to describe the management of Indonesian elementary school teachers in Malaysia. This objective will describe in detail about the system of teacher planning, recruitment, placement, academic and career development, and teacher retirement. This research is useful for the development of knowledge in the field of teacher management in Indonesian elementary schools in Malaysia. This research is also useful as a database that can be used to improve and / or improve the performance of Indonesian elementary school managers in Malaysia, the government in improving the performance of elementary school teachers, and the government in educating the life of the nation.

2 Method

This study uses descriptive qualitative methods from the Burn model [7] and Miles and Huberman[8]. The research aims to describe in detail the management of Indonesian elementary school teachers in Malaysia. Descriptions are interpreted narratively and contextually. The description of elementary school teacher management is explained according to the real conditions in the field, without excessive intervention and interpretation. The research subjects were teachers and principals of Indonesian primary schools in Malaysia. The subjects and respondents of the study were chosen in a purposive manner (purposive and snowball sampling) [7]. Because the scope of the research area is very broad, research is focused on Indonesian primary schools that are easily accessible, such as in the Kuala Lumpur and Sabah regions.

Data collection is done by in-depth interview techniques (by phone and WA), observation, the study of documentation (analysis of news coverage in the media), and focus group discussions [7][8]. Interviews are used to gather information about the conditions of elementary school teacher management. Observation and documentation studies are used to look at the evidence and information available. Focus group discussions are used to obtain group views.

Data were analyzed using the inductive "flow analysis" approach [7][8]. Standard operating procedures are carried out in steps: data and information are collected, reduced, presented, verified, and concluded in accordance with the focus of the study. This step is done repeatedly, until obtaining and answering problems into a meaningful whole pattern. The pattern can be a new phenomenon, a new phenomenon, a new field theory (grounded theory), or a thesis that is truly original [7][8]. To improve the quality of research and credibility, it is

carried out by checking techniques, triangulation, peer debriefing, negative case analysis, and audit trail.

3 Result and Discussion

3.1. Result

The management of Indonesian elementary school teachers in Malaysia is managed under the responsibility of the Ministry of Foreign Affairs. The deputy foreign minister, namely the embassy in Kuala Lumpur and the attaché in several cities in Malaysia, managed this activity. In management, they collaborate with the Ministry of Education and Culture. They list the needs in each region that requires teacher staff. The management of Indonesian school teachers in Malaysia requires special handling. Unlike those in Indonesia, it is more concentrated and has a responsible body. The management of Indonesian teachers in Malaysia is very thorough in the fields they handle and lacks focus.

The quality of the management of Indonesian teachers in Malaysia is understandable because they do not have a special service or agency to handle them. They were only handled by the cultural attaché that there were a limited number of cities. Management processes involving planning, placement, career coaching, and retired teachers; held in collaboration with the Indonesian Ministry of Education and Culture in Jakarta. Due to the condition of the territory abroad, there are several problems that must be resolved. These problems include, for example, lack of coordination, inaccurate data obtained, coordination bureaucracy in management, and so on.

Indeed teacher management includes planning, recruitment, placement, academic, and career development activities, and facing retirement. Teacher management is a unit that is carried out simultaneously. Planning, recruitment, placement, academic and career coaching activities, and retirement as activities related to teachers.

The management of Indonesian elementary school teachers in Malaysia emerged from a very long cultural history. Teacher management starts by sending teachers to Malaysia to address the education of migrant workers who cannot attend school in the Kingdom of Malaysia. The reality on the ground that occurs in Indonesian migrant workers who work in Malaysia has difficulty in obtaining an education for their children, because of the status of their children from parents as illegal migrant workers. Illegal migrant workers generally work in the plantation and livestock sectors. The Malaysian government does not recognize illegal migrant workers, nor do their children. As a result, Indonesian migrant workers' children cannot go to a national school owned by the Kingdom of Malaysia.

To overcome this, the Indonesian Ministry of Education and Culture, in this case the Directorate General of Teachers and Education Personnel and the Directorate of Basic Education Teacher Development, in 2006, held a Joint Working Group Meeting 4th in Langkawi-Malaysia. Since 2006 finally the Government has assigned 109 non-civil servant teachers, with a two-year contract status to become Indonesian children's teachers in Malaysia, to teach at the CLC in Sabah Malaysia. This CLC is an educational institution formed by the community of migrant workers as a vehicle to meet the educational needs of their children. The main task of the teacher is to teach, i.e. to teach reading, writing, and arithmetic (3r).

In 2008 the Sekolah Indonesia di Kota Kinabalu was established with the status of land, buildings, and equipment owned by the Indonesian government. SIKK has 384 elementary school students. In Sabah, there are 263 community learning centers, outside the SIKK. The type of education at the community learning center is non-formal, the ownership status of facilities belonging to the management of the Sabah plantation.

The objectives of sending teachers to Malaysia are to: (1) provide educational services for the children of Indonesian labor migrants who do not have access to education at the place where their parents work in Malaysia, (2) achieve national education goals, (3) foster unity values, develop nationalism, instilling personality, and the value of pride as Indonesian citizens or “Warga Negara Indonesia” (WNI), and (4) increasing the 9-year compulsory education program.

In 2017 the Ministry of Education and Culture Republic of Indonesia has handed 83 teachers to the Indonesian Representative Head in Malaysia. The teacher was recruited according to procedures and provisions in Indonesia. Including elementary school, teachers must meet S1 qualifications and pass the selection. Subsequently, the teacher was placed in Sabah as many as 73 people, Sarawak as many as 9 people, and 1 teacher in Johor Baru. The activities of handing over these teachers have been carried out in eight stages. In 2018 there were 100 teachers sent.

In 2018 there were 294 CLCs in Malaysia, of which 155 units were for elementary school level and 139 units were for junior high school. In 2018 the recruitment of teachers to CLC has begun in an orderly manner carried out by the Ministry of Education and Culture. They generally have graduated from S1, have educator certificates, and passed competencies. The Director of Teachers and Education Personnel of Basic Education, Ministry of Education and Culture has ordered that teaching and learning activities at the placement location must continue even if supporters of eight national education standards are not fully available. Limited infrastructure, excess working hours, and others are challenges that teachers must solve. They hope that teachers become supermen who are able to teach at various age levels, multigrade classes, use facilities as they are, and can overcome all obstacles encountered. They are expected to in turn be able to help Indonesian children in Malaysia get a better education and avoid backwardness. It is hoped that teachers will also be able to sensitize children and parents to pursue higher education so that unlike their parents they become less educated Indonesia workers.

There are also at CLC teachers who voluntarily teach the children of migrant workers. They did not graduate from S1 and also did not have an educator certificate. They voluntarily teach children how to read, write and count. They also taught TKI children that they were Indonesian citizens. They teach in Indonesian, teach religion, teach about the culture of the Indonesian people, using various textbooks originating from Indonesia.

The placement of teachers generally also has two versions. First, for teachers recruited by the Ministry of Education and Culture, placed in CLC or SD Indonesia in Malaysia. Second, for teachers who voluntarily teach at the nearest CLC, the placement is appropriate to their location. Teachers who are placed in CLC generally do with a minimum contract of 2 years, and after that return to Indonesia or can extend the contract. But for teachers who voluntarily, they can continue their work at the local CLC.

The academic and career development of teachers is generally done before they are placed. They are given academic and career training and coaching. For those who are bound by contracts, then their careers are limited to contract completion. But for teachers who are civil servants who are assigned to Indonesian public elementary schools in Malaysia, such as those in Kuala Lumpur, they generally receive careful guidance from the school principal. Principals provide academic and managerial supervision to teachers, how they improve service quality and careers going forward.

Regarding the retirement period of Indonesian elementary school teachers in Malaysia is very dependent on the type of appointment. For teachers who are appointed with the status of civil servants, the status has a retirement until the age of 60 years. The government fulfils their

rights and of course, they must return to Indonesia. However, for teachers with contract status, retirement rights do not exist and are limited to the completion of the contract period.

3.2. Discussion

It's so complicated Indonesian teacher management in Malaysia. Management is divided into three patterns, namely the pattern of teachers recruited as civil servants, the pattern of contract teachers, and the pattern of voluntary teachers. Complicated teacher management usually experiences serious problems [9]. They have problems ranging from recruitment to termination of employment. Demanding Helens-Hard, teachers who are poorly managed can cause successive problems[5]. They will not teach well and the sequel will also not be good. The management process carried out in an orderly and disciplined manner can have a positive effect on better education services. On the contrary, it will have a negative impact on education services [10] [11] [12].

Teachers as professional positions [3][4][10][12]. This position is attached to them. They should meet undergraduate education qualifications, have educator certificates, pass competencies, and have clear careers. In this position teachers who can fulfill professional positions, will focus on providing academic services to students properly. They don't think about what their salaries are lacking. Within this limit, in fact, the Indonesian government has set it in the National Education Standards (NES) in which there are teacher standards. If these teacher standards can be met, then it is a good first step for professional assignments [13].

A good teacher recruitment process refers to national standards on teachers [4][14][15]. This standard is set by the government or teacher professional group to regulate the quality of teachers. National standards on teachers serve as a minimum limit for the eligibility of a teacher in order to guarantee the quality of teacher services in carrying out tasks [16]. A teacher who is recruited by meeting the quality standards of the teacher can guarantee the implementation of his duties [15][17]. This means that the impact of the teacher produced can provide positive outcomes. The recruitment process that occurs in the conditions of Indonesian elementary school teachers in Malaysia, can be said to lack a good process. That is because Indonesian elementary school teachers in Malaysia are recruited through three patterns, namely the pattern of recruiting teachers as civil servants, teachers as contract employees, and teachers as volunteers [18].

The three patterns of Indonesian elementary school teachers in Malaysia, if analyzed lack overall positive impact [19][20]. This can be seen from the process of recruitment, placement, coaching, promotion, and giving pensions. Teachers with a pattern as civil servants have a very good fortune because they are recruited by following all the stages of the process. Starting from the right recruitment, clear placement, coaching by the principal, career development, and giving pensions. For teachers who are appointed by contract, the recruitment process is appropriate, placement is also clear in CLC, self-guidance is provided, and no pension salary is given. This is because they only carry out their duties, in accordance with the contract agreement [20]. A very concerning fate is the teacher's voluntary status. Teachers with voluntary status, the recruitment process is almost non-existent. The placement is at the local CLC. There is no academic and career guidance. There is also no promotion. Their salary is very standard. Similarly, no pension salary is given.

The third condition of the pattern of Indonesian elementary school teachers in Malaysia is very less standard [21]. For the pattern of teachers whose civil servants have a standard pattern. This means that the teacher's management is very good [14] [22]. However, teachers with contract and voluntary status, the condition of teacher management is not good, because it is not in accordance with national standards on teachers. The poor condition starts from the

recruitment process that is not standard, to not being given a retirement salary. Of course, this condition has a negative impact on learning services [15] [17][22].

There are several factors that influence teacher management to be less standard [3][6][18]. These influential factors include: (1) national policies that are implemented less at the field level, (2) there are various types of teachers that are not standard, namely teachers with civil servant status, teachers with contract status, and teachers with voluntary status, (3) a wide range of problems in the field, lack of precise data, and access to CLC are far apart, (4) status of migrant workers whose tendency is illegal, so it is not recognized and causes problems in Malaysia, and (5) concern from local community. These factors between one another are an inseparable unity. These factors need to be addressed, so that teacher management can be carried out well and be able to guarantee high-quality educational services [6][11][19].

4 Conclusions

The management of Indonesian elementary school teachers in Malaysia has three patterns. The first pattern is teacher management with the status of civil servants. Teachers with a pattern as civil servants, teacher management are carried out in accordance with national standards about teachers. They are recruited by following all the correct processing steps. Starting from the right recruitment, clear placement, coaching by the principal or supervisor, career development, and providing clear pensions. The second pattern is the management of teachers who are appointed with contract employee status, the recruitment process is right, the placement is also clear in CLC, self-development, and no pension salary is given. This condition is because they only carry out their duties in accordance with the contract agreement. The third pattern, teacher management with voluntary employee status. The pattern of teachers with voluntary employee status, the recruitment process is almost non-existent, placement in the local / nearest CLC, academic and career guidance is absent, there is no promotion and there is no retirement salary. All three patterns, carried out pragmatically according to local needs. The management is entirely in the context of overcoming the problem of access to education for children of parents with Indonesia workers status and children of Indonesian parents who work in Malaysia.

Suggestions to the government of Indonesia (Kemendikbud) and the Indonesian people who live in Malaysia, to help improve teacher management that is not good. They should be given career certainty and a clear salary so they can provide satisfying services for Indonesian children in Malaysia. Parents who have the status of migrant workers, should not stay long in Malaysia, but immediately go home to send their children to school in Indonesia.

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