PROBLEMATICS OF IMPLEMENTING ADMINISTRATION FOR PRIMARY SCHOOL CLASS TEACHERS

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ABSTRAK

Dalam melaksanakan kegiatan pembelajaran di kelas, seorang guru wajib mengerjakan administrasi pembelajaran. Perlengkapan administrasi pembelajaran sangat dibutuhkan untuk pembelajaran di kelas. Pelaksanaan Administrasi guru menjadi polemik di sekolah. Guru masih mengalami kendala dalam kelengkapan adminitrasi dan pelaksanaan pengisian adminitrasi. Penelitian ini bertujuan untuk mendeskripsikan problematika pelaksanaan administrasi guru kelas di SD Negeri 1 Jatiroto. Penelitian ini menggunakan perspektif studi kasus dengan pendekatan kualiatif. Penelitian ini menggunakan teknik pemerolehan data berupa wawancara, observasi, dan dokumentasi. Setelah proses pemerolehan data selesai, teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan verifikasi data atau penarikan kesimpulan. Pengujian keabsahan data menggunakan teknik triangulasi yaitu triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil penelitian menunjukan bahwa guru kelas belum melaksanakan tugas adminitrasi dengan baik karena masih ada beberapa adminitrasi yang belum dilengkapi seperti penetapan KKM, soal perbaikan, soal pengayaan dan kisi – kisi soal. Selain itu guru kelas mengalami beberapa kendala dalam pelaksanaan adminitrasi guru kelas yaitu keterbatasan waktu, kurang efektifnya media pengarsipan, kelupaan dalam pengarsipan. Dengan demikian untuk memenuhi kebutuhan adminitrasi dan mengatasi kendala pelaksanaan adminitrasi maka perlu bentuk adminitrasi yang lebih efisien.

Kata-kata kunci: Problematika, Adminitrasi, Guru Kelas.

ABSTRACT

In carrying out learning activities in class, a teacher is obliged to carry out learning administration. Learning administration equipment is very much needed for classroom learning. The implementation of teacher administration has become a polemic in schools. Teachers still experience problems in completing administration and carrying out administrative filling. This research aims to describe the problems of implementing class

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teacher administration at SD Negeri 1 Jatiroto. This research uses a case study perspective with a qualitative approach. This research uses data collection techniques in the form of interviews, observation and documentation. After the data acquisition process is complete, the data analysis techniques used are data reduction, data presentation, and data verification or drawing conclusions. Testing the validity of the data uses triangulation techniques, namely source triangulation, technique triangulation, and time triangulation. The results of the research show that class teachers have not carried out their administrative duties well because there are still several administrative tasks that have not been completed, such as determining KKM, improvement questions, enrichment questions and question grids. Apart from that, class teachers experience several obstacles in implementing class teacher administration, namely limited time, lack of effective archiving media, forgetfulness in archiving. Thus, to meet administrative needs and overcome obstacles to implementing administration, a more efficient form of administration is needed.

Keywords: Problematic, Administration, Classroom Teacher.

INTRODUCTION

Teachers are one of the main components in education which have an important role in achieving national education goals. So teachers are required to be able to carry out their duties well. The teacher's job is not just to provide knowledge to students but also to cover all administrative activities in the school.

As a class teacher, the tasks carried out are quite varied. Apart from teaching, understanding classroom teacher administration also needs to be implemented. Teacher administration is something related to the continuity of teaching and learning activities.

There are various types of teacher administration, such as: (1) self-administration (for the teacher himself), (2) class administration (for the class), and (3) school administration (for the school office), in general, we just call it teacher administration (Eliterius Sennen, 2018)

Until now, teacher administration has become a polemic and is troubling many teachers in schools. This happens because a teacher's duties are burdened by many administrative demands, all of which must be carried out and carried out by a teacher. Many teachers often complain that teacher work is very hard, including administrative tasks, which are a lot and must be done by a teacher. Too many administrative tasks cause class teachers to be negligent in completing several class teacher administration tasks such as student attendance, student score lists and teacher teaching agendas. Not only that, teachers still have difficulty reporting administrative results. This is because teachers in administrative filing still use the conventional form, namely using sheets of paper. So this causes some administration to be lost and damaged.

Based on the results of interviews with grade 1 – 6 teachers at SD Negeri 1 Jatiroto, on average, they stated that the administration that was a burden and complained about in the process was student attendance, teacher journals/agenda, and grade lists. The first is regarding student attendance. Generally, teachers still carry out student attendance manually. In implementing this attendance system there are several things that become obstacles, including the effectiveness and efficiency of time and the attendance process, the form of attendance reports which are still in hard copy which can make it difficult to search for data, and the possibility of lost attendance data.

The second is to fill in activities during learning in a journal or teaching agenda. With the availability of teaching journals that are separate from other administration books, teachers sometimes forget to fill them in. Another reason that is usually given by teachers is not filling out the journal because of time. Many teachers say that they are in a hurry so the teaching journal is not filled in. Apart from that, the system for filling in and reporting the teacher's daily agenda that is used so far still uses a manual application, namely using

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handwriting which is filled in in the teacher's agenda book. This is considered to be less effective and efficient in supporting teacher performance and making reports on the teacher's daily agenda to the school.

Third is the input of student grades, including daily grades, assignment grades, daily test grades and summative grades. There are still many teachers who use conventional value lists where teachers have to write each value one by one. Then, when distributing report cards, the new teacher enters the value data into the report card program. This is what makes the process of inputting student grade data less effective and efficient.

Teachers must remain professional teachers even though they are given additional duties in carrying out several administrations. This is in accordance with what was found (Heryani & Kumala, 2020) stating that one of the characteristics of a professional teacher is a teacher who is able to carry out administration, both school administration and teacher administration, because teachers are not only educators but also administrators.

Thus, as a profession, the job of being a teacher cannot be done by just anyone who does not have teacher competency and must be carried out professionally and responsibly (Syakbaniansyah, 2022). Class teacher administration is essentially a tool that will support success in the learning process. Because by documenting the administration of the class teacher, the teacher can see important information and data related to the development of the learning process in the class which is used as material for evaluating students, including student attendance, student grades and the implementation of teaching and learning activities. Therefore, teachers as administrators must prepare complete classroom administration. The completeness of the class teacher's administrative documentation, both learning administration, assessment and other supporting administrative documents, shows that the teacher has carried out administrative functions in accordance with the learning process standards set by the government. Because these documents are physical evidence of the planning and implementation of teachers' duties in carrying out their duties in the learning process. This explanation is the background for the author to conduct an evaluation study on classroom teacher administration in elementary schools.

Class teacher administration problems experienced by class teachers at SDN 1 Jatiroto based on interview results are one example that represents the general problems faced by class teachers in Indonesia. Therefore, the author wants to dig deeper into information and analyze the problems of class teacher administration at SDN 1 Jatiroto with the intention of finding the right solution to solve them.

The results of this research are expected to provide benefits both theoretically and practically regarding evaluation studies of the implementation of classroom teacher administration, including: Theoretical Use, namely the results of this research are expected to increase knowledge, while the practical use is first, for teachers, namely as input and information about implementation class teacher administration in preparing the implementation of the learning process and materials to improve the quality of teacher performance, so that teachers will try better in carrying out their duties. Second, for schools, namely knowing the achievements of the results of the implementation of tasks (administration) that have been carried out by teachers during a certain period, as part from self-reflection, in order to improve the quality of work in the future as well as as a reference for improvements to the school administration system to improve teacher performance in preparing complete classroom administration.

RESEARCH METHODS

This research uses qualitative research with a case study approach. Case studies are included in descriptive analysis research, namely research conducted focused on a particular case to be observed and analyzed carefully until completion (Muhlisian, 2018). Data collection

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was carried out using observation, interviews and documentation methods. The analytical technique used in analyzing data is descriptive evaluative. The subjects in this research were 6 class teachers at SD Negeri 1 Jatiroto. Based on data collection techniques, the instruments that researchers used in this research were: (1) observation instrument, (2) interview instrument, (3) documentation instrument. The steps that researchers took in analyzing research data were: a) checking names and completeness filler identity. b) checking data completeness, meaning checking the contents of the data collection instrument. c) check the type of data entry. d) the collected data is arranged and described based on established criteria.

RESULTS AND DISCUSSION
Result
Completeness of Administrative Documents

Completeness of administrative documents that must be fulfilled by teachers includes (1). Learning administration documents (2). Assessment administration documents and (3). Additional/supporting administrative documents. Completeness of administrative documents held by class teachers at SD Negeri 1 Jatiroto in the 2023/2024 academic year.

Learning administration documents consist of the annual program/semester program, syllabus, SK/KD mapping, determination of minimum completion criteria (KKM), educational calendar, division of effective weeks and learning implementation plan (RPP). The assessment document consists of an assessment plan, question grid, test questions, score list, daily test analysis, improvement program, enrichment program and student portfolio. Additional/supporting documents consist of assignment assignment decrees, lesson schedules and class administration.

Table 1.1 Learning Administration Completeness

No	Learning Administration Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Annual Program	√	√	√	√	√	√
2	Semester Program	√	√	√	√	√	√
3	Sylabus	√	√	√	√	√	√
4	Mapping Basic competencies	√	√	√	√	√	√
5	Criteria for Teaching Completion	-	-	-	-	-	-
6	Education Calender	√	√	√	√	√	√
7	Effective Week	√	√	√	√	√	√
8	Lesson Plan	√	√	√	√	√	√

Table 1.2 Completeness of Assessment Documents

No	Assessment Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Plan	√	√	√	√	√	√
2	The Grid	-	-	-	-	-	-
3	Daily Examination	√	√	√	√	√	√
4	Score List	√	√	√	√	√	√
5	Analysis Daily Examination	√	√	-	√	-	√
6	Remidial	-	-	-	√	√	√
7	Enrichment	-	-	-	-	-	√
8	portofilo	√	√	√	√	√	√

Table 1.3 Completeness Of Supporting Documents

No	Assessment Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Th Degre of The Devison of Taks	√	√	√	√	√	√
2	Presence of Student	√	√	√	√	√	√
3	Lesson Schedule	√	√	√	√	√	√
4	Teaching Journal	√	√	√	√	√	√
5	Teaching and Learning activity documents	√	-	-	√	√	-

Class I teachers have a percentage of completeness of administrative documents of 88%, completeness of assessment documentation of 63% and completeness of supporting documents of 100%. The results of the observations or observations made by the researcher regarding the completeness of the class 1 teacher's administrative documents were that the class teacher did not have complete learning administration documents and assessment administration documents. Regarding the completeness of learning administration documents, class 1 teachers do not have documents determining minimum completeness. In terms of the completeness of the administrative documents for the assessment, class 1 teachers do not have questions grid documents, improvement and enrichment programs. All supporting documents are available.

Class II teachers have a percentage of completeness of administrative documents of 88%, completeness of assessment documentation of 63% and completeness of supporting documents of 80%. The results of observations or observations made by researchers regarding the completeness of class II teacher administration documents showed that the class teacher did not have complete learning administration documents, assessment administration documents and supporting documentation. Regarding the completeness of learning administration documents, class II teachers do not have documents determining minimum completeness. In terms of the completeness of the administrative documents for the assessment, class II teachers do not have documents on question grids, improvement and enrichment programs. For supporting documents, class II teachers do not yet have documentation of teaching and learning activities.

Class III teachers have a percentage of completeness of administrative documents of 88%, completeness of assessment documentation of 50% and completeness of supporting documents of 80%. The results of the observations or observations made by the researcher regarding the completeness of the class 1 teacher's administrative documents showed that the class teacher did not have complete learning administration documents, assessment administration documents and supporting documentation. Regarding the completeness of learning administration documents, class III teachers do not have documents determining minimum completeness. Regarding the completeness of the assessment administration documents, class III teachers do not have documents on daily test question grids, analysis of daily test questions, improvement and enrichment programs.

Class IV teachers have good administrative document completeness, the percentage of administrative document completeness is 88%, assessment documentation completeness is 75% and supporting document completeness is 100%. The results of observations made by researchers regarding the completeness of the administration documents for class IV teachers showed that the class teachers did not have complete learning administration documents and assessment administration documents. Regarding the completeness of learning administration documents, class IV teachers do not have documents determining minimum completeness. Regarding the completeness of the assessment administrative documents, the class IV teacher does not have a grid document for daily tests and enrichment questions.

Class V teachers have good administrative document completeness, the percentage of administrative document completeness is 88%, assessment documentation completeness is

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75% and supporting documents are 100% complete. The results of the observations or observations made by the researcher regarding the completeness of the administration documents for the class V teacher showed that the class teacher did not have complete learning administration documents and assessment administration documents. Regarding the completeness of the learning administration documents, class V teachers do not have documents determining minimum completeness. Regarding the completeness of the assessment administration documents, the class V teacher does not have a grid document for daily test questions and analysis of daily test questions.

Class VI teachers have good completeness of administrative documents, the percentage of completeness of administrative documents is 88%, completeness of assessment documentation is 88% and completeness of supporting documents is 80%. The results of observations or observations made by researchers regarding the completeness of the class VI teacher's administrative documents showed that the class teacher did not have complete learning administration documents, assessment administration documents and supporting documents. Regarding the completeness of learning administration documents, class VI teachers do not have documents determining minimum completeness. Regarding the completeness of the assessment administration documents, the class VI teacher does not have a daily test question grid document. For supporting documents, class II teachers do not yet have documentation of teaching and learning activities.

Form of Classroom Teacher Administrative Documentation

There are 3 types of class teacher administration documentation used by class 1 to class VI teachers at SDN 1 Jatiroto, namely printed paper sheets, computer files, and applications. Based on the results of observations and interviews conducted with class teachers at SDN 1 Jatiroto regarding the form of teacher administration documentation, it can be briefly seen in the following table:

Table 1.4 Forms of Learning Administration

No	Learning Administration Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Annual Program	print	print	print	print	print	print
2	Semester Program	print	print	print	print	print	print
3	Sylabus	print	print	print	print	print	print
4	Mapping Basic competencies	print	print	print	print	print	print
5	Criteria for Teaching Completion	-	-	-	-	-	-
6	Education Calender	file	file	file	file	file	file
7	Effective Week	file	file	file	file	file	file
8	Lesson Plan	File print	File print	File print	File print	File print	File print

Table 1.5 Form of Assessment Document

No	Assessment Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Plan	file	file	file	file	file	file
2	The Grid	-	-	-	-	-	-
3	Daily Examination	print	print	print	print	print	print
4	Score List	print	print	print	file	print	print
5	Analysis Daily Examination	file	file	-	file	-	file
6	Remidial	-	-	-	file	file	file
7	Enrichment	-	-	-	-	file	file

| 8 | portofilo | print | print | print | print | print | print |

Table 1.6 Forms of Supporting Documents

No	Assessment Documents	Classroom Teacher					
		I	II	III	IV	V	VI
1	Th Degre of The Devison of Taks	print	print	print	print	print	print
2	Presence of Student	print	print	print	print	print	print
3	Lesson Schedule	print	print	print	print	print	print
4	Teaching Journal	print	print	print	print	print	print
5	Teaching and Learning activity documents	file	-	-	file	file	-

Obstacles in Implementing Classroom Teacher Administrative Documentation

Based on the results of interviews conducted with class teachers at SDN 1 Jatiroto regarding obstacles to implementing teacher administration, it can be briefly seen in the following table:

Table 1.7 Obstacles in Implementing Classroom Teacher Administration

No	Date	Informant	Response
1	23 – 10 - 2023	Titik Handayani, S.Pd, SD	Obstacles occur when writing a teaching journal agenda. Sometimes I forget to fill in the teaching journal agenda. Apart from that, documentation of real actions is sometimes forgotten and if stored on a cellphone, it can be lost and deleted when cleaning the cellphone memory.
2	23 – 10 - 2023	Sri Rahayu, S.Pd	Administrative filling in the form of attendance and journals is sometimes not filled in. Because sometimes you are too focused on preparing to explain the material, you forget to fill in the content. Apart from that, administrative filling was not carried out well because the archiving facilities still used paper books. So the durability of the document is not good.
3	23 – 10 - 2023	Wakhid Nanang Yunanto, S.Pd	What is often forgotten is filling out a teaching journal. When you finish teaching, sometimes you don't have time to write it. Apart from that, sometimes the teaching agenda book is left behind in the office, when you want to note down what you forgot. In the end, charging didn't take place.
4	23 – 10 - 2023	Andri Wicakono, S.Pd	Didn't have time and forgot to fill in attendance and teaching agenda journals. Sometimes I just remember when I'm on break, and the books are still in class. Then I forget again when I want to fill in because I focus on teaching. Apart from that, the value list media, because it is still in sheet form and the writing still uses a ballpoint pen, is sometimes full and cannot be read.
5	23 – 10 - 2023	Yowan Alviansyah S, S.Pd	Currently, KBM documentation is very much needed. To document real action, it is still stored in the cellphone memory and is sometimes deleted.
6	23 – 10 - 2023	Turini Lestari, S.Pd	Obstacles occur when writing a teaching journal agenda. Sometimes I forget to make attendance and fill in the teaching journal agenda. Apart from that, filing is still in sheet form,

			so sometimes you forget to put it in and sometimes you can't read it clearly.

Discussion

Based on the data obtained, it can be seen that there is a close relationship between one problem and another and the causes are interconnected. There are three problems experienced by class teachers at SDN 1 Jatiroto, namely the problem of complete documentation, the problem of archiving class teacher administration and the implementation of administration.

Completeness of Documentation Possessed by Class Teachers

From the research data regarding the administrative completeness of each class teacher, it can be seen that several teachers showed a score range of 61 to 75 (fairly good), there was 1 teacher and 76 to 90 (good), there were 5 teachers. From these data it can be said that there are several teachers who have not carried out their duties properly as school administrators.

This is also in accordance with research (Arianti et al., 2015) which reveals that the incompleteness of class teacher administration documents also shows that class teachers have not carried out their participation well in carrying out their duties as school administrators.

The factor causing the incomplete administration of class teachers at SDN 1 Jatiroto is because the principal does not supervise at the beginning of each semester. According to the teacher at SDN 1 Jatiroto, the completeness of teacher administration is checked only during the Teacher Performance Assessment and the school is being accredited. The second cause is the absence of a clear system and coordination in creating class teacher administration in schools. This is where the role of the school principal is needed. The third cause is the management of archiving administrative documentation for class teachers. From the teacher's statement, it was actually made, but the documentation was lost. Therefore, there is a need for coordination in creating class teacher administration and proper archiving management.

Form of Classroom Teacher Administrative Documentation

In the learning context, archive management skills are a very important factor for the smooth running of the learning process at school. Therefore, it is necessary to implement a filing system, in order to help teachers or educators so that files or files that are deemed important can be stored and maintained properly.From the data obtained, there is still a lot of class teacher administration in the form of printed sheets. This is because at SDN 1 Jatiroto the archiving management is not good.

Muhidin, 2016, states that archives are all incoming documents and contain information that is created, received, maintained and recorded in a medium, stored neatly and has a value that requires reference for a certain period of time.

Therefore, in archiving administration, class teachers need to implement a digitalization system. The aim of the digitalization system for class teacher administration archiving is so that it can be used again whenever needed and class teacher administration can last a long time.

Obstacles in Implementing Classroom Teacher Administrative Documentation

As a result of interviews regarding the preparation of class teacher administration documents, overall class teachers at SDN 1 Jatiroto stated that the implementation of class teacher administration experienced problems. These obstacles come from: limited time, availability of tools and materials, lack of archiving management, and still using conventional methods, namely sheets. These obstacles can be overcome by using forms of administration that are appropriate to current developments, one of which is by using technology, namely in the form of applications. Administration in the form of applications is one way that can be taken to make school administration better. By using administration in the form of an application, administrative activities will be much more orderly because it is assisted by an automatic system. Administrative management will be easy to monitor because it uses a

system. Data storage is also more secure because data loss is minimized.

This was also stated by (Latif et al., 2021), that the Staff section of this application can handle work, input data quickly and accurately and can be updated easily.

CLOSING

Teachers as educators have roles and duties, namely carrying out various activities that lead to the creation of ease and success for students in learning. One of these activities is carrying out administration. Administration is very necessary for the continuity of the teaching and learning process in the world of education. In overcoming the problems of class teacher administration at SDN 1 Jatiroto, namely by means of the principal coordinating the teachers in compiling and making class teacher administration as well as in preparing and making class teacher administration there is also a need for a digitalization system so that at any time class teacher administration is needed again so it can taken in file form. Apart from that, so that class teacher administration files can last a long time, it is necessary to have a form of class teacher administration that uses technology, one of which is using an Android-based application.

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