



## **LINEARITY OF TEACHERS AND LECTURER'S DIPLOMAS IN INCREASING THE QUALITY OF EDUCATION**

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### **ABSTRACT**

Expressing quality is an absolute and relative concept. Absolute quality is high idealism and must be met, high standards, with high prestigious product characteristics. Relative quality is not an end in itself, but as a means that has been defined or services are assessed, namely whether they meet predetermined standards. Academic qualification is one of the factors to determine a person's expertise in a particular field. Likewise, the linearity of both study and profession is a benchmark for in-depth knowledge and career. The policy regarding diploma linearity is very good, it's just that this policy must be reviewed and explained again to educators, both teachers and lecturers. The purpose of this study is to analyze government policy regarding the linearity of diplomas for both teachers and lecturers in terms of implementation and realization of the goals of the diploma linearity. This research uses a descriptive qualitative approach in the form of a literature study by collecting information from various sources. This study concludes that government policies have been very good at improving the academic qualifications and academic competence of educators, but they are still a frightening specter for educators.

***Keywords:*** *Quality of Education, Linearity, Diploma Linearity*

### **INTRODUCTION**

Education is a process of forming humans who do not know how to become human beings with various scientific knowledge they

have. In its implementation, it is inseparable from the various problems that approach it, both from the implementation aspect, the economic aspect, the scientific aspect to the political aspects of government. However, from the various problems that exist, the implementation aspect has become one of the interesting discussions lately. The aspect of implementing education includes several components. The selection of educators, both teachers and lecturers, is more specific, coupled with their academic qualifications (Putra Bhakti et al., 2018). Adjustment of teaching materials with academic qualifications/diplomas is a standard measure of the ability of the material taught.

In previous years, the linearity of diplomas did not include the requirements for passing certification. This policy will burden teachers with non-linear diplomas, if this policy occurs. Education is a necessary process to achieve balance and perfection in the development of individuals and society. The emphasis of education compared to teaching lies on the formation of awareness and personality of individuals or communities in addition to the transfer of knowledge and skills. With this kind of process, a nation or state can pass on religious values, culture, thoughts and skills to the next generation, so that they are really ready to face a brighter future in the life of the nation and state.

In 2014, many universities in Indonesia selected prospective lecturers to meet the needs of teaching staff. There is something interesting about the various selection requirements for prospective lecturers. In the general requirements section it is explained about the provisions "for prospective lecturers having diplomas between S1, S2, and S3 must be linear" these rules are based on "Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers" Chapter I General Provisions, Article 1 Paragraph 9 which reads: Academic qualifications are diplomas of academic education levels that must be owned by teachers or lecturers according to the type, level, and unit of formal education at the place of assignment. Furthermore, in Chapter III Principles of Professionalism Article 7 Paragraph (1), which among other things explains: Academic qualifications and educational background in accordance with the field of duty (point c).

From these laws and regulations, requirements regarding the educational background of a lecturer are born which must be linear. The aim is to increase the professionalism of teaching staff in tertiary institutions. With a linear educational background, lecturers are expected to have in-depth knowledge related to their scientific fields (Masruri, 2019). However, when viewed from the point of view of the development of science, the author has scientific arguments that are different from these reasons, especially related to

the development of social sciences, such as history, sociology, anthropology, geography, politics, communications, and other social sciences. Basically, social sciences are related to one another, one social science requires another social science to support comprehensive and holistic social science studies. Comprehensive in the sense of having and showing broad insights regarding the object being studied, and holistic in the sense of being comprehensive and interrelated from the parts of the study (Dr. Umar Sidiq & Dr. Moh. Miftachul Choiri, 2019).

The scientific field of history, for example, requires theories of sociology, anthropology, and politics to produce good historiography. Likewise, studies in the field of sociology require historical works as material, supporting references to understand the background of a society. People who study political science need to study the construction of society, the characteristics of society that are owned by the scientific field of sociology, as the main reference for a political work. With a comprehensive and holistic study, it is hoped that it will produce a better scientific work.

## **METHODS**

The approach used in this study is a qualitative approach. This approach leads to circumstances and individuals holistically. In other words, a qualitative approach produces data in the form of expressions or notes of the person himself or the behavior of the person being observed. According to Moleong a qualitative approach is research that does not carry out quantitative data calculations (Sholikhah, 2016). The type of research used is descriptive in the form of a literature study using various sources, both primary and secondary.

The main or primary literature studied in this research is various articles on the linearization of diplomas which are guided by the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and also Permendikbud No 46 of 2016 regarding the arrangement of Linearity of Certified Teacher educators, journals and news discussing Diploma Linearity. The data collection method used is the documentation method, namely data about variables in the form of books, journals, pages and so on.

## **RESULTS AND DISCUSSION**

### **1. Educational Qualification**

In school institutions, the main task of the teacher is to educate and teach. And so that the main task can be carried out properly, he needs to have certain qualifications, namely professionalism.

Teachers are one of the determinants of the quality of education. If the teacher has academic quality, is competent and professional, it is hoped that the educational process that runs can be optimal and produces competitive graduate output. Conversely, if the teacher does not meet academic quality, is incompetent and unprofessional, then the whole educational process will not be optimal. To be able to produce professional teachers, efforts to improve and develop teacher competencies are absolutely necessary. Likewise with fiqh subject teachers, the objectives of learning fiqh will be achieved if the teaching teachers are qualified and professional in their fields.

Before we discuss further about educational qualifications it would be nice if we first understood what is meant by educational qualifications themselves. According to the Big Indonesian Dictionary, qualification is special education to acquire a skill or skill needed to achieve something (to occupy that position). While academic has an academic meaning. Meanwhile, according to Kunandar, academic qualifications are the minimum level of education that must be met by an educator as evidenced by a diploma and or certification of relevant expertise in accordance with applicable laws and regulations.

Teacher qualifications can be seen as jobs that require qualified abilities. Teacher qualifications differ according to each level (Darim, 2020). Whether it's PAUD / TK / RA teachers up to the secondary education level.

The law on teachers and lecturers in general provisions states that academic qualifications are diplomas of academic education levels that must be owned by teachers or lecturers according to the type, level and unit of formal education at the place of assignment (Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and lecturer). So academic qualifications are special skills or skills in the field of education both as teaching subjects, educational administration and so on which are obtained from the educational process.

Supervisors or teachers in the education and learning process are those who have an educational background. Those with educational background qualifications certainly have more eligibility than those who are not included in the education sector (Mulyadi, 2016).

The mentors of the education and learning process, in this case teachers or educators, are required to have educational qualifications in accordance with their respective fields of profession.

However, we need to know together that in reality in the field there are still many teachers who teach in schools or madrasas who still do not have the eligibility educational qualifications as expected, namely that teachers at SD/MI, or other forms of the equivalent, must have the academic qualifications of a minimum education diploma four (D-IV) or undergraduate (S1) in the field of SD/MI education (D-IV/S1PGSD/PGMI) or psychology obtained from an accredited study program and teacher academic qualifications based on educational level, namely:

- 1) Educators in early childhood education have:
  - a. Minimum education academic qualifications are diploma four (D-IV) or bachelor's degree (S1).
  - b. Higher education background in early childhood education, other education or psychology.
  - c. Teacher certification for PAUD (Article 29 paragraph 1).
- 2) Educators at SD/MI have:
  - a. Minimum education academic qualifications are diploma four (D-IV) or bachelor's degree (S1).
  - b. Higher education background in SD/MI education, other education or psychology.
  - c. Teacher certification for SD/MI (Article 29 paragraph 2).
- 3) Educators at SMP/MTS have:
  - a. Minimum education academic qualifications diploma four (D-IV) or bachelor (S1)
  - b. Higher education background with educational programs appropriate to the subjects taught.
  - c. Teacher certification for SMP/MTS (Article 29 paragraph 3).
- 4) Educators at SMA or equivalent have:
  - a. Minimum education academic qualifications diploma four D-IV) or bachelor (S1).
  - b. Higher education background with educational programs appropriate to the subjects taught.
  - c. Teacher certification for SMA/MA (Article 29 paragraph 4).
- 5) Educators at SMK/MAK or equivalent have:
  - a. Minimum education academic qualifications diploma four (D-IV) or bachelor (S1)

- b. Higher education background with educational programs appropriate to the subjects taught.
  - c. Teacher certification for SMK/MAK (Article 29 paragraph 4).
- 6) Educators at SDLB/SMPLB/SMALB or equivalent have:
- a. Minimum education academic qualifications diploma four (D-IV) or bachelor (S1)
  - b. Higher education background with special or undergraduate education programs appropriate to the subjects taught.
  - c. Teacher certification for SDLB/SMPLB/SMALB (Article 29 paragraph 5)

Academic qualifications can be interpreted as the minimum level of education that must be met by an educator as evidenced by relevant diplomas and/or certificates of expertise in accordance with applicable laws and regulations (Article 28 paragraph 2).

Further explained in the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, CHAPTER IV part one qualifications, competence and certification articles 8 and 9 as follows:

1. Article 8

"Teachers are required to have academic qualifications, competence, educational certification, physically and mentally healthy, and have the ability to realize national education goals".

2. Article 9

"Academic qualifications as referred to in article 8 are obtained through higher education at undergraduate or diploma IV programs".

So academic qualifications are the minimum level of education that must be taken by a teacher as evidenced by a bachelor's degree (S1) and diploma IV (DIV).

Furthermore, for the academic qualifications of teachers through the due diligence and equivalence of the academic qualifications required to be appointed as teachers in special fields that are very necessary but have not yet been developed in tertiary institutions, they can be obtained through the eligibility and equivalence tests.

The fit and equivalence test for someone who has expertise without a diploma is carried out by a tertiary institution that is authorized to carry it out. In the sense that not all tertiary institutions have the opportunity

and are competent to implement it.

Not unlike teachers, lecturer qualifications are also explained in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Chapter V, part one of qualifications, competencies, certifications, and academic positions. Articles 45 and 46, paragraphs 1 and 2 as follows:

1. Article 45

"Lecturers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the higher education unit where they are assigned, and have the ability to realize national education goals".

2. Article 46 Paragraph 1

"The academic qualifications of lecturers as referred to in Article 45 are obtained through accredited postgraduate higher education programs in accordance with the field of expertise".

Paragraph 2

Lecturers have a minimum academic qualification of a graduate of a master's program for a diploma or undergraduate program, and a graduate of a doctoral program for postgraduate programs.

2. Linearity and Perceptions of Linearity

The linearity regulated in Law Number 14 of 2005 concerning Teachers and Lecturers in its application is still a lot of confusion. Most linearity is understood to be related to the educational background taken, such as a bachelor's degree in Sociology Education and then a Master's degree in Sociology are not considered linear. Most linearity is thought of as such. Whereas basically, linearity there are three models.

1. The first model is linearity in terms of educational institutions.

For example, Person A has a bachelor's degree from the Faculty of Economics, a master's degree from the Faculty of Economics and a doctoral degree too. In terms of the linearity of this model, it does not pay attention to the field of science. Anyway, the organizing institution is the same, namely, for example, the Faculty of Economics.

2. The second model is the linearity of the field of science. In this concept, educational institutions can be different, for example, the B S1 at the Faculty of Economics, with expertise in economics, the Masters at the Faculty of Economics with

management science expertise, and the Doctoral degree at the Faculty of Education with education management expertise.

3. The third model is focus interest. In this concept linearity is not based on the implementing institution or field of knowledge, but is emphasized on certain fields of study. For an example of this case, for example, his undergraduate took a thesis on katuk cultivation at the Faculty of Agriculture, his Masters took a thesis entitled katuk leaf technology for herbal medicine at the Faculty of Pharmacy, and his PhD took a dissertation entitled the use of katuk leaves as a slimming drug and its side effects at the Faculty. Medical.

September 12, 2013 One of the state universities in Indonesia issued an announcement with the number: 8274/UN37/KP/3013, concerning Acceptance of Candidates for Civil Servants in the University Environment. The announcement explained the general requirements for prospective lecturers, including: 1.1.8. for prospective lecturers, diplomas held between S1, S2, and S3 must be linear. Then in the next section the specific requirements are explained, which contain; Diploma qualifications must be linear between S1 and S2 (example: Academic qualification for S2 Law, then the academic qualification for S1 must be Law), except for the following Academic qualifications; (...hereinafter explained about the departments that are considered non-linear).

From this example it can be seen that what is considered as linear is linearity in the case of educational institutions. While the linearity of the field of science and the linearity of the focus of interest are not considered as linear. This then raises a lot of questions about the rules regarding linearity, especially in the field of social sciences. In the social sciences, many experts and their theorists have educational backgrounds that are not "linear" (what is meant by narrow linearity).

### 3. Criticism of the Narrow Meaning of Linearity

Linear is often interpreted narrowly, sometimes even in a dichotomy, the dichotomy of science and education leads our education system to a narrowing of meaning. Taking the example in tertiary institutions, linearity is interpreted as separation, teachers of sociology are strictly distinguished from teachers of sociology education, teachers of history are strictly distinguished from teachers of history education, teachers of Anthropology are strictly distinguished from Anthropology Education. In fact, on a philosophical basis it is impossible for science to be transferred properly without adequate knowledge of education. Vice versa, education will be completely empty without knowledge which is

the material to be taught.

Another example is in the development of the social sciences, a multidisciplinary study is urgently needed, this is due to the fact that the study of social sciences is holistic. Historical studies for example; it would be bland as a historical study without being supported by other social theories such as anthropology & sociology. Interdisciplinary historical studies are very much needed in the realm of scientific development, where interdisciplinary historical studies are historical studies using approaches from other social sciences. <sup>11</sup> Likewise with sociology, in the study of postmodern theory sometimes the analysis is cross-disciplinary. Let's take the example of Jaques Lacan, who is very close to psychology, or even classical sociological theory such as Karl Marx's conflict theory, even though it crosses the study of history, economics, sociology, and politics.

If we trace back tens of centuries, in ancient Greek education, learning materials were divided into two groups namely: (grammar, dialectics, and rhetoric), and Quadrivium (mathematics, geometry, astronomy, and music). <sup>12</sup> The social sciences generally fall into the the first group, so that the social sciences in the philosophy of science come from the same roots.

Departing from the philosophy of education, critical sociological thinkers such as Habermas and Antonio Gramsci place education as a medium of liberation. So that critical thinking will find that education is a medium for the growth of resistance against oppression. The narrow meaning of linearity is like putting glasses on the agents of change in this country. How can we hope for a significant change when change agents cannot develop their scientific fields holistically. Whereas through integrated and holistic education it is hoped that human beings will be able to explore meaning, find identity, realize and develop their potential (Baharun & Awwaliyah, 2018).

So far, education seems to have only been directed at building scientific and technological abilities, so that the heavy burden of teaching is often directed at mastering these fields. Whereas in the perspective of postmodernism, modern society is experiencing degradation, moral crisis, social crisis and so on, which starts with the domination of science and technology with the application of human ratios as a measure of truth, which has brought quite serious problems to modern society. It is in this section that social science plays a role in public awareness. Public awareness of the various consequences of the social changes that have occurred.

An understanding of narrow linearity is not good for the development of social science. Good intentions in the form of professionalism in scientific matters become irrelevant when linearity is interpreted narrowly. Developing educational knowledge, especially the social sciences, requires multidisciplinary studies. The concept of linearity is actually seen broadly so that efforts to achieve professionalism can be in harmony with the development of the social sciences.

## **CONCLUSION**

The analogy of this linearity is a policy that directs to make wells instead of making ponds. The well is a small hole, but has a deeper depth than the pool. The pool area is larger than the well, but the depth is shallower than the well. "Expert" is a person who understands a science and masters it. If he masters tomatoes, then he will fully master all the ins and outs of tomatoes, from Indonesian tomatoes, Arabic tomatoes, Russian tomatoes and so on. It can master from how to grow tomatoes to treat sick tomatoes and so on. Experts will understand the ins and outs of their science, but they don't know about others or know very little about it. He is very focused on the knowledge he has mastered and shares knowledge with others who he does not have.

Linearity actually wants to make Indonesian as experts or experts in one field. Although, it is undeniable that one field of knowledge cannot stand alone as what the CRCS lecturers have said. One science is born from another scientific discipline. The science of education, for example, was born from the womb of psychology, mathematics, methodology, anthropology, social sciences and others. So science cannot be claimed to stand alone. The birth of knowledge cannot be separated from other sciences, as well as mastering one science is not enough with just one knowledge.

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I have prepared this journal to the maximum and received assistance from various parties so that it can facilitate the preparation of this journal. For this reason, we express our deepest gratitude to all those who have contributed to the creation of this journal.

Apart from all that, we are fully aware that there are still shortcomings both in terms of sentence structure and grammar. Therefore, we accept all suggestions and criticisms from readers with open arms so that we can improve this scientific journal.

Finally, we hope that this scientific journal about waste and its benefits for society can provide benefits and inspiration to readers.

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