Legal Understanding in Field of Educator Profession (Study of Civic Teacher as Participants on PLPG Rayon 124 UNM year 2017)

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Abstract. This research aims is to know legal level understanding of Civic teacher as participants on Pendidikan dan Pelatihan Profesi Guru (PLPG) Rayon 124 UNM year 2017. The type of this research was descriptive research. The number of sample in this research was 31 Civic teachers at first generation who came from South Sulawesi and West Sulawesi province that spread in 17 district. The results of the research showed that teacher level understanding about legislation rule in the field of educators’ profession was not adequate if PLPG graduation criteria is used as assessments standard. It means most of civic teacher does not understand yet the legal substance which related to legislation in the field of professions educators, it realized that one of teacher professionalism development indicator is that teachers know and understand every laws / policies in the field of education particularly related to their job as a teacher, so that every personal teachers show their attitude and awareness to the legal.

1. Introduction
In 1945 Constitution of The Republic of Indonesia, Article 1 section 3, it is said that Indonesia is legal state. This means that all citizens’ activities and state organizers are always based on legal/rules regulation. Teachers as professional educator are play an important roles and strategic to educate people life. In performing their duties as educator, it always based on applying legal regulation. Therefore, ideally teachers are capable to know, to understand it in their profession so in carrying out their duties as educator, it always based on corridor of law.

In empirical landscape, it seems that teachers have not completely understand well about legal regulation on their profession. It was supported by research result who were conducted by Muhammad Akbal, Firman Umar, and Mustari (2011) about teacher understanding in field of professional educator (Study of Elementary School Teacher who passed the certification) at Mallusetasi Regency, Barru District. The research result showed that teacher level understanding about regulation rule in professional educator was still in medium category (36 % from 50 respondents) who are understands legal regulation in field of educators. Next, the result of the study that conducted by Muhammad Akbal and Firman Umar of Teachers at SMK YP PGRI 1 Makassar on July, 2017 showed that teacher understanding about legal regulation in educator profession was not optimal yet.

Based on data above, the researchers interested to do investigation about “Legal Understanding in Field of Educator Profession (Study of Civic Teacher as Participants on PLPG Rayon 124 UNM year 2017”. The researchers formulate a research question: “How does Civic teachers understanding about legal regulation in field educator?”
2. Some Pertinent Ideas

2.1. Legal Understanding and Legal Awareness

In Indonesian Large Dictionary [1] understanding means process, the way, action, understand, or comprehend. Thus, legal understanding can mean as a process or manner that carried out by someone to understand legal both in terms of contents, purposes, and functions of legal itself. Legal understanding is closely related to legal awareness by Soekanto [2] stated that there are four indicators of legal awareness that should be notice thoroughly, while if we want to measures someone legal awareness level, namely (a) legal knowledge, (b) legal understanding, (c) legal behaviour, and (d) pattern of legal behaviour. Thus, how far the legal awareness in society can be seen from the pattern of legal behaviour in a society.

Sanusi in Marzuki [3] stated that content and power of legal awareness are relative to time and place, legal awareness held in the process of its formation, its progress, and its stability then it changed with revision.

H.C. Kelman [4] has suggested that legal compliance itself can be distinguished its quality as follows;

a. Compliance which is an overt acceptance induced by expectation of rewards and an attempt to avoid possible punishment-not by any conviction in the desirability of the enforced rule. Power of the influencing agent is based on “means-control” and, as consequence, the influenced person conforms only under surveillance.

b. Identification, which is an acceptance of a rule not because of its intrinsic value and appeal but because of a person’s desire to maintain membership in a group or relationship with the agent. The source of power is the attractiveness of the relation which the persons enjoy with the group or agent, and his conformity with the rule will be dependent upon the salience of these relationships.

c. Internalization, which is the acceptance by an individual of a rule or behaviour because he finds it is connect intrinsically rewarding. The content is congruent with a person’s values either because it has been so from the start of the “influence”, or because his values changed and adapted to inevitable.

3. Research Method

3.1. Population and Sample

Population in this research was Civic teacher as PLPG participants at first generation on Rayon 124 UNM year 2017. The number of sample was 31 teachers.

3.2. Technique of Collecting Data

Technique of collecting data in this research was using questionnaire.

3.3. Technique of Analysing Data

Technique of analysis data in this research was descriptive qualitative which was analyzing teachers ability in understanding the rule of law related to profession educator.

4. Research Result And Discussion

4.1. Research Data

The data obtained by questionnaire about Civic teacher legal understanding in PLPG could be described as table below.
Table 1. Data of teacher legal understanding (Teacher as Respondents)

| Number | Understanding Legal Substance                                                                 | Absolute Frequency | Relative Frequency |
|--------|------------------------------------------------------------------------------------------------|--------------------|--------------------|
| 1.     | Constitutional Basis of Education                                                              | 29                 | 93                 |
| 2.     | Law Number 14 Year 2005 about Teacher and Lecture                                             | 23                 | 74                 |
| 3.     | *Peraturan Menteri Pendidikan dan Kebudayaan* Number 20 Year 2016 about Graduate Primary School and Secondary School Standard Competence | 12                 | 38                 |
| 4.     | *Peraturan Menteri Pendidikan dan Kebudayaan* Number 21 Year 2016 about Graduate Primary School and Secondary School Standard Contents | 22                 | 70                 |
| 5.     | *Peraturan Menteri Pendidikan dan Kebudayaan* Number 22 Year 2016 about Graduate Primary School and Secondary School Standard Process | 12                 | 38                 |
| 6.     | *Peraturan Menteri Pendidikan dan Kebudayaan* Number 23 Year 2016 about Educational Assessment Standard | 15                 | 48                 |
| 7.     | *Peraturan Menteri Pendidikan dan Kebudayaan* Number 19 Year 2017 about The Changes of Government Regulation Number 74 Year 2008 | 17                 | 54                 |

Source: Questionnaire analysis survey 2017

4.2. Discussion

Based on presentation and analysis data of the research, it can be understood that legal understanding of civic teachers about legal regulation which become as basic values and instrumental values as it arranged in Constitution and Legal Regulation of National Education System, showed that teachers understanding was into high category. It means, teacher already understood the materials substance well like human rights and obligations of citizen to obtain basic education, as well as the government must facilitate it.

If it examined in terms of praksis value (law legislation that is implementation) thus, teacher legal understanding was inadequate. It means that teachers were still not understand comprehensively and deeply yet about *Peraturan Menteri Pendidikan dan Kebudayaan* materials substance who were directly associated as guideline/technical instruction of teachers duties as the following.

a. *Peraturan Menteri Pendidikan dan Kebudayaan* Number 20 Year 2016 about Graduate Primary School and Secondary School Standard Competence has not been fully understood comprehensively and thoroughly by the teacher about Graduate Standard Competence, objectives, and its scope [5].

b. *Peraturan Menteri Pendidikan dan Kebudayaan* Number 21 Year 2016 about Graduate Primary School and Secondary School Standard Contents has not been fully understood comprehensively by the teacher and thoroughly about competences, its material scope especially at Class VII – IX [6].

c. *Peraturan Menteri Pendidikan dan Kebudayaan* Number 22 Year 2016 about Graduate Primary School and Secondary School Standard Process has not been fully understood comprehensively and thoroughly by the teacher about learning principles, learning designs, learning components, as well as its application [7].
d. *Peraturan Menteri Pendidikan dan Kebudayaan* Number 23 Year 2016 about Educational Assessment has not been fully understood comprehensively and thoroughly by the teacher about assessment scope, objectives, principles, forms and its mechanisms [8].

e. *Peraturan Menteri Pendidikan dan Kebudayaan* Number 19 Year 2017 about The Changes of Government Regulation Number 74 Year 2008 has not been fully understood comprehensively by the teacher about teacher duties, teacher certification, teacher allowance, teacher workload, teacher additional duties as well as requirements that must be filling by the teacher [9].

Conceptually, if teachers understand materials substance of every single *Peraturan Menteri Pendidikan dan Kebudayaan* as technical instruction of teacher duties, then teachers would not have any difficulties in performing their duties as a teacher (the teacher does not feel obstacle as compulsion), instead it will formed teacher positive attitude or legal behaviour that is the teacher is really obey the rules because he felt the rules is based on intrinsic values that they belief (internalization).

5. **Conclusion**

Teacher legal understanding about legal regulations which related to their profession was inadequate.

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