

# Balancing the Scales: Achieving Equitable Teacher Distribution in Wajo Regency's Elementary Schools

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## ABSTRACT

This research is based on the problem of gaps in teacher distribution in Wajo Regency, there are schools that have an excessive number of teachers, but there are also schools that experience a shortage of teachers in several areas of Wajo Regency. The aim of this research is to analyze the condition of teacher equality in terms of recruitment, placement, and distribution of teachers in Wajo Regency, the factors causing teacher inequality, and the efforts made by the regional government to overcome this problem. This research uses a qualitative approach. Data collection methods are interviews, observation and document study. Data sources were obtained from the Head of the Wajo Regency Cultural Education Service, the Secretary of the Wajo Regency Education and Culture Service, the Chair of the Wajo Regency PGRI, school supervisors and school principals from Tempe District, Bola District and Gilireng District. The research results found that the condition of equal distribution of teachers in Wajo Regency still needs attention. It was found that several schools still lacked teachers and there were still many teachers who did not meet the specified qualifications. This is based on the geographical conditions and inadequate school infrastructure, especially schools in rural areas. The Wajo Regency Government continues to make efforts optimizing the distribution of teachers so that there is no longer a gap in teachers within a school. This will certainly have a big influence on educational progress in Wajo Regency.

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## 1. INTRODUCTION

Equitable distribution of education in a country is part of human resource development which can increase productivity and growth, as well as influence a country's economy (Cameron & Heckman, 2002; Hanushek, 2013; Retno, 2013; Heckman & Mosso, 2014). Education is very important to improve the quality of the nation, so the government has a role and duty to ensure the fulfillment of the rights of every citizen to obtain quality education. If educational equality can be implemented, it will have an impact on better economic development (Setianingrum, 2013).

The implementation of educational equality still has various problems. One of the causal factors is that rural areas are far from urban access so there are problems with distribution (Anas, Wahyudi, &

Apsari, 2015). This shows that there are limitations and injustices in education caused by limited teaching staff, inadequate infrastructure in each region, transportation that is not yet supported, and roads that are still not suitable for travel.

The educational component that has the most influence in creating quality educational processes and outcomes is the teacher. Research by Feng & Sass (2017) found that teacher quality has a big influence on improving the quality of education. This proves that distributing teachers in Indonesia proportionally and fairly is one way to achieve equal quality education (Janha, 2022). However, in reality, equality and distribution in Indonesia have not been implemented, especially in areas far from urban access. This research examines the condition of teacher equality in Wajo Regency, which is quite challenging, and identifies the efforts and policies taken to achieve educational equality, which will have an impact on the progress of Indonesian education.

South Sulawesi Province is one of the regions experiencing problems in terms of educational equality. South Sulawesi is fifth with the highest number of teachers in Indonesia (Dapodik, 2023). South Sulawesi faces various problems of educational equality, especially in the distribution of teachers. One of the districts that is in the spotlight for educational equality is Wajo District, which is the fifth district with the highest number of teachers. There are several aspects that are most significant in the equal distribution of education, namely distribution of teachers, quality of teachers, level of educational participation, the readiness of agencies to implement decentralization and budget allocation for development of the education sector (Aristo, 2019). It is important to know how equal education is in Wajo Regency so that the local government is aware of the problems that result in gaps in educational equality in each region.

Based on the data, there are differences in the distribution of teachers in Wajo Regency. There is a high ratio and a low ratio, which shows that teacher distribution is not optimal. The average elementary school teacher teaches at least 10 students, at the junior high school the average is 10 students and 12 student in high school. This illustrates that it is still below the minimum standard. According to the Ministry of Education and Culture Number 23 of 2013, each class has a maximum of 32 students at the elementary school level and 36 students at the junior high school. Based on this, most areas in Wajo Regency have a class member below standard, such as in Belawa, which has the lowest ratio, namely 9. The data shows that Wajo Regency has a very significant excess of teachers. However, based on the data obtained, there is an inequality in the number of teachers in each district.

The number of PNS (civil servant teacher's) and non-PNS teachers in Wajo Regency is not much different. The largest difference was in Sabbangparu District, 52 people. The rest is not much different between PNS and non-PNS teachers. There are even several districts where the number of non-PNS teachers is greater than that of PNS teachers. These districts consist of Pitumpanua, Pammana, Belawa, Maniang Pajo, and Sajo Anging. This illustrates the large number of teaching staff with different qualifications and there is a gap in the distribution of teachers in Wajo Regency.

Joint Decree (SKB) of 5 Ministers regarding the distribution of teachers as stated in Article 4 concerning the duties and authority of the Regent/Mayor that the Regent/Mayor must be responsible for organizing and distributing teachers with civil servant status to each educational unit with advantages and disadvantages, as well as coordinating and facilitating the transfer of civil servant teachers for the arrangement and distribution of teachers.

This decision states that regencies/cities are given the authority to distribute civil servant teachers evenly. Thus, each region has the right to distribute civil servant teachers evenly at various levels of education with the aim of ensuring that teacher educational qualifications are in line with their scientific fields. The distribution of teachers in Wajo Regency needs to receive attention and be followed up based on joint decree (SKB) that have been made.

The data obtained shows that the distribution of teachers in several districts in Wajo Regency is not appropriate. In particular, only a few teachers who teach in elementary schools in one school are civil servants (PNS). Data was obtained at various schools in Bola District, especially at SD Negeri 133 Lempong. Only two teachers have civil servant status, and the rest are known to be non-civil servants.

In addition, the educational qualifications of the various teachers at the school are not linear. For example, there are two teachers at the school who have bachelor's degrees in biology but teach as homeroom teachers. Another problem is that there are teachers whose final education is only a high school graduate but are given the responsibility of being class teachers and subject teachers. This shows that the distribution of teachers does not meet educational qualifications or is not in accordance with their scientific fields.

Research conducted by Aristo (2019) shows that in educational equality problems are still found in its implementation, one of which is the condition of teachers. It was found that teacher qualifications in Sintang Regency still experience several problems, namely teachers who do not have Bachelor's qualifications in the field of education and have not yet reached the standards in the UKG test (teacher competency exam) held by the government. Rahmawati's (2021) findings in the national teacher equalization system (SPGN) are that in Indonesia as many as 133 districts/cities have problems, namely a lack of educators and minimal competency, educators' qualifications are below quality standards, and inappropriate distribution of teachers. Meanwhile, research by Karalino et al. (2021) found that the gap that occurs results in inequality for educators, so that the number of teachers in rural and urban areas has a significant difference.

Several previous studies have shown that the condition of educational equality that occurs in several regions, one of which is related to teacher equality, still has problems that need attention. This research will focus more on teacher distribution which is carried out in one of the regions that has the largest number of teachers in South Sulawesi. This research will examine the aspects of recruitment, appointment of teachers, placement of teachers, and distribution of teachers that occur in Wajo Regency. It will also review the problems that occur and the efforts that will be made to overcome the gap in equal distribution of teachers by the local government in order to achieve equality in the education sector, especially the quality and quantity of teachers. Several previous studies focused more on the problem of equal distribution of teachers, especially civil servant teachers who need to be distributed equally. This research focuses on elementary school teachers, both PNS teachers and non-PNS teachers. This aims to ensure that every teacher receives special attention from policy makers so that there is no longer a gap in teachers in schools, especially regarding their qualifications. Every teacher in Wajo Regency must be qualified and distributed to schools that lack teachers so that the quantity and quality of teachers is the same in each district. This will have an impact on learning outcomes and educational goals.

This research is based on the increase in the teacher population in Wajo Regency which is increasing every year but the majority still obtain inappropriate educational qualifications. Thus, there are many things that need to be researched so that they can become references in improving the teacher distribution mechanism which has resulted in the emergence of many problems, especially related to educational qualifications and the number of non-PNS teachers which is increasing and not being distributed well. This research will describe the condition of equal distribution of elementary school teachers in Wajo Regency, especially in terms of appointment, recruitment, placement and distribution of teachers. This will be reviewed to find out the conditions and problems that occur in Wajo Regency, especially regarding the distribution of teachers so that all students can receive the same and equal quality of education.

## 2. METHODS

This research uses a qualitative inquiry-type research approach. Qualitative inquiry research aims to describe a phenomenon as it is, based on what the researcher sees so that there is no manipulation or particular treatment of what is being studied, as well as minimizing the researcher's manipulation of the object being studied (Patton, 1990). This research was conducted in Wajo Regency, which is located in the central part of South Sulawesi Province. The consideration for taking this location is that education in Wajo Regency has several problems, which result in the education system in the district not being able to be evenly distributed, one of which is the distribution of teachers. This research

focused on three of the fourteen districts in Wajo Regency. These districts consist of Tempe, Bola, and Giliring. The selection of these three districts was based on the number of teachers in each district. Tempe Subdistrict is the subdistrict that has the highest number of teachers, Bola district has the eighth highest number of teachers (mid), while Gilireng is the district with the fewest number of teachers. These three districts have different geographical conditions. Tempe district is in an urban area, while Bola and Gilireng district are geographically rural areas. The differences in geographical conditions of the three districts have an impact on the distribution of teachers. It is hoped that this variation will provide a complete and representative picture of the distribution of teachers in the three districts.

Data sources in this research consist of key informants and supporting informants. The head and secretary of the Wajo Regency Education and Culture Service, as well as the Chair of the Wajo Regency PGRI as key informants. Meanwhile, the supervisors and principals of the following district schools; Tempe District, Bola District and Gilireng District as supporting informants. The selected informants were people who were directly involved in the equal distribution of teachers in Wajo Regency. This informant also felt the impact of the equal distribution of teachers that occurred in Wajo Regency. The data collection techniques used were interviews, observation and document study. The results of the interview will be confirmed by observation and document study. Interview data will be clarified through direct observation by observing the distribution of teachers in several districts. Document studies were carried out to validate the results of interviews and observations. The data validity technique used is triangulation and increasing persistence. Triangulation is one way of collecting data from various sources (Sugiyono, 2018).

The data analysis carried out using the analysis model by Spradley (2007: 120), in carrying out qualitative analysis there are four stages carried out, namely domain analysis, taxonomic analysis, componential analysis and cultural theme analysis. Data analysis in this research was carried out before being in the field, while in the field, and after finishing in the field. This is based on Sugiyono's (2018) opinion that qualitative research data analysis is carried out before, while in, and after finishing in the field. Data obtained from interviews, observations and document studies were analyzed to obtain an overview. In this analysis, categorization is carried out on the general picture that will be studied, the results of the study will be detailed to find facts that will be used to describe the situation of equal distribution of teachers in Wajo Regency.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Equitable Distribution of Elementary School Teachers*

##### 3.1.1 Number of Teachers in Each District in Wajo Regency

Equality of education, especially teacher equality in Wajo Regency, continues to be strived to ensure equal quality and quantity of teachers. The government continues to strive to ensure that teachers are sufficient and qualified. However, there are still schools that do not meet these standards. The Head of the Wajo Education and Regency Office said that:

*"Human resources are still very less than what is needed, there are still several schools that lack teachers and have an excess number of teachers. So there are schools that have an excess of teaching staff, this generally happens in schools where access is easier to reach, such as in Tempe District because it is an urban area".*

Meanwhile, the condition of teacher equality specifically occurs in Gilireng District, which has the lowest number of teachers in Wajo Regency, according to the Gilireng District Elementary School Supervisor:

*"I see that there is still no equal distribution of teachers but it is in the process. Why do I say that, because there is still a lot that needs to be improved in teacher distribution, for example there are schools that have few teachers."*

In general, the condition of equality in Wajo Regency is not yet optimal. This is based on the fact that there are still several areas that lack of teachers, especially areas that are far from cities. Meanwhile, it was found that areas had an excess number of teachers. This illustrates that there is a gap in the implementation of teacher distribution. This is proven according to the data obtained regarding the number of teachers in each district:

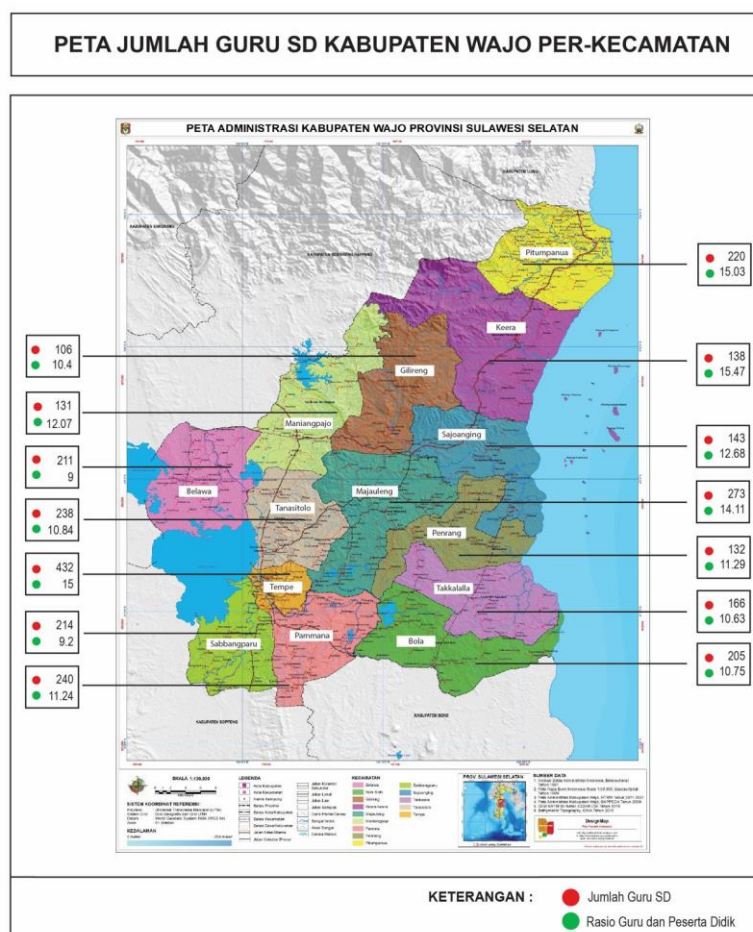


Figure 1. Number of Wajo Regency Elementary School Teachers

Based on this data, it can be obtained that Tempe District has the highest number of teachers, 432 teachers, and the lowest district in Gilireng District only has 109 teachers. So the difference is 323 teachers. The Secretary of the Wajo Regency Education and Culture Service stated that:

*“The number of teachers in each district is different, Tempe District has the largest number. This is based on the fact that Tempe District is an urban area so it is easier to access. Apart from that, there are quite a lot of schools there, there are 39 schools compared to other sub-districts such as Gilireng District, only 16 schools. So, their needs are different”.*

Another factor expressed by the Gilireng District Elementary School Supervisor:

*“Gilireng District has the fewest teachers, this is based on the geographical location of our area. But not only in our area, several districts are also experiencing the same thing. There are only 19 schools, and some schools have difficult access, so many teachers choose schools with easy access.”.*

There is a high ratio and a low ratio in each sub-district, this illustrates the gap in teacher distribution in Wajo Regency. Based on the comparison table between teachers and students, the

average elementary school teacher teaches a maximum of 10 students, at the middle school level the average is 10 students and at the average high school level the ratio is 12 students. According to the Ministry of Education and Culture Number 23 of 2013, each group has a maximum of 32 students at the elementary school level and 36 students at the junior high school level. Based on this, most areas in Wajo Regency have a number of groups below the standard, such as in Belawa District which has the lowest ratio. With this, the data shows that the distribution of teachers in Wajo Regency has very significant differences. However, based on the data obtained, there is an inequality in the number of teachers in each district.

### 3.1.2 Primary School Teacher Qualifications in Wajo Regency

In several sub-districts in Wajo Regency, schools are still found that have teachers whose educational background is only high school graduates, as well as teachers whose educational qualifications do not match their scientific field. Several schools in Tempe District, Bola District and Gilireng District have teachers who do not pass qualifications, especially educational qualifications. It was found that several teachers who were class teachers had only graduated from high school. Responding to this, the Principal of SD Negeri 363 Balielo stated that:

*“Recruiting teachers requires a bachelor’s degree/equivalent degree and is in accordance with the scientific field to be taught, for example this school needs a religion teacher so what is being sought is a teacher who is a PAI (Islamic Religious Education) graduate. However, if there are teachers who only have high school qualifications or do not match the scientific field being taught, then they are required to improve their educational qualifications. Like attending lectures at the Open University while teaching. So the school requires equal education for teachers who have not obtained a bachelor’s degree”.*

The Head of the Wajo Regency Education and Culture Service stated that:

*“We always say that the qualifications required as a teacher must meet the standards, so we keep an eye out for teachers who do not comply. We tell them that they must achieve equal education. So, those who have already been accepted with inappropriate qualifications must make adjustments by continuing their studies. It will also affect their career.”*

The existence of unqualified teachers is based on a shortage of teachers in several districts. Apart from that, teachers who have inappropriate educational qualifications were also found in several schools based on the previous table. According to the Bola District Supervisor that:

*“The incompatibility of qualifications with the scientific fields that will be taught in schools is caused by the fact that in this city there are only two universities and none of them have appropriate majors, especially PGSD (primary school teacher education), PJOK (physical education, sports and health), and local content. So to study in this major they have to go to another city, and most of those who go to college no longer want to come back to teach, they prefer to live in urban areas considering that the output obtained is better than here. So most schools recruit unqualified teachers.”*

Apart from the Department of Education and Culture which recruits and appoints teachers, school principals also have the authority to do this. The Chairman of PGRI Wajo Regency stated that:

*“The school principal has the authority to recruit teachers, but must still pay attention to the qualifications that have been determined. This aims to improve our education, we cannot immediately recruit without paying attention to these aspects”.*

The Elementary School Bola District Supervisor stated that:

*“There is still a lack of human resources in several schools. Teachers who have high school education qualifications should not be recruited as class teachers or other subject teachers. It is best if those*

*appointed have bachelor's/ equivalent qualifications. Those who are high school graduates are recruited into administration or other departments. This is what makes quality difficult to improve."*

The regional government always strives for equal distribution of teachers in Wajo Regency, but in this case it has not been implemented optimally. This is proven by the fact that there are different numbers of teachers in each school, inadequate teacher qualifications, as well as excess teaching hours or an imbalance in the ratio of teachers to students. This gap illustrates that the distribution of teachers in Wajo Regency needs to be paid attention to by the regional government in order to find the best solution.

Teacher distribution in Indonesia still experiences gaps and inequality (OECD, 2015). This is evidenced by the number of schools that have a shortage of teaching staff and an excess of teaching staff. This is of course contrary to the principle of educational decentralization which emphasizes equal distribution of education in regions (Aristo, 2019). The problem of the low proportion of teachers who have S1/D4 academic qualifications and the unequal distribution of teachers resulting in a low ratio between teachers and students has an impact on achieving educational development targets (National Development Planning Agency, 2014).

The quantity and quality of teachers in Wajo Regency still needs attention. Teachers must be distributed and placed based on the needs of each school. This aims to achieve the same quantity of teachers in each school. Meanwhile, for the quality of teachers, serious selection also needs to be carried out. Each teacher must meet the specified qualifications. Not everyone can become a teacher, so the selection made for school principals and local governments needs to consider all these aspects.

### **3.2 Appointment and Recruitment of Teachers**

The appointment and recruitment of teachers must comply with predetermined qualification standards. So it is considered necessary that appointment and recruitment must comply with certain aspects. This will of course affect the students learning process and outcomes. The Head of the Wajo Regency Education and Culture Service stated that:

*"Teacher recruitment must pay attention to several aspects, especially in terms of education. Teachers who only have high school graduates should not be recruited because they are not qualified. However, there are still schools that are still recruiting due to a shortage of teachers. Rather than a shortage of teachers, it would be better to be filled by high school graduates. However, it needs attention, because it will have a big impact on the student learning process."*

In several districts, we still find several schools that have teachers whose educational background is only a high school graduate, as well as teachers whose educational qualifications do not match their scientific field. This is proven in Tempe District, Bola District and Gilireng District.

Based on this data, most of the teachers in Tempe District are in accordance with Bachelor's academic qualifications, however, in terms of scientific knowledge, most of them are still found to be unsuitable. As happens in several schools. This mismatch in teacher qualifications is based on a shortage of teachers in several regions. Apart from that, unqualified teachers were also found in several schools based on the previous table. Apart from the Department of Education and Culture which recruits and appoints teachers, school principals also have the authority to do this. The Chairman of PGRI Wajo Regency stated that:

*"The school principal has the authority to recruit teachers, but must pay attention to the qualifications that have been determined. This is of course for the advancement of our own education, we cannot immediately recruit without paying attention to these aspects."*

Based on the data obtained, the majority of teachers in Gilireng District have Bachelor's degree as an academic qualifications. There are only teachers with high school and D2 backgrounds at UPTD SD

Negeri 50 Gilireng, UPTD SD Negeri 51 Arajang, and UPTD SD Negeri 238 Paselloreng. However, overall, 81% of teachers are academically qualified.

Several schools in Tempe District, Bola District and Gilireng District have teachers who do not pass qualifications, especially educational qualifications. It was found that several high school graduate teachers had become class teachers. Responding to this, the Principal of SD Negeri 363 Balielo stated that:

*"In recruiting teachers, the minimum educational background is Bachelor's degree/equivalent and in accordance with the scientific field being taught later, for example, this school needs teachers in religious subjects so what is sought is teachers who are graduates of Islamic religious education. However, if there are teachers who only have a junior high school background or are not suited to the scientific field being taught, they are required to improve their educational qualifications. Like attending lectures at UT (Open University) while teaching because otherwise they will be prevented from getting certification. So the school requires equal education for teachers."*

Recruitment carried out at the school level must consider several aspects. According to Minister of Education and Culture Regulation Number 32 of 2022 concerning Technical Standards for Minimum Education Services, Article 30 Paragraph 3, "The lowest educational qualification is to have a diploma four (D-1V) or bachelor's degree (S1) and have an educator certification." This is the most important thing to consider when recruiting teachers who want to teach at a school. Appropriate academic qualifications certainly have a good influence on the learning process that occurs in the classroom.

According to Tanjung (2020), in recruiting school human resources, a job analysis must be carried out to make it easier to determine and appoint teachers whose backgrounds match those required by the educational institution. Good recruitment by selecting qualified teachers is the main thing. The role of teachers in the school environment is key in the learning process. Schools must be supported by adequate facilities and infrastructure, have community support and the support of students' parents. However, teachers with poor competence will make it difficult to achieve educational goals.

The education problem in Wajo Regency is that there are still many teachers who are not qualified as stated in Minister of Education and Culture Regulation Number 32 of 2022. Apart from academic qualifications, other qualifications needed by teachers include knowledge of learning material, pedagogy, process skills, reasoning, motivation and evaluation (Kingsley & Omoregie, 2020). This needs to get attention from local governments and schools. The appointment and recruitment of teachers cannot be done simply without paying attention to the specified qualifications. This will affect educational progress.

The quality of regional education is still low, this is based on the inadequate quality of educators. Teachers in every school need to receive ongoing training and education to maintain and develop their teaching competencies. Local governments play an important role in accommodating this matter and supporting the development of teacher competency. The more competent the teacher, the more competent the students are (Bastian, Nasution, & Wahyuni, 2022).

The recruitment of teachers by the government and schools is done to fulfill qualifications, develop, progress, and improve the quality of education. So teacher competence must be maintained and even improved so that the quality of education is maintained. According to Wahyudi (2017), qualified teachers have an influence on their performance. The higher a teacher's qualifications, the higher his performance at school. This shows the importance of qualifications in recruiting and appointing teachers.

Recruitment and appointment of teachers in Wajo Regency has not been carried out well, nor has the selection been in accordance with established procedures. This is based on the fact that schools are still found to recruit teachers who do not meet the specified qualifications. So it is considered that the recruitment and appointment of teachers in Wajo Regency needs full attention so that more schools have qualified teachers. Apart from that, the Wajo Regency government needs to provide training and education in developing teacher competency in each sub-district. The government must not only

prioritize districts that are easy to access, which has an impact on gaps in teacher distribution. In this case, the local government must do extra work in order to develop the quality of teachers, and most importantly, teachers spread across each district in Wajo Regency must have the same and appropriate qualifications. So that there is no educational gap in schools in Wajo Regency.

### **3.3 Placement and Distribution of Teachers**

The placement and distribution that occurred in Wajo Regency was not completely equal. Generally, each school has 1 principal, 6 class teachers, and 3 subject teachers (PJOK, Islamic, Local Content). However, there are still several schools that experience a shortage of teachers. This is proven by data on the number of teachers in Tempe District, Bola District and Gilireng District.

Based on the table, there is a very significant difference in the number of teachers in each school. There are schools that have too many teachers, and schools that don't have enough teachers. Apart from that, there are more teachers who are not civil servants (honorary) than teachers who are registered as civil servants. According to the Principal of SD Negeri 325 Polewalie stated that:

*“At SD Negeri 325 Polewalie there are only two people with civil servant status including me, the principal, and the other one. Only two people have P3K status, they are a class teachers. The remaining is honorary teachers and two educational staff.”*

That is proven by the data in Gilireng District that the majority of teachers is honorary, based on the following data:

**Table 4.** Gilireng District Teachers Status

No.	Schools	Teachers Status		
		PNS	P3K	Honorary
1	UPTD SD Negeri 41 Lamata	3	-	4
2	UPTD SD Negeri 42 Arajang	2	1	3
3	UPTD SD Negeri 45 Poleonro	1	1	4
4	UPTD SD Negeri 47 Mamminasae	4	1	3
5	UPTD SD Negeri 48 Mamminasae	2	1	3
6	UPTD SD Negeri 49 Alausalo	2	-	5
7	UPTD SD Negeri 50 Gilireng	4	-	5
8	UPTD SD Negeri 51 Arajang	-	3	4
9	UPTD SD Negeri 52 Polewalie	5	-	3
10	UPTD SD Negeri 197 Paselloreng	-	1	4
11	UPTD SD Negeri 217 Lamata	4	-	3
12	UPTD SD Negeri 218 Gilireng	2	-	5
13	UPTD SD Negeri 238 Paselloreng	1	1	4
14	UPTD SD Negeri 276 Abbatireng	2	-	4
15	UPTD SD Negeri 325 Polewalie	1	2	3
16	UPTD SD Negeri 421 Paselloreng	3	-	4

Based on this table, there is unequal placement and distribution of teachers. There are schools that do not have any teachers with civil servant status, while there are schools that have five teachers with civil servant status. The Head of UPTD SD Negeri 325 Polewalie stated that:

*"In my school there are only one or two people with civil servant status, Me, the principal and one of my colleagues. Of the remainder, only two teachers have P3K status and three are honorary teachers. It is dominated by honorary teachers. There were only five class teachers so I was forced to teach outside of my schedule. One person is an Islamic religious education teacher. Even though we still lack physical and sports teachers. So until now class teachers also have to teach physical education and sports".*

Based on the data and interviews, It is known that some schools have a shortage of teachers, so some teachers have to teach even though they don't meet minimum academic progress requirements. In general, they don't have Islamic religious education teachers and physical education and sports teachers, However, there are also some schools have a shortage of teachers class, so the principal and other teachers are forced to teach outside their schedule. This illustrates that the placement and distribution of teachers is not equitable.

Regarding this, the Head of the Wajo Regency Education and Culture Service stated that:

*"This inappropriate distribution of teachers is caused by the placement of many teachers in urban areas. This was one of our mistakes because we continued to agree to teachers who wanted to move to the city. It has an impact on the accumulation of teachers' schools in the city".*

The Gilireng District Supervisor stated that:

*"In Gilireng district, Teacher shortages occur in several schools. For example, there are very few class teachers, there are no subject teachers (Islamic religious education subjects, physical education and sports, and local content). So teachers have to cover this up by teaching subjects that don't match their educational background".*

The quality of education in each region apart from depending on educational qualifications, also depends on the number of teacher in each school. The teacher population in each school influences the school's operational performance. Schools with an adequate number of teachers are one step in

developing the quality of education. So in this case the placement and recruitment of teachers in a region must be considered by the government.

According to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 32 of 2022 concerning Minimum Educational Service Technical Standards Article 23 Paragraph 1, the types of educators consist of class teachers, subject teachers and special supervisor teachers for educational units that have students with disabilities. Based on data, most areas in Wajo Regency need teachers, referring to the types of schools based on established regulations. It was found that many schools still needed class teachers, subject teachers and guidance teachers in all schools in Wajo Regency.

Unequitable distribution of teachers in Wajo Regency due to teachers moving from their school to another school. The geographical condition of Wajo Regency is still a problem among teachers. There are still several areas where access is difficult to reach because the roads are still in poor condition. It gets worse by extreme weather, especially during the rainy season. That is a reason for teachers to move to other schools. This condition results in an ineffective learning process, teachers who live far from the school do not go to school during the rainy season because of difficult access. So most teachers choose to move to schools with easy road access, especially schools in the city.

### **3.4 Equitable Distribution Program**

The educational equality that occurs in Wajo Regency is caused by several problems. This is proven by the existence of elementary school teachers whose educational background is not qualified but accepted as teachers in schools, there are schools that have shortages and surpluses of teachers, and there are school principals who have to teach students due to a lack of teachers. This shows that the distribution of teachers in Wajo Regency is not yet optimal.

The Wajo Regency Government continues to strive for equitable distribution of teachers. In recruiting and appointing teachers, the government emphasizes that civil servants, P3K and honorary who are appointed as a teachers must be qualified. For teachers who are registered as teaching staff at school but do not have academic qualifications, they are required to take part in an equivalency program by continuing their studies. This regulation is to ensure that teachers in Wajo Regency have the same qualifications so that educational goals can be achieved.

Qualified teachers have a major impact on educational progress. Teachers who have qualifications will have a good influence on the learning process. According to Lee & Lee (2020) that when students are taught by teachers who have high qualifications they generally have better academic achievements. This shows that teacher qualifications have a big impact on students. Qualified teachers perform much better (Kingsley & Omoregie, 2020).

Recruitment and appointment of teachers carried out with full consideration and paying attention to certain aspects will provide good results. Each school has teachers with the same qualifications, so that there is no longer any inequality in the distribution of teachers in any school. This will have a good impact on education in Indonesia.

## **4. CONCLUSION**

This research discusses the equitable distribution of teachers in Wajo Regency, South Sulawesi, highlighting the suboptimal process of equalizing teachers. The appointment and recruitment of teachers in Wajo Regency often do not align with central government regulations, evidenced by the presence of unqualified teachers, particularly regarding academic qualifications. The minimum required academic qualification is a bachelor's degree relevant to the school subjects, yet many teachers possess only a high school education. This non-compliance with regulations adversely affects student learning outcomes. Furthermore, the placement and distribution of teachers are inadequate, with some schools experiencing a surplus of teachers while others face shortages. Specific issues include a lack of class and subject teachers and principals being forced to replace teachers. Additionally, civil servant teachers are not well-distributed, with some schools having only the principal as a civil servant. These

problems result in teacher inequality, impacting the quality of education. The regional government needs to address these issues, particularly in rural areas with difficult access. Collaborative efforts between the government and the community are essential to improve students' access to education across all districts.

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