

STATE OF AFFAIRS OF EDUCATION: THE PERSPECTIVE OF RETIRED TEACHERS

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Abstract

This journal of Educational Psychology discusses the condition of education from the point of view of retired teachers. This study was conducted to determine the views and experiences of retired teachers on the current state of Education. The method used is a structured interview with 10 teachers who have retired. The results showed that retired teachers have a diverse view of the current state of Education. Some teachers feel that education today is better compared to the past, but most teachers feel that education today is in decline. Retired teachers also revealed some problems in education today, such as lack of quality teachers, lack of motivation of students, and lack of government attention to education. This study provides a clear picture of the views and experiences of retired teachers on the current state of education, so that it can be a reference for related parties to improve the quality of education in the future.

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INTRODUCTION

Recent government attention has been on the shortage of teachers in Indonesia. However, there is still little, at least as far as researchers have observed, attention from governments across levels to retired teachers (Badan Pusat Statistik, n.d.; Bappenas/Kementerian PPN, 2019; Kemenkes RI, 2020; Puspita, 2020). However, at least as far as researchers have observed, the government's attention across levels to retired teachers is limited, either in public schools or in private schools. As far as researchers search through the latest data in 2023, there are 75,195 teachers that have retired, and there is still shortage of 1,242,997 teachers across education levels (Badan Pusat Statistik, n.d.; Colina, 2015, 2016, 2021; G20 Bali, 2022). In other words, the data referred to numbers of teacher shortages and not the next steps for retired teachers.

Evidence of education improvement in Indonesia is one of the most crucial aspects of the development of the whole country (Anjini et al., 2022; Bappenas/Kementerian PPN, 2019; Bappenas, 2020; Indrawati & Kuncoro, 2021; Riani et al., 2022; Sisianti et al., 2022). Quality education could contribute greatly to improving the quality of human resources, improving the welfare of society, and creating progress in various fields. Therefore, education has been the main concern for the government and society.

Retired teachers' views and experiences could make valuable contributions to understanding the current state of education conditions. Retired teachers have extensive experience and understanding of the education system, both in terms of advantages and disadvantages. Therefore, their views and experiences could serve as benchmarks for relevant parties in improving the quality of education in the future (Batuwael et al., 2019; Ginting, 2010; Langi et al., n.d.; Lumbanraja, 2021; Mukuan et al., 2022; Pongoh, n.d., 2022a, 2022b, 2023; Rahmelia et al., 2022; Suratinoyo et al., 2019; Triadi, Pongoh, et al., 2022).

In educational psychology, retired teachers' views and experiences can also provide insight into how psychological factors influence their perceptions and experiences of the current state of education. For instance, factors such as past experiences, motivation and expectations may influence retired teachers' views and experiences of current education (Andiny, 2020, 2023; Angellyna, 2021; Dandung et al., 2022; Netanyahu & Susanto, 2022; Nugrahu, 2021; Pattiasina, 2021; Pattiasina et al., 2022; Prakosa et al., 2023; Sepniwati, 2022; Susanto et al., 2022; Teriasi et al., 2022).

However, during its development, education also experiences various challenges and changes to deal with (Andriany et al., 2023; Ariaini & Sanaya, 2023; Dela et al., 2022; Desti, 2023; Melliani et al., 2023; Monica, 2023; Nursusanti et al., 2022; Pengky et al., 2023; Pernando et al., 2022; Samuel et al., 2023; D. A. Saputra et al., 2023; E. J. Saputra et al., 2023; J. Saputra & Sukarno, 2019; Setiawan et al., 2022; Siburian et al.,

2023; S. E. Sinta et al., 2022; Stepania & Setianti, 2022; Valentino et al., 2023). One of the challenges faced is changes in the demands and needs of society which are increasingly complex and dynamic. This would require changes and adjustments in the education system in order to meet these demands.

Therefore, research on the condition of education from the perspective of retired teachers in educational psychology is very important to do. The research could provide insights into the views and experiences of retired teachers on the current state of education, thereby providing guidance for relevant parties to improve the quality of education in the future.

RESEARCH METHOD

This article employed qualitative research methods and literature study in its process. Qualitative research methods are used to capture in-depth and detailed data about retired teachers' views and experiences of the current state of education. This method is suitable for exploratory research and would like to deeply explore the phenomenon. Researchers carried out in-depth interviews with several retired teachers to get their views and impressions of the current condition of Indonesia's education. The interviews were conducted using structured interview guides that had been compiled previously (Khoa et al., 2023; Shaw, 2023). The data obtained from the interviews were then analyzed qualitatively using content analysis techniques.

As well as qualitative research methods, this paper also used literature study as source of data. The literature study was conducted by collecting and analyzing various literatures related to the current condition of education, both in terms of advantages and disadvantages. The literature used in the literature study includes books, journals, articles and official documents related to education. In this research process, the literature study served as supporting data sources to strengthen the research results obtained from interviews. The literature study was used to compare the views and experiences of retired teachers with the views and experiences of education experts contained in the literature.

By using qualitative research methods and literature study, this research could provide an in-depth and detailed picture of retired teachers' perspectives and their experiences on their educational condition. The results of this study could also provide recommendations and suggestions for relevant parties in improving the quality of education in the future. In order to get more accurate data from the field and ask them directly about their perspectives on the current state of education, we conducted interviews with several retired teachers.

Here are the profiles of our interviewees:

Table 1: Identity of the interviewees

Name	Retirement Year	Tribe	Age	Origin of School
Rutkch	2023	Dayak	62 years old	SD 2 Kampuri
Mahmalrc	2010	Dayak	74 years old	SMP 2 Palangka Raya

RESULT AND DISCUSSION

Research aims mainly aimed to explore retired teachers' views on current education. Two retired teachers from various schools in the city utilized the interview method. Data were collected through interviews containing questions about retired teachers' views on current education. The results of the analysis show that retired teachers have diverse views on current education, but in general they feel that current education has decreased in quality.

However, they argued that education has also progressed in learning due to the rapid development of technology (Amiani, 2022; Apandie et al., 2022; Apandie & Rahmelia, 2020, 2022; Darma et al., 2023; Dinata et al., 2023; Eksely et al., 2023; Hanriani, n.d.; Keristina et al., 2023; Kristiani et al., 2023; Malau, 2021; Manuputty et al., 2023; Nopitri & Irdayani, 2023; Rahmelia, Prasetiawati, et al., 2023; Rahmelia, Prihadi, et al., 2023; Rahmelia & Apandie, 2023; Setinawati et al., 2021; Suriani & Betaubun, 2022; Surya, 2020, 2021, 2023b, 2023a; Surya & Setinawati, 2021; Tedy et al., 2023; Veronika et al., 2023; Wirawan, 2021; Wirawan et al., 2023). However, retired teachers also believed that education today is also progressing in learning due to the rapid development of technology.

Not only does it simplify teachers in preparing materials, but it also makes it easier for students to learn as thanks to technology such as the internet, students learn by themselves and find materials more easily (Kristin et al., 2022; Marilyn, 2018, 2020; Nugrahhu, 2020, 2021, 2022; Rahmelia, 2020; Rahmelia & Agustina, 2022; Salmanezer et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Supardi, n.d., 2014, 2022; Teriasi et al., 2022).

Results of this study showed that retired teachers have mixed views on current education. Some retired teachers feel that current education is more modern and more attentive to students' needs, but most retired teachers feel that current education has decreased in quality. The quality of education affected students' learning outcomes, according to educational psychology theory.

Retired teachers felt that education has declined in quality, citing factors such as an overcrowded curriculum, ineffective teaching methods and lack of attention to students' moral values and character (Dandi & Veronica, 2023; Eribka et al., 2023; Hendrik et al., 2022; Mamarimbing et al., 2023; Mariani, 2020, 2022a, 2022b, 2023; Meilan & Mariani, 2023; Reggina & Indriani, 2023; Saputri et al., 2023; Silipta et al., 2021, 2023; G.

Sinta et al., 2023; Sulistyowati et al., 2022). Therefore, there should be efforts to improve the curriculum, use more effective teaching methods, and pay attention to students' moral values and character in current education.

Nevertheless, some of them considered that education today has also improved in terms of teaching methods due to technological advances that make it easier for them to find materials or teach students in a more creative and interesting way (Fitriana et al., 2023; Hasan et al., 2023; Istinia et al., 2023; Kurniati et al., 2023; Manik et al., 2023; Merdiasi et al., 2022; Munte, 2017, 2018a, 2018b, 2022c, 2022b, 2022a, 2023b; Munte et al., 2023; Munte, 2023a; Munte & Korsina, 2022; Munte & Natalia, 2022; Peryanto et al., 2023; Prasetiawati, 2020, 2022; Putri et al., 2023; Rahmelia, Prasetiawati, et al., 2023; Rahmelia & Prasetiawati, 2021; Riska et al., 2023; Simanjuntak, 2019; Sriwijayanti, 2020a, 2020b, 2023; Tekerop et al., 2019; Tirayoh et al., 2023; Trisiana et al., 2023). However, this study has some limitations such as a limited sample and the use of interview methods that only rely on subjective answers from retired teachers. Therefore, future research can use more varied methods and larger samples to strengthen the results of this study.

From the interviews conducted we took some answers to analyze and conduct further discussion and research because from some of the answers given we found some sentences that were very weighty and interesting to discuss, here are some of the results of the interviews that we have analyzed along with the transcription:

“Kalau perkembangan nya saya lihat begini. *uh..* untuk *anunya..* lebih banyak anak-anak itu *uh..* tidak yang hanya memperoleh materi yang diberikan oleh guru tetapi usaha kan, apalagi sekarang ini kurikulum merdeka namanya. Jadi mereka itu bagaimana bisa *uh..* dengan materi ini mereka bisa mengembangkan sehingga mereka bisa itu *apalah*, mereka bisa memikirkan *oh!* materi ini ada ini kesini yang sana kesana. Nah contohnya kalau tanya cucu saya di SD itu.. apa.. praktiknya yang mungkin banyak. Jadi *endak* teori yang didapati di sekolah itu ya kadang-kadang ada *uh..* langsung ada praktiknya begitu”

Rutkch, retired from SD 2 Kampuri school, discussed the development of education, especially in the context of an independent curriculum. She said that today's children do not only rely on material from the teacher, but also need to make an effort to develop their understanding. She gave a practical example from his granddaughter in primary school, emphasizing the significance of the connection between the theory taught in school and daily practice.

Interviewee Rutkch, not her real name, aged 62, described her grandchildren currently enjoying the government program through the presence of an independent curriculum. For instance, Rutkch said that his grandson not only gets theory from the teacher, even though his grandson is currently in elementary school, but also gets and gets something new, namely practices after the theory from the class teacher. Retirees

are actually not only within the scope of primary schools, but across all levels of education.

Psychologically, there are various experiences as well as a space of worry in the subject and there is also a space of joy in it. Christianity, as part of researchers' learning, sees that one of the subjects that is a space of concern for the church is the elderly subject (Ahmad Ardillah Rahman et al., 2021; Kamayuda & Sulistyowati, 2015; Nugrahu et al., 2023; Sanasintani, 2020, 2019; S. Sanasintani, 2022; S. P. Sanasintani, 2020; Sulistyowati et al., 2021; Susila, 2022c, 2022b, 2022a; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017b, 2017a; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Utami, 2022; Utami et al., n.d.; Wahyudi et al., 2023; Wainarisi et al., 2023; Wainarisi & Tumbol, 2022b, 2022a). Either as a space for empowerment or as a space for sharing and telling stories as well as being present in the lives of these subjects.

The current independent curriculum, although still in some schools in Indonesia and simultaneous later in 2024, but the direct effect is that students get a balance of theory and practice (Adellia et al., 2023; Darnita & Triadi, 2022, 2023; Erika et al., 2023; Haloho, 2016, 2022c, 2022a, 2022b, 2023; Haloho et al., 2013; Ligan, 2022; Loheni et al., 2023; Mualimin et al., 2022; Pahan, 2020, 2021; PAHAN et al., 2014; Pahan & Prasetya, 2023; Pattiasina et al., 2022; Pradita, 2021; Pradita & Veronica, 2023; Prakosa, 2022; Pransinartha, 2022; Pransinartha et al., 2023; Rosen et al., 2023; Rudie, 2021; Sarmauli et al., 2022; M. T. Sarmauli, n.d.; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Sriekaningsih et al., 2019; SUGIYANTO et al., 2014; Timan Herdi Ginting et al., 2022; Triadi, n.d., 2022; Triadi, Prihadi, et al., 2022; Veronica, 2022; Wahyudi et al., 2023; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). Actually, not only theory and practice, but students are stimulated to provide responses or responses and even criticism and if possible, students find new works through practice and the results of critical thinking while in the learning space.

“Perbedaan antara pendidikan di sekolah negeri dan swasta adalah kompleks dan dapat dilihat dari berbagai sudut pandang. Sistem pendidikan negeri umumnya didanai oleh pemerintah dan cenderung memiliki standar kurikulum yang lebih seragam. Di sisi lain, sekolah swasta memiliki fleksibilitas yang lebih besar dalam menentukan kurikulum dan metode pengajaran. Namun, ada perbedaan lain yang lebih dalam, seperti aksesibilitas, kualitas pendidikan, dan sumber daya yang tersedia. Perbedaan-perbedaan ini perlu dipertimbangkan dengan cermat dalam konteks masing-masing negara”

Rutkch gives an insight into the differences between education in public and private schools. According to her, the public education system is funded by the government and has a more uniform curriculum, while private schools have more flexibility in determining the curriculum and teaching methods. Rutkch highlighted

more profound differences, including accessibility, quality of education and availability of resources, which should be carefully considered in the context of each country.

From both interviews, it can be concluded that education in public and private schools has complex differences and can be viewed from various perspectives. Factors such as funding, curriculum, flexibility, accessibility, quality of education and resources are key points to consider. While Rutkch's view emphasizes the importance of the link between theory and practice in learning, Rutkch's perspective provides an overview of these differences in the context of each country. In conclusion, a contextual and holistic understanding is needed to describe the dynamics of education in public and private schools.

CONCLUSION

Conclusions through the two retired teacher research subjects highlighted and provided an enhanced insight into retired teachers' views on the current education system. The results of this study could make valuable contributions in the effort to improve the quality of education and face future challenges. Therefore, efforts are required to improve the education system and take into account the views and experiences of teachers, including retired teachers, in addressing the challenges and changes faced by education today.

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