

CHAPTER I

INTRODUCTION

A. Background

Escalation of educational quality especially for the basic level is one of priority for increasing human resources quality. Elementary school is the first education that responsible to develop attitude, basic ability, knowledge and basic skills. The responsibility of school's components have important role in determining the aims directed, for that reason the quality of educators need to be improved (Benzito, 2008: 1).

Related to the educational organization developed recently, work practice need to be formed in discipline from personnel of educational organization, besides others component (Guna and Supriyadi, 2006: 1). The work practice is known in a long time ago, but it has not realized a work success from the habitual values and behavior. Those values are at the beginning from customs and traditions, religion, norm and rule of their beliefs and customs in work behave or organization, and values that being habit are called as culture. Because of that reason, culture related with work quality then called work practice.

In educational world, role and function of teacher is one of significant factors. Teacher is important part of teaching and learning process, either formal or non-formal education. Effort to improve education quality of

fatherland can not be deliberated from anything else, related to the teacher existence (Supriyatno, 2009: 1).

Teacher profession is still talked by many people, or questioned by people, either by the expert of education or the common society in recent day (Usman, 2008: 1). During recent decade, almost every day mass media especially daily or weekly magazines enclose teacher's profile everyday. Ironically, the news despised the teacher's position, either publicity or individually, while the teacher cannot defense itself.

Teacher is important professional group in teaching and learning process at school. Teacher's activity at school determines effectiveness of teaching and learning process and the achievement of education goals at school (Sulthon, 2009: 4). The value of education is determined by teachers, involved the rank in teaching and learning process.

Since authority of teacher's function was applied based on Instruction of MENPAN Number 26/MENPAN/1989, teacher's function from basic level to high level has signed to be acknowledged as functional/professional. That acknowledgement was strengthen with UU No. 20/2003 about national education system, and then followed PP No.19/2005 about national standard of education, then followed UU no. 14/2005 about teacher and student. Concern with the regulation above, the legality of teacher as a professional function is clearly enough.

Teacher's existence becomes the important aspect for school's success, especially for teacher who implemented the teaching function. It

means the teacher is competence, professional worker, and has high expectation toward his profession from the society (Komariah and Triatna, 2006: 42). In teaching, teacher is a communicator that adapted hopes towards students, and teacher is an educated people who wrestle with knowledge for everyday.

In professionalism era, teacher professionalism needs the program of founding continuously (Sulthon, 2009: 31). Professionalism needs dynamic service that relates to knowledge development and fast technology in global era.

Teacher participation raises relation between teacher and teacher, teacher and other components surround it. The relation between teacher and teacher is not only in work but also in a society relates to the duty of the teacher as educator in a school. The teacher's ability in tied relation can be raised earlier so that there is not any problem faces in the teacher carrier.

MTs Qodiriyah Harjowinangun Dempet Demak is one of first high level school in Dempet Demak regency. The amount of teachers and medium infrastructure are not be the same or even can be said different with state junior high school that already exist, although the result of student's study that can be seen time to time from National Final Examination is not defeated by the others, that thing is not deliberated from important role of teacher in learning process. Based on that explanation above, the writer is interested in knowing what is the teacher's culture of work in forming quality of MTs Qodiriyah Harjowinangun Dempet Demak.

B. Research Focus

Based on explanation above, this research focused on ‘What are characteristic of teacher’s culture of work at MTs Qodiriyah Harjowinangun Dempet Demak?’ The focus is elaborated into two sub focuses.

1. What are the characteristic of teacher’s work relationship at MTs. Qodiriyah Harjowinangun Dempet Demak?
2. What are the characteristic of teacher’s social relationship at MTs. Qodiriyah Harjowinangun Dempet Demak?

C. Research Objective

There are two objectives of this research.

1. To describe the characteristic of teacher’s work relationship at MTs. Qodiriyah Harjowinangun Dempet Demak.
2. To describe the characteristic of teacher’s social relationship at MTs. Qodiriyah Harjowinangun Dempet Demak.

D. Reseach Benefit

1. Theoretical Benefit

This research is expected can be used as next research material and education discourse, for the other researchers who care with educational world.

2. Practical Benefit

This research is expected to give practical benefit for academic people at MTs Qodiriyah Harjowinangun Dempet Demak, so that it can improve the work and relation between the teachers and as input for educational office, as authority taken in educational field, especially in teacher's founding.

E. Glossary

1. Teacher is a profession, it means that the teacher needs specific skill as a teacher and can not be done by others outside of education field.
2. Work relationship is the relation that happened between parts or individuals, either in organization as duty and function of each in gaining targets or aims of organization.