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Analysis of The Fulfillment of Teacher Standards in Public Junior High Schools in Gorontalo City

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ABSTRACT

The purpose of this study was to analyze: (1) the level of fulfillment of educator competency standards in public junior high schools in Gorontalo City, (2) the level of fulfillment of educators' academic standards in public junior high schools in Gorontalo City, (3) the level of fulfillment of academic standards according to educators' field of duty in public junior high schools in Gorontalo City, and (4) the level of fulfillment of certification academic standards relevant to educators' scientific field in public junior high schools in Gorontalo City. This study employed a quantitative approach with a descriptive research design. The subjects of this study were teachers, with a total sample of 221 participants. Data were collected through questionnaires, observation, and documentation. The data analysis technique used in this study was descriptive quantitative analysis in the form of percentages. The results of this study indicate that: (1) the level of fulfillment of educator competency standards is in the good category with a percentage of 84.46%; (2) the level of fulfillment of educators' academic standards is in the good category with a percentage of 82.7%; (3) the level of fulfillment of academic standards according to educators' field of duty is in the good category with a percentage of 81%; and (4) the level of fulfillment of certification academic standards relevant to educators' scientific field is in the good category with a percentage of 88%.

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1. INTRODUCTION

Education is the primary foundation in developing high-quality and competitive human resources. One of the essential components in improving the quality of education is the presence of educators who meet the competency standards as mandated in the National Education Standards (SNP). According to the Minister of National Education Regulation No. 16 of 2007, educators are required to possess four competencies: pedagogical, personal, social, and professional. Compliance with educator standards serves as a key indicator in determining the quality of the teaching and learning process as well as students' learning outcomes (Sagala, 2020). At the Junior High School (SMP) level, teachers play a strategic role in shaping students' character, knowledge, and skills, which serve as the foundation for further education.

However, the reality on the ground shows that compliance with educator standards has not yet been fully achieved evenly. The Agency for Education Standards, Curriculum, and Assessment (BSKAP, 2022) notes that there remains a gap between teachers' academic qualifications and professional competencies, particularly in certain regions. In Gorontalo City, for example, the quality evaluation conducted by the Gorontalo City Education Office (2023)

indicates that some public junior high school teachers have not fully met the expected professional and pedagogical competency standards. This situation affects the effectiveness of the learning process, the implementation of innovative teaching methods, and students' learning outcomes.

In addition, factors such as the availability of continuous training, school policy support, and learning facilities also influence the level of compliance with educator standards (Rahman, 2021). Research by Wahyuni and Hamzah (2020) shows that uneven professional development and training are the main obstacles to improving teachers' competencies in certain regions. Therefore, an in-depth analysis is needed to determine the extent to which educator standards have been met in junior high schools across Gorontalo City, as well as the supporting and inhibiting factors.

Thus, research on "**Analysis of Educator Standards Fulfillment in Junior High Schools across Gorontalo City**" becomes essential. The results of this study are expected to provide a comprehensive overview of the actual condition of educator standards fulfillment and serve as a basis for local governments and schools in formulating policies for sustainable improvement in education quality.

2. METHODS

The type of research used is descriptive with a quantitative approach. The data collection techniques employed are questionnaires, observation, and documentation. The researcher uses a closed-ended questionnaire model; in other words, respondents answer the questions provided based on the answer choices already provided by the researcher. This study is conducted by observing the object, both directly and indirectly. In detail, documentation materials are divided into several types, including autobiographies, personal letters, books or diaries, memorials, data stored on websites, and others. The data analysis process uses descriptive analysis with formulas, meaning that each item in the questionnaire is tabulated to obtain a percentage representation for each indicator as well as for each item individually.

3. RESULTS AND DISCUSSION

3.1 Results

A. Level of Educator Competency Standards Fulfillment

Based on the results of the analysis, it is known that the level of fulfillment of educator competency standards is considered good. This is evident from the availability and relevance of training, which obtained a percentage of 84.30%; support and development facilities, 81%; opportunities and active participation of teachers, 85%; continuous mentoring and guidance, 85%; and evaluation and assurance of competency development, 87%. Overall, these results reflect that the educator competency standard system is operating optimally, although improvements and strengthening in certain aspects are still needed to achieve higher and more evenly distributed quality across all educational units.

Recapitulation of Data Analysis of Indicators for Educator Competency Standards Fulfillment

No.	Descriptor	Actual	Ideal	Percentage (%)
1	Availability and Relevance of Training	932	1105	84.3
2	Support and Development Facilities	892	1105	81
3	Opportunities and Active Participation of Teachers	937	1105	85
4	Continuous Mentoring and Guidance	940	1105	85

No.	Descriptor	Actual	Ideal	Percentage (%)
5	Evaluation and Assurance of Competency Development	958	1105	87
Overall Level of Educator Competency Standards Fulfillment		931.8		84.46%

Source: Processed Data, 2025

Based on the analysis, it can be concluded that the level of fulfillment of educator competency standards is already good, as seen from the following percentages: availability and relevance of training, 84.30%; support and development facilities, 81%; opportunities and active participation of teachers, 85%; continuous mentoring and guidance, 85%; and evaluation and assurance of competency development, 87%. Overall, these results indicate that the educator competency standard system is functioning optimally, although certain aspects still require refinement and strengthening to achieve higher and more evenly distributed quality across all educational institutions.

B. Level of Fulfillment of Educators' Academic Standards

The level of fulfillment of educators' academic standards is measured using five sub-descriptors: (1) Alignment of Academic Standards with the National Curriculum; (2) Clarity and Understanding of Academic Standards; (3) Evaluation and Objectivity of Assessment; (4) Availability of Support and Resources; (5) Relevance and Level of Challenge of Academic Standards.

Recapitulation of Data Analysis for Indicators of Educators' Academic Standards Fulfillment

No.	Descriptor	Actual	Ideal	Percentage (%)
1	Alignment of Academic Standards with the National Curriculum	858	1105	81
2	Clarity and Understanding of Academic Standards	944	1105	85
3	Evaluation and Objectivity of Assessment	938.5	1105	85
4	Availability of Support and Resources	948.5	1105	85
5	Relevance and Level of Challenge of Academic Standards	856.6	1105	77.5
Overall Level of Educators' Academic Standards Fulfillment		909.12		82.7%

Source: Processed Data, 2025

Based on the analysis, it is known that the level of fulfillment of educators' academic standards is generally good. The alignment of academic standards with the national curriculum achieved 81%, clarity and understanding of academic standards 85%, evaluation and objectivity of assessment 85%, availability of support and resources 85%, and relevance and level of challenge of academic standards 77.5%. These results indicate that the academic standards system for educators has been established on a solid foundation and is functioning effectively.

C. Level of Fulfillment of Academic Standards According to Educators' Field of Expertise

The level of fulfillment of academic standards according to educators' field of expertise is measured using five sub-descriptors: (1) Alignment of Academic Standards with the Field of Knowledge; (2) Support for the Implementation of Field-Specific Standards; (3) Availability of Guidelines and Supporting Facilities; (4) Objective and Specific Evaluation; (5) Flexibility and Innovation in Teaching.

Recapitulation of Data Analysis for Indicators of Academic Standards Fulfillment According to Educators' Field of Expertise

No.	Descriptor	Actual	Ideal	Percentage (%)
1	Alignment of Academic Standards with the Field of Knowledge	933	1105	84
2	Support for the Implementation of Field-Specific Standards	840	1105	76
3	Availability of Guidelines and Supporting Facilities	938	1105	84.8
4	Objective and Specific Evaluation	941.5	1105	85.2
5	Flexibility and Innovation in Teaching	852.5	1105	77
Overall Level of Academic Standards Fulfillment According to Educators' Field of Expertise		901		81

Source: Processed Data, 2025

Based on the analysis, it is known that the level of fulfillment of academic standards according to educators' field of expertise is generally good. The alignment of academic standards with the field of knowledge achieved 84.40%, support for the implementation of field-specific standards 76%, availability of guidelines and supporting facilities 84.80%, objective and specific evaluation 85.20%, and flexibility and innovation in teaching 77%. Overall, these results indicate that the system for academic standards according to educators' field of expertise is sufficiently robust and functioning effectively.

D. Level of Fulfillment of Academic Standards for Certification According to Educators' Field of Expertise

The level of fulfillment of academic standards for certification according to educators' field of expertise is measured using five sub-descriptors: (1) Relevance of Certification to the Field of Expertise; (2) School Support for Competency Enhancement; (3) Recognition and Appreciation of Certified Educators; (4) Utilization of Certified Educators' Competencies; (5) Impact of Certification on Teaching Quality.

Recapitulation of Data Analysis for Indicators of Academic Standards Fulfillment for Certification According to Educators' Field of Expertise.

No.	Descriptor	Actual	Ideal	Percentage (%)
1	Relevance of Certification to the Field of Expertise	936	1105	84.7
2	School Support for Competency Enhancement	835.5	1105	75.6
3	Recognition and Appreciation of Certified Educators	916	1105	82.8
4	Utilization of Certified Educators' Competencies	849.5	1105	76.8
5	Impact of Certification on Teaching Quality	934.6	1105	84.5
Overall Level of Academic Standards Fulfillment for Certification According to Educators' Field of Expertise		894.32		80.88

Source: Processed Data, 2025

Based on the analysis, it is evident that the level of fulfillment of academic standards for certification according to educators' field of expertise is generally good. The relevance of certification to the field of expertise achieved 84.70%, school support for competency enhancement 75.60%, recognition and appreciation of certified educators 82.80%, utilization of certified educators' competencies 76.80%, and impact of certification on teaching quality 84.50%. Overall, these results indicate that the system for fulfilling academic standards for certification according to educators' field of expertise is sufficiently robust and functioning effectively.

3.2 Discussion

A. Level of Fulfillment of Educators' Competency Standards

Based on the evaluation of the fulfillment of educators' competency standards in public junior high schools throughout Gorontalo City, the overall quality of teachers is categorized as good. This assessment is based on indicators such as the availability and relevance of training, support and development facilities, active teacher participation, continuous mentoring, as well as evaluation and assurance of competency development (Kemendikbudristek, 2024). Teachers participate in various training programs organized by the Education Office, Teacher Training Centers, and professional institutions, which are oriented toward classroom needs such as differentiated instruction, formative assessment, and the use of digital technology within the Merdeka Curriculum. This aligns with Guskey (2000), who states that "Professional development is most effective when it is embedded in the daily work of teachers and directly related to the needs of students," and is reinforced by Putri & Kurniasih (2023), who found that practice-based training improves teachers' pedagogical skills.

Furthermore, support facilities and opportunities for active teacher participation in learning communities such as KKG and MGMP enhance reflective capacity and pedagogical skills (Vescio, Ross, & Adams, 2008; Sari & Maulana, 2023). Continuous mentoring by school principals and senior teachers has also proven to improve teaching effectiveness (Ingersoll & Strong, 2011; Wahyuni & Herlambang, 2024). Academic evaluation and supervision based on reflective dialogue function as tools for professional development rather than merely administrative control (Rahmawati & Yusuf, 2023). With regional policies supporting incentives for high-performing teachers and institutional strengthening, Gorontalo City has successfully fostered a culture of professionalism and innovation. In line with UNESCO (2016) and OECD (2023), continuous professional

development of teachers is a key factor in improving learning quality and educational outcomes at the secondary school level.

B. Level of Fulfillment of Educators' Academic Standards

Based on the evaluation of the level of fulfillment of educators' academic standards in public junior high schools across Gorontalo City, the overall quality of teacher competencies is generally categorized as good. This assessment is based on indicators such as the alignment of academic standards with the national curriculum, teachers' clarity and understanding of academic standards, evaluation and objectivity of assessments, as well as the relevance and level of challenge of academic standards (Kemendikbudristek, 2022; PSKP, 2023). Most teachers have successfully integrated learning outcomes and basic competencies according to the principles of the Merdeka Curriculum, preparing lesson plans and teaching modules based on differentiation and diagnostic assessment. However, teachers' understanding of pedagogical dimensions and competency-based assessment still varies, necessitating continuous guidance.

Implementation of the Teacher Performance Assessment (PKG) has largely been carried out but needs to be more evidence-based and reflect professional practice (Permendikbudristek No. 40 of 2021; Marzano & Toth, 2023). Regarding relevance and level of challenge, teachers consider academic standards sufficiently challenging and relevant for 21st-century competencies, including digital literacy, critical thinking, and differentiated learning. Challenges arise when these standards are implemented in schools with varying facilities and learning cultures (Taniredja & Abduh, 2022). Therefore, improvement of academic standards needs to be contextualized and differentiated through peer mentoring and participatory academic supervision (Sparks, 2023). Teachers also need to understand the transition from content-based learning to competency-based learning, which requires high curriculum literacy and reflective capacity (Fullan, 2023). Teacher learning communities (KKG/MGMP) should function as professional reflection platforms to enhance understanding and practice of academic standards.

In addition, teacher evaluation systems need to be strengthened to rely on actual classroom practices, including observations, learning artifacts, and student assessment outcomes. Evidence-based evaluation approaches align with OECD (2024) recommendations, emphasizing the importance of evidence-informed evaluation systems for improving teaching quality. The success of fulfilling academic standards depends not only on formal policies but also on teacher professionalism, collaborative leadership, and supportive work environments. As UNESCO (2024) asserts, "Improving teacher academic standards is a systemic effort that requires sustained professional learning, supportive leadership, and a culture of collaboration." Hence, maintaining and strengthening teacher development programs is a strategic investment for achieving high-quality, competitive education in the future.

C. Level of Fulfillment of Academic Standards According to Educators' Field of Expertise

Based on the evaluation of the fulfillment of academic standards according to educators' field of expertise in public junior high schools in Gorontalo City, teacher competency quality is generally categorized as good. Assessment was conducted using indicators such as the alignment of academic standards with the field of expertise, support for the implementation of specific standards, availability of guidelines and facilities, objective evaluation, and flexibility and innovation in teaching. Most teachers have taught subjects corresponding to their academic backgrounds, in line with the principle of "the right teacher in the right subject" (Ministerial Regulation No. 16 of 2007; UNESCO, 2023). Field evaluations indicate that over 85% of core subject teachers adjust their lesson plans according to disciplinary principles, which is fundamental to achieving quality learning.

Support for the implementation of academic standards is evident in the provision of professional development forums such as MGMP and subject-specific workshops. School principals also provide support through time allocation, facilities, and incentives, strengthening the implementation of subject-based curricula (BSKAP, 2023). The availability of guidelines and supporting facilities, including the School Operational Curriculum (KOS), laboratories, computer rooms, and digital libraries, is present in most schools, though utilization is not yet optimal (Kemendikbudristek, 2023). Teacher

performance evaluations based on field assignments have been conducted; however, consistency and objectivity among evaluators remain a challenge (Taniredja & Abdur, 2022).

Teachers demonstrate high flexibility and innovation in project-based, local-context, and digital learning. For example, arts teachers develop traditional Gorontalo music lessons, while science teachers conduct experiments based on the surrounding environment (Kemendikbudristek, 2022; OECD, 2024). To strengthen positive outcomes, improvements in facility equality, evaluation objectivity, and consistency of MGMP implementation across schools are necessary (Fullan, 2023; Sparks, 2023).

UNESCO (2024) emphasizes that "Empowering teachers through contextualized academic standards and continuous professional learning is essential for sustainable educational excellence." Therefore, the development of academic standards based on educators' field of expertise must be carried out systematically to position Gorontalo City as a model for sustainable, high-quality education.

D. Level of Fulfillment of Academic Standards for Certification According to Educators' Field of Expertise

Based on the evaluation of the fulfillment of academic standards for certification according to teachers' field of expertise in public junior high schools in Gorontalo City, teacher competency is generally categorized as good. Most certified teachers have educational backgrounds and certifications aligned with the subjects they teach, in accordance with Ministerial Regulation No. 35 of 2010 (Sulaiman & Arifin, 2023). The relevance of certification to the field of expertise is a key factor in ensuring teaching quality, as the alignment between teachers' professional competencies and the subject matter directly affects students' academic achievement.

School support for enhancing certified teachers' competencies is evident in the provision of continuous professional development programs (PKB), learning technology workshops, MGMP, and the allocation of BOS Regular and BOS Performance funds (BSKAP, 2023; Hasanah, 2023). Certified teachers are more active in implementing project-based learning, digital technology, formative assessment, lesson study, and the Pancasila Student Profile Strengthening Project (P5), demonstrating higher reflective, collaborative, and innovative capacity than non-certified teachers (Taniredja & Fadhil, 2023). Recognition of certified teachers through allowances and functional positions already exists, but non-financial recognition such as serving as MGMP facilitators or resource persons should be expanded to enhance motivation and professional responsibility (Wahyuni, 2022).

The impact of certification on teaching quality is reflected in improvements in classroom management, lesson planning, assessment, and student satisfaction (Direktorat Jenderal GTK Kemendikbudristek, 2023; Nurhayati & Lestari, 2024). To ensure long-term impact, strengthening CPD, empowering teachers in strategic roles, performance-based recognition, and coaching-based academic supervision are necessary (Kusumawati, 2024; Supriadi, 2023; Fitriani & Sari, 2023). Therefore, certification relevant to teachers' fields of expertise has proven to be a catalyst for improving education quality, though its effectiveness depends on sustained competency development and consistent institutional support.

4. CONCLUSION

The level of fulfillment of educators' competency standards in public junior high schools throughout Gorontalo City is categorized as good. Similarly, the level of fulfillment of educators' academic standards also falls into the good category. Furthermore, the level of fulfillment of academic standards according to educators' field of expertise in these schools is categorized as good. In addition, the level of fulfillment of certified academic standards corresponding to educators' field of expertise in public junior high schools throughout Gorontalo City is likewise categorized as good.

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