

# **CHAPTEH I**

## **INTRODUCTION**

### **A. INTRODUCTION**

In the general provisions of Law No. 14 Year 2005 on Teachers and Lecturers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing and evaluating learners at various levels and types of formal education. Furthermore, to ensure the execution of its primary duties, Article 8 of the same law requires teachers to have academic qualifications, competencies, educator certificates, physical and mental health, and the ability to realize national education objectives.

Increasing the quality of human resources (HR), is one of two major issues that become the main direction of policy development for the Indonesia on its Second Long Term Development plan. The other main issue is about a poverty alleviation (Uwes, 1999) Many factors and activities in improving the quality of human resources can be undertaken. However, in all forms of factors and activities, it can be ensured that educational efforts exist. Education is a strategic effort to improve the quality of human resources, both on a local and national scale. Since 1960, Teacher Training School B was abolished and teacher education for elementary school level is still being implemented by Teacher Training School A and then transformed into Teacher Education School (SPG) and followed by The establishment of the Religious Teacher Education School (PGA). Later in the 1990s it was integrated into the Institute of Teacher Training and Education (IKIP) II / (Elementary School Teachers Training) PGSD diploma program.

In the beginning of its establishment for Teachers Training in University, in 1954 with 5 Higher Education for Teachers Training, the attention given to teachers education by government is quite big. This kinds of attention is not equal when PTPG evolve, that then change become IKIP in 1963. In the upcoming