CHAPTER I

INTRODUCTION

A. Background of the Research

Education is one of the most important things in our life. It is the key to future success and it gives many opportunities in our lives. Having an education gives many advantages to people. For instance, we are capable to get great thinking and enlighten a person's mind. It assists students in making plans for employment or furthering their education after graduating from university. Education in a specific area helps people think, feel, and behave in ways that contribute to their success, increasing not only their personal satisfaction but also the satisfaction of their community. Education, on the other hand, is an effort to assist humans in solving the problems they face. So, as long as humans keep facing problems that must be solved, they are still undergoing education, whereas humans never face problems. In Indonesia itself, there are a lot of problems like the low quality of physical facilities, the low quality of teachers, the low student achievement, and the low student interest in reading.

There are a lot of low-quality physical facilities in schools and colleges whose buildings are damaged, whose ownership and use of learning media are low, and whose library books are incomplete. Based on data from the Research and Development Ministry of National Education there are 26% or 250.000

unit damaged classrooms from 2019 until 2020. Within Indonesia, 969,817 classrooms from public schools (elementary, junior high, high schools, and vocational schools) were damaged during the 2018/2019 school year. The number of damaged classrooms increased to 1,222,064 in the 2019/2020 school year. Thus, during the global epidemic, there have been at least a 26% increase in damaged classrooms over the past 12 months. These damaged classrooms are categorized as moderate to severe, or completely destroyed. Then, according to the Ministry of National Education (Depdiknas), low student achievement also admits that only about 2% of Indonesian students excel in science at the moment. Last, the low student interest in reading. The development of reading interest is constantly improved in order to form a culture of reading in society. (Kartika, 2004, p.115) UNESCO published the results of a reading culture survey of ASEAN residents in 2011. Reading culture in Indonesia is ranked last, with a value of 0.001.

The Republic of Indonesia's national education system is pointed out in Law No.20 of 2003, which explains that teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance, training, and encouragement, and setting up research and community service, with special attention for educators at universities. Teachers have a lot of roles and also there are criteria for becoming a teacher.

The role of the teacher as a supervisor is related to providing guidance and supervision to students, understanding the problems faced by students,

finding problems related to the learning process, and finally providing a solution to the problem. The role of a leader for teachers is from the aspect of enforcing discipline, for example, teachers emphasize dead discipline. Meanwhile, as a leader, the teacher gives more freedom and responsibility to students. Thus, the discipline that has been enforced by the teacher from the role as a leader is a living discipline. In carrying out the role of innovator, a teacher must have a high willingness to learn enough to increase his knowledge and skills as a teacher. Without a high spirit of learning, it is impossible for teachers to produce useful innovations to improve the quality of learning in schools. The role of a motivator is related to the role of educator and supervisor. To increase their enthusiasm and passion for learning, students need to have high motivation, both motivation from within themselves (intrinsic) and from outside (extrinsic), which mainly comes from the teacher themselves. There are some common criteria for becoming a teacher: a) you are a bachelor's degree in education, b) you can teach someone, c) you want to learn more, d) you are a creative person, and e) you are patient enough to teach a student who is capable or not. Not only teachers, but students also have roles in the classroom.

Students, as learners, also play an essential and active role in education. They interact and collaborate with students and teachers, take part in classroom discussions, and act receptively. With the passing of time, the role of learners in education has changed from a helper to a task monitor.

Sentra Terpadu Pangudi Luhur (STPL) which is located at HM. Joyo

Martono Street Number.19, RT.002 / RW.021, Margahayu, East Bekasi Subdistrict, Bekasi City, West Java has about 240 officers, now a combination of 3 centers located in Bekasi West Java, namely: Budhi Dharma Social Rehabilitation Center (BRS) which handles social problems of the Elderly or we used to call as PL 1 (Pangudi Luhur 1), Tan Miyat Social Rehabilitation Center for Persons with Sensory Net Disabilities (BRSPDSN) which handles social problems of blind disabilities which called as PL 2 (Pangudi Luhur 2) and Pangudi Luhur Social Rehabilitation Center for Ex-Vagrants and Beggars (BRSEGP) which handles social problems of vagrants and beggars (Gepeng) as PL 3 (Pangudi Luhur 3). In Pangudi Luhur 2, there is a small building that we know as *Taman Baca Inklusi*.

Taman Baca Inklusi (TBI) is a building that contains a small library called the "Pojok Baca Digital" or "POCADI". *Taman Baca Inklusi (TBI)* collaborates with the National Library's Digital Reading Corner, which is dedicated to the use and access of digital collections. POCADI, or Pojok Baca Digital, serves as an enhancement to technological devices such as computers, tablets, or e-readers, which enable visitors to read e-books, access electronic journals, and access other digital resources provided by the National Library. Pojok Baca Digital's mission is to facilitate and promote digital literacy accessibility, expand the reach of information, and enable users to explore and use electronic resources available through online library services. *Taman Baca Inklusi (TBI)* itself is a place designed for everyone, including those with special needs and marginalized groups, to be accessible and equal. The goal is

to create a welcoming, accepting, and accommodating environment for people of all needs, abilities, and social backgrounds. *Taman Baca Inklusi (TBI)* offers inclusive reading materials, educational programs that promote diversity, and an environment that values all people regardless of differences. *Taman Baca Inklusi (TBI)* opens from Monday until Friday starting from 8 AM until 3 PM.

B. The scope of the Problem

Based on the background above, the scope of the problem encompasses the job descriptions of a teacher at *Sentra Terpadu Pangudi Luhur* in *Taman Baca Inklusi* in 2023.

C. Question of the Research

Based on the problem above, this research is being done in order to answer the research questions, they are:

1. What are the obstacles of being a teacher at *Taman Baca Inklusi*?
2. What are the solutions to those obstacles?

D. The objective of the research

The following are the objectives of the research:

1. To explore the obstacles at *Taman Baca Inklusi*.
2. To find out the solution of the obstacles.

E. Significance of the research

This research is important for both the writer and the readers, especially those who are interested in teaching. The purpose of concentrating on the research from an academic point of view is to uncover potential answers for comprehending those challenging circumstances experienced by the teacher at *Taman Baca Inklusi*. This research is virtually useful for a variety of intentions and purposes, depending on the field in which the learners are involved:

1. For the Writer

   The writer has to write a scientific paper to fulfill the final requirement of the diploma program at the School of Foreign Language JIA. Besides the writer can enhance her teaching skills and knowledge.

2. For the Readers

   This paper can benefit the readers by providing informative preferences and knowledge for those taking a diploma scientific paper in teaching. It may also offer readers something new to think about from another point of view.

3. For the Students

   Based on the problems, the writer hopes this paper will provide further information to students who are interested in education and teaching. So that it can assist the students in solving existing problems.

F. Systematization of The Research

In this paper, the systematic is intended for helping the writer to understand it. This writing is divided into five chapters, which are as follows:

Chapter I is an introduction. This chapter explains the background of the research, the scope of the problem, the question of the research, the objective of the research, the significance of the research, and the systematization of the research.

Chapter II is the theoretical description. This chapter explains the definition of a teacher, the definition of teaching procedures, the roles of teachers, and the kind of teaching method.

Chapter III Company Profile. This chapter informs about what is *Sentra Terpadu Pangudi Luhur*, the vision, and mission of *Sentra Terpadu Pangudi Luhur*, the duties and functions of *Sentra Terpadu Pangudi Luhur*, and the organizational structure of *Sentra Terpadu Pangudi Luhur*.

Chapter IV Report of observation findings. This chapter explains the observation result in Teacher in *Taman Baca Inklusi*. That contains the solution to all of the problems in *Taman Baca Inklusi*.

Chapter V Conclusion and Suggestion. This chapter explains the paper's findings and proposes to *Sentra Terpadu Pangudi Luhur* and *Taman Baca Inklusi*. To conclude the final results and provide ideas for the problem at the moment.