From Chaotic Classrooms to Student Anxiety: The Hidden Toll of Unqualified Teaching Observation of Early Childhood Education and Elementary Schools

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Abstract

This study examines the impact of non-certified and unprepared instructional staff on the quality of education and student well-being within educational institutions. Through a synthesis of student testimonials, supervisor account, and educator reflections, the research identifies a significant correlation between a lack of professional teacher certification and systemic instructional failure. The findings reveal that pedagogical incompetence frequently results in poor classroom management, chaotic learning environments, and the inability to meet core curriculum objectives. Furthermore, the data indicates that uncertified teachers often lack the developmental insight necessary to support students' psychological and emotional needs, leading to increased student anxiety. The study also highlights broader systemic consequences, including the overburdening of teacher mentors, fragmented team collaboration, and increased financial pressure on parents to seek supplemental tutoring due to mismatched teacher expertise. Ultimately, these narratives underscore that professional certification is a vital prerequisite for effective, empathetic education. The study concludes that prioritizing the recruitment of qualified, credentialed educators is essential to maintaining institutional standards and ensuring equitable, high-quality learning outcomes for all students.

Keywords: Teacher Certification, Pedagogical Competence, Classroom Management, Student Well-being, Educational Quality

ABSTRAK

Penelitian ini mengkaji dampak dari staf pengajar yang tidak bersertifikat dan tidak siap terhadap kualitas pendidikan serta kesejahteraan siswa di lembaga pendidikan. Melalui sintesis testimoni siswa, laporan pengawas, dan refleksi pendidik, penelitian ini mengidentifikasi adanya korelasi signifikan antara kurangnya sertifikasi guru profesional dengan kegagalan instruksional sistemik. Temuan mengungkapkan bahwa ketidakmampuan pedagogis sering kali mengakibatkan manajemen kelas yang buruk, lingkungan belajar yang kacau, serta ketidakmampuan untuk memenuhi tujuan kurikulum inti. Lebih lanjut, data menunjukkan bahwa guru yang tidak bersertifikat sering kali kurang memiliki pemahaman perkembangan yang diperlukan untuk mendukung kebutuhan psikologis dan emosional siswa, yang memicu peningkatan kecemasan pada siswa. Penelitian ini juga menyoroti konsekuensi sistemik yang lebih luas, termasuk beban berlebih pada mentor guru, kolaborasi tim yang terfragmentasi, dan meningkatnya tekanan finansial pada orang tua untuk mencari bimbingan belajar tambahan akibat ketidaksesuaian keahlian guru. Pada akhirnya, narasi-narasi ini menegaskan bahwa sertifikasi profesional merupakan prasyarat vital bagi pendidikan yang efektif dan empatik. Studi ini menyimpulkan bahwa memprioritaskan perekrutan pendidik yang berkualifikasi dan berlisensi sangat penting untuk menjaga standar institusi serta menjamin hasil belajar yang berkualitas tinggi dan berkeadilan bagi seluruh siswa.

Keywords: Sertifikasi Guru, Kompetensi Pedagogis, Manajemen Kelas, Kesejahteraan Siswa, Kualitas Pendidikan,

INTRODUCTION

In real life, we often encounter people working in jobs that don't align with their educational background, and this is true in many educational institutions. If we investigate the education of teachers in many schools, it's common to find that they perform roles that don't align with their positions, especially in non-formal schools. Around 30% of teachers in Indonesia teach outside their field of study, for example, ICT teachers with a background in Indonesian Language Education or PAI, according to Awaluddin in 2020, as reported by Medcom.id. Furthermore, A 2023 Kurious (Katadata Insight Center) survey found that 67.9% of respondents felt their educational background was relevant to their job, but 30.9% felt it was irrelevant, even though 88.2% were happy with their jobs, as explained by Databoks. This phenomenon has been around for a long time and continues to be an issue in the quality of Indonesian education, reinforced by Teacher Competency Test (UKG) data in 2012-2015 which shows that many teachers are not yet competent, as well as the problem of teacher recruitment and distribution that does not focus on expertise, even several studies show that this condition will still occur until 2023, despite an increase in teachers meeting academic qualifications in 2023/2024.

This challenge has a demonstrable, negative impact on pedagogical outcomes, including informal schools that are developing in Indonesia. Numerous parents elect for non-formal educational institutions due to various strategic considerations regarding their children's long-term developmental and professional prospects. As an approach to development, non-formal education can lead to higher quality, more advanced individuals, higher competitiveness, social respect, and ultimately, improved living standards (Sulistiani 2019). Due to the institutions' lack of governmental accreditation, foundation leadership is required to implement astute financial management of operational funds, to ensure institutional sustainability within existing resource constraints. To mitigate budgetary limitations, institutions may appoint non-degreed instructors as a cost-saving measure regarding staff compensation. Nevertheless, substantial disparities often exist between these individuals and certified teachers concerning academic proficiency, behavioural management, professional ethics, parental engagement, and learning outcomes. Teacher mentorship provided by qualified personnel, such as school supervisors, can alleviate many of these issues. One of the duties of them is monitoring curriculum delivery and providing professional feedback to educators to drive school improvement initiatives, also guiding school development according to Ministry objectives and maintain educational standards through formal inspections and evaluations. This paper provides a descriptive analysis of the pedagogical

environments managed by individuals without formal teaching degrees, with the intention of informing institutional assessment and strategic development initiatives.

RESEARCH METHOD

This study uses a qualitative, descriptive approach, describing the development of non-formal education. The research method used is a qualitative method. Methodology is the process, principles, and procedures we use to approach problems and find answers. Qualitative research aims to preserve the form and content of human behavior and analyze its qualities, rather than transforming it into quantitative entities. (Mulyana, 2008). This investigation aims to produce an objective and comprehensive portrayal of the factual characteristics and structural relationships defining the researched phenomenon. The qualitative research design utilizes diverse instruments for data gathering, specifically direct observation, participant interviews, and documentation studies.

The author used a purposive sampling technique. Study participants were identified and selected using a purposive (or judgmental) sampling strategy. Informants are deliberately chosen based on predefined criteria or specific study objectives to ensure they possess the necessary information or characteristics relevant to the research questions. The selected informants were several students of different genders and grade levels, as well as several members of the early childhood and elementary school teacher teams.

1. Fy, 5th grade home-schooled student
2. Sh, 1st grade informal school student
3. Az, 3th grade public school student
4. Fw, elementary school team supervisor
5. Rr, teaching kindergarten team member

RESULTS AND DISCUSSION

Qualitative interviews conducted with students at a non-formal educational institution provided data regarding their experiences and perceptions of interacting with non-certified instructional teacher.

According to the testimony of a male student (Fy), the instructional environment in the non-formal institution is frequently characterized by a lack of pedagogical direction. He occasionally attends face-to-face classes with teachers. Uncertified instructors reportedly struggle with classroom

management even within small groups, particularly when providing individualized attention. This lack of behavioural oversight allows disruptive peer interactions to impede the student's focus on rote memorization. Consequently, the student often conforms to the unfocused behaviour of his peers, leading to a breakdown in group concentration and the failure to meet daily learning objectives. Incidental classroom observations by supervisors frequently reveal that Fy and his peers are either disengaged or exhibiting disruptive behaviour. Despite demonstrating high academic achievement within the home environment, these students appear to receive insufficient instructional facilitation and guidance from their teachers during school hours. he said, "The teacher asked me to memorize, but I already memorized it." Informant testimony highlights the instructor's inability to implement appropriate classroom management techniques or sustain student engagement is a primary concern; while students may complete tasks ahead of schedule, instructors appear unable to pivot to new learning objectives or manage the classroom dynamic effectively. He said his teacher sometimes forgot and instead asked the students, "What are we studying?". The reported lack of curricular awareness—evidenced by the teacher's reliance on students for subject-matter confirmation—underscores a broader failure to maintain professional conduct and pedagogical responsibilities of the role. Professional Competence is defined as mastery of learning material broadly and deeply, which includes mastery of school curriculum material and scientific substance which includes material, as well as mastery of scientific structure and methodology (Pianda, 2018): (1) Mastering the material, structure, concept, and scientific mindset that supports learning; (2) Mastering competency standards and basic competencies of subjects/fields of development that they are able to master; (3) Developing teaching materials that are able to be creative; (4) Continuously develop professionalism by taking reflective actions; and (5) Using ICT to communicate and develop themselves.

The situation differs for Sh, a first-grade student currently navigating the transition from early childhood education to primary schooling. She is presently in an adjustment phase, experiencing the shift from a play-based pedagogical approach to a more structured environment centered on personal responsibility. In the elementary school environment, students are instructed in personal responsibility and undergo significant character development. According to observations and literature review by Utami et al. (2024), character education in elementary schools serves as a strong foundation for the integrity of subsequent educational programs. Consequently, it is imperative to foster these attributes within the nation's youth at the earliest possible stage. A student's success is not predicated exclusively on academic knowledge and technical proficiency

(hard skills); rather, it necessitates a balanced integration of interpersonal and self-regulatory competencies (soft skills), a balance in the ability to manage oneself and others. Some teachers, lacking specific pedagogical training for this age group, have failed to understand Sh's psychological condition. Teacher fail to understand what students are feeling, thinking, and worrying about at that age. To illustrate, when Sh experiences prolonged emotional distress—such as weeping over a damaged book or encountering difficulties during an examination—she faces significant challenges in articulating her concerns or identifying appropriate resolutions for her emotional well-being. The initial teacher continuously posed questions and offered adult-oriented solutions, eventually showing signs of fatigue when addressing the situation. In contrast, a professionally credentialed teacher effectively found a resolution, calming Sh's profound sadness in mere minutes by providing the age-appropriate intervention she required. When a classroom teacher possesses the necessary competence to support students' psychological well-being, the instructional process proceeds efficiently. Such pedagogical proficiency ensures that students remain comfortable within the school environment while successfully fulfilling their academic and personal responsibilities as elementary learners.

Additional observations involve Az, a third-grade student at a public school, who was tasked with composing an English speech. The student was assigned the task of composing a speech in English; however, it is notable that the instructor possessed a degree in law rather than a professional qualification from a teacher training institution. When queried by his tutor, Az stated that his classroom instructor does not provide training in daily English conversational skills within the school environment. This situation is regrettable for an educational institution where parents entrust the development of their children's intellect to the school, only to find them under the instruction of educators who lack specialized expertise in the field of pedagogy. In the interim, Az, as a young learner, is expected to fulfill academic assignments requiring professional guidance despite a lack of prior instruction from his teacher; nevertheless, he remains pressured to achieve high academic marks. This scenario consequently affects the psychological state of students who are inadequately prepared for the independent assignments they receive. This impact is particularly significant for the parents, who entrusted their children's education and well-being to the school teachers. Consequently, parents are often compelled to enrol their children in supplemental tutoring programs outside of regular school hours. This solution is contingent upon the parents' financial capability, which unfortunately disadvantages families with tight economies whose children may subsequently be unable to attain the ideal learning outcomes outlined in the

curriculum.

According to FW, a school supervisor and teacher mentor in an informal school, "Teachers who lack college or teaching degrees possess very little classroom management experience and teaching readiness". These predominantly young teachers frequently experience panic when navigating classroom challenges or preparing educational materials. Consequently, this situation imposes a heavy burden on mentors, who must invest significant time, energy, and cognitive effort into providing the necessary guidance. As summarized from Cambria (2006), effective mentor teachers identified in the study share several key traits and philosophies:

- **Disposition and Calling:** They are positive, happy individuals who perceive teaching not merely as a job, but as a dedicated vocation.

- **Passion for the Profession:** Mentors demonstrate a genuine love for their students and the act of teaching itself.

- **Professional Growth:** They are committed to being lifelong learners and reflective practitioners, continuously improving their craft.

- **Interpersonal Skills:** When guiding novice teachers, these mentors understand the critical importance of fostering caring relationships, trust, active listening, and patience.

Given these exemplary qualities, mentor teachers should consequently assume a more proactive role in supporting young and uncertified educators. According to Rr, an early childhood educator, "Teachers who lack preparation often experience confusion when interacting with children. They may find themselves overwhelmed by the standard daily procedures and professional obligations required of them. This lack of readiness typically leads to a chaotic classroom environment and prevents the successful fulfilment of planned educational objectives". Based on the provided narrative, the effectiveness of the teaching team's collaboration appears to be hindered by two primary issues:

1. **Uneven Workload/Pace:** The slow completion of personal duties by some team members is causing delays and disrupting the collective workflow.

2. **Unmet Expectations:** Partner teachers expressed implicit dissatisfaction regarding the quality of the resulting teaching and learning process, which is failing to meet the standards expected by both the school administration and the parents.

Essentially, a lack of consistent performance among staff negatively impacts teamwork and overall educational outcomes.

CONCLUSION

Based on the synthesis of student testimonials, supervisor accounts, and educator reflections, a clear conclusion emerges: the pervasive reliance on non-certified, unprepared teachers within educational institutions significantly compromises instructional quality and overall student well-being.

The core conclusions are as follows:

- **Pedagogical Incompetence Leads to Chaos:** The absence of professional training among instructors directly results in poor classroom management, a lack of pedagogical direction, and a failure to meet basic learning objectives. Uncertified teachers often panic, are overwhelmed by daily responsibilities, and struggle to manage student engagement, even in small group settings.

- **Neglect of Student Psychological and Emotional Needs:** Instructors without specific pedagogical training frequently fail to understand and address the developmental and emotional needs of their students. This inability to provide age-appropriate support (as seen with Sh's distress) can exacerbate student anxiety and disrupt the learning process, contrasted sharply by the effectiveness of credentialed educators in similar situations.

- **Curriculum Deficiencies and Mismatched Expertise:** A lack of subject-specific qualifications and curricular awareness among teachers (e.g., a law graduate teaching English) leads to a disconnect between assigned tasks and prior instruction. This forces students to cope with inadequate preparation and pressures parents to seek expensive, supplemental private tutoring, thereby creating a socioeconomic disparity in educational access.

- **Mentor Overburden and Team Dysfunction:** The shortcomings of unprepared staff place an excessive burden on experienced mentors, who must invest significant extra time and energy into guidance. This uneven performance also hampers overall team cooperation and leads to dissatisfaction among colleagues who cannot meet school and parent expectations for the quality of the teaching and learning process.

  In essence, these narratives underscore that professional certification is not merely bureaucratic; it is a critical prerequisite for delivering effective, empathetic, and responsible education. The findings advocate for prioritizing the recruitment of qualified, certified teachers to ensure a stable, conducive, and high-quality learning environment for all students.

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