

ELEMENTARY SCHOOL'S TEACHER TRAINING HYPOTETICAL MODEL IN REMOTE AREA

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ABSTRACT

This research is a descriptive qualitative study of remote area teachers in SDN Kecil Terpencil Oguang, Palasa District, Regency of Parigi Moutong and SDN 4 Tomado Sangali Lindu District, Regency of Sigi. This study aims to obtain a comprehensive picture of training management and quality of learning in remote areas, and build a hypothetical model that can accommodate all teachers follow the training equally and quality. The data sources of this research are teachers, principals, school supervisors, District Education Officers Parigi Moutong and District Education Officials Sigi as well as elements of the Central Sulawesi Quality Assurance Agency (LPMP). The research technique used are interview, observation, and document study. The data analysis used are qualitative analysis of Miles and Huberman model, i.e. data reduction, presentation and conclusion. The results showed that learning in remote areas in both schools are categorized as low quality.

Keywords: Hypothetical, Model, Training, Remote Area Teacher

1. INTRODUCTION

The essence of the mandate of the 1945 Constitution Article 31 Paragraph (a) and the Law of the Republic of Indonesia Number 20 Year 2003 regarding the National Education System Article 5, paragraph (1) and paragraph (3) are equal rights for every citizen to obtain education with quality. This means including remote teacher teachers (teachers of remote areas) serving in the sub-district of Palasa Parigi Moutong Regency and Lindu Sub-district, Central Sulawesi Regency are also entitled to receive quality education. In that context, the Law of the Republic of Indonesia Number 14 Year 2005 regarding Teachers and Lecturers article 14 paragraph (1) letter (j) states that teachers are entitled to opportunities to develop and improve academic qualifications, competencies; and letter (k) states that teachers are entitled to training and professional development in their fields. Furthermore, Article 20 paragraph (b) of the law explains that teachers are obliged to improve and develop academic and competency qualifications sustainably in line with the development of science, technology, and art.

In this regard, remote area teachers are required to learn and improve their competence to be able to perform their duties professionally according to the established standards. Ideal learning will result in a

more positive change in terms of personality, social, pedagogical, or professional, but the effort is not as expected. One of the efforts to improve teacher competence, especially pedagogic and professional competence is through education and training both nationally and regionally.

1.1 Objectives

Hypothetical model of remote area teacher training that emphasizes the participation of remote teachers in training and performance improvement students learn and overcome obstacles in performing daily tasks as a form of contribution to create training in a uniform and quality.

1.2 Benefits

The availability of education and training model for the government that can accommodate the teachers in remote areas to follow the training equally according to the needs and characteristics of the local area and facilitated to obtain academic awards from universities in the form of a burden of Semester Credit Units through the Recognition of Work Experience of Learning Outcomes (Recognition Of Work Experience And Learning Results) or Early Learning Recognition as a requirement to obtain undergraduate or four diploma academic

qualifications as required by Law No.14 Year 2005 on Teachers and Lecturers.

2. METHODS

The methods used were interviews with teachers, headmasters, supervisors, Head of Technical Implementation Unit, District Education Officials Parigi Moutong and District Education Officials Sigi, and staff of Education Quality Assurance Institution and is being implemented in Central Sulawesi.

2.1 Theoretical Basis

The foundation for the scheming of this training model are the theoretical and empirical base. The theoretical base is the various training theories proposed by experts, among others. a) Sirkula in Sedarmayanti (2014:164);b) Fauzi (2011:7);c) Priyono and Pranarka (1996:184);d) Widodo (2015:82), and e) Training according to Article 2 of Presidential Instruction Number 15 Year 1974 on the Implementation of Presidential Decree Number 34 Year 1972.

Empirical basis is the study of various training that have been implemented such as:

a) Professional Training System Training Model which adopted PEQIP pattern training system (Primary Education Quality Improvement Project), which is a project of quality improvement of primary school teachers financed by World Bank. The pattern has been successfully implemented from 1993/1994 s.d. 1998/1999. According to DS (1999:5) PEQIP focuses more on improving knowledge and skills through learning practices including preparation of daily teaching preparations, observations and discussions aimed at finding ways to overcome material problems, didactic principles and learning methods and classroom management. Furthermore, DS (1999:6) proposes bottom-up training and training materials or programs referring to curriculum demands, the focus of the training is determined by the basis of the training participants' need to address the various issues of Teaching and Learning Activities, the management of the classes they face daily;

b) Model of Training of Teaching by the Directorate General of Quality Improvement of Teachers and Education Training of Teaching BERMUTU (Better Education Through Reformed Management and Universal Teacher Upgrading) model training is applied Personnel from 2007 s.d. 2010 on 12 P4TK

and 30 LPMP in Indonesia; c) The applied from 2009-2012 in 75 districts cities and managed to improve the quality of teachers' performance in remote areas as stated by Surapranata (2013:11) that the implementation of direct Aid Program BERMUTU is very positive for improving teacher performance in remote areas". Training materials include: Classroom Action Research, curriculum development and lesson plan, critical study review, development and analysis and question bank, teacher mapping and skills, school visits, teacher performance evaluation; d) Training model that has been and is being implemented in Indonesia since 2013 until now is the National Curriculum Training known as K13. K13 training materials are the same in all regions, both regular and remote areas. This is reflected in the structure of curriculum implementation materials 2013 by Sofiyanti et al. (2015:1) covering: curriculum concepts, use of student books and teacher books, learning and assessment design, and guided learning implementation practices.

3. RESULTS AND DISCUSSION

The research was conducted in two areas, namely Remote Small Villagers of Oguang, Palasa District, Parigi Moutong Regency and SDN 4 Tomado Sangali, Lindu Regency, Central Sulawesi Regency. Based on the results of interviews with officials of the Education Office, the Technical Implementation Unit, teachers, principals, showed that teachers in both walah were not accommodated in training according to local needs and characteristics. In addition, remote area teachers experience obstacles in attending training and performing daily tasks. Problems encountered include geographical factors, access to schools through difficult terrain, mastery of learning methods according to local conditions such as multigrade methods, outdoor learning, and multi-age, lack of understanding of local customs and social culture, and the lack of didactic competence - generic methods related to learning strategies such as; techniques of explaining, asking, and managing classes, as well as motivating students (Rusli: 2017a: 2)

In addition, based on the document study obtained, the academic qualification information for teachers of remote elementary school in Palasa Parigi Moutong district is 64.29% and much as 48.86% in Lindu District Sigi District are under S1 (undergraduate). This means that the academic qualifications of both regions are on average 56% which does not meet the minimum requirements required by law. In order to overcome the problem, it is proposed a new training model that can

accommodate all teachers to participate in the training evenly and can help overcome the problems experienced by teachers in remote areas. Material substances include: generic competence, self-development, and specific competency materials.

Remote area teachers have difficulties on socio-cultural issues, such as: a) customs due to different backgrounds and lack of competence on local culture and social culture; and b) the lack of socio-cultural understanding that hinders the implementation of remote teacher tasks can be overcome by increasing the competence of remote teachers in understanding, receiving, and utilizing local cultures to support the smooth functioning of their duties. To solve socio-cultural difficulties, it is proposed a solution that provides knowledge about social conditions, customs and local culture to teachers of remote areas through upgrading.

The proposal is in line with Gintings (2014: 7) that the integration of the three domains will provide a comprehensive learning experience for training participants. Saqlain (2015) in a study entitled "Comprehensive Look at Multi-Age Education" offers solutions to address socio-cultural issues, lack of understanding of the community by way of proper pre-service and in-service teacher training. Gaustad (1996) in his research titled "Implementing Multiage Education", suggests that to improve learning for all children is to place children of different ages, grades, and capabilities in the same class.

Teachers in remote areas are experiencing constraints on mastery of learning methods according to local conditions. The remote areas of Palasa district Parigi Moutong regency and Lindu district of Sigi regency are lack of teachers and lack of learning facilities and infrastructure. The teacher's shortcomings appear to be in a condition where each teacher is responsible for providing educational services to two study groups (rombel). The teacher's ratio to the rombel has an impact on the requirement of teachers to have competencies in managing learning that incorporate a number of students from different grades, known as multigrade learning methods. Teachers of remote areas should utilize the natural environment as a means of learning or learning outside the classroom (outdoor learning). Therefore competence is required using special methods and instructional media in accordance with the situation and field conditions in this case is constrained by the completeness of facilities and infrastructure, both study room, media equipment, and other infrastructure.

The multigrade method is considered the right solution to the problem. Miller (1989) in his research entitled "The Multigrade Classroom: A Resource Handbook for Small, Rural Schools" explains that training is required for teaching in a multigrade class". Furthermore, Joyce (2014) in a study titled "Quality Basic Education for All: Challenges in Multi-Grade Teaching in Rural Schools" concluded that the need for in-service training and ongoing support for teachers in multigrade schools to provide services quality education. Lingam (2007) in his research entitled "Pedagogical Practices: The Case Of Multi-Class Teaching In Fiji Primary School", suggesting the need for in-depth training on multi-grade learning to address teacher shortcomings.

Maasawet (2015) in a study entitled "Multilevel Management Model for Primary Schools Experiencing Lack of Teachers in Border Areas or Remote Areas Using Design Learning Model (Dick and Carey, 1985) in East Kalimantan Province" suggests appropriate classroom management models to deal with the problem of teacher shortage is a 221 classroom management model which means teachers teach two classes, two subjects in the same space.

The requirements in model scheming are to fulfill an affirmative, effective, and efficient principle. Affirmative principles are defined as specific policies, convenience, opportunities or alignments to remote local teachers to obtain academic qualifications.

Substantially the characteristics of the designed training model contain material that is a mix of generic educational materials such as methodological didactics and classroom management, with specific characteristics including: multigrade learning methods, outdoor learning, multi-age, and socio-cultural local communities.

3.2 Teacher Training Hypothetical Model of Remote Areas

3.2.1 Program Structure

Teacher training materials in remote areas are focused on improving the competence and performance of teachers in learning in accordance with the characteristics and needs and addressing various problems faced by remote teachers in carrying out duties. Some materials are designed so that teachers can earn credit used in career and promotional enhancement and for improvement of academic qualifications.

3.2.2 Training Pattern

Training is organized with an in-on-in pattern. This means a face-to-face training conducted in the Teachers Working Group, while "on" is a training activity at a school where remote teachers are on duty. The first activity was filled with two main activities, namely following the presentation of the material and doing the tasks that will become a portfolio. This first activity is carried out at least four meetings.

The on activities are filled out by applying the Lesson Plan and using the Student Worksheet, conducting the learning evaluation using the question bank made, practicing the learning models, and making Classroom Action Research, visual aids and other self-development activities. This activity lasts for eight weeks which is equivalent to eight meetings.

In this activity both remote teachers member of the Teachers Working Group were given the opportunity to complete Classroom Action Research and learning tools created under the guidance of resource persons. After that, remote area teachers presented the results and reports on on activities to collect critiques and suggestions from fellow members of the Teachers Working Group and resource persons who were inputs to refinement. This second activity was held at least four meetings.

With an in-on-in pattern implemented in total of 16 meetings and the time stipulation of each meeting is 8 eight meeting hours (JP), the total lesson is 128 JP. If 1 JP is 45 minutes, then in total all remote teacher training activities take place for 128 JP x 45 minutes / JP equal to 5760 minutes or 96 hours. With the training activities during that time, participants will get 2 credit score of training which means reaching 50% of total 4 credit score of training needed for promotion in functional position of teacher. In addition, remote area teachers of training participants may obtain a credit score for promotions from Classroom Study and other learning tools.

3.2.3 Learning Method in Training

Given the training participants are adults who already have a profession as a teacher then the learning is implemented by applying andragogy method. Andragogical methods with learning activities consisting of interactive lectures, discussions discuss cases based on participants' real experiences, and work on tasks that support improving the quality of participants' performance.

3.2.4 Participants

Training participants are remote teachers who are active members of Teachers Working Group, both civil servants and non-civil servants. Teachers of remote areas who become participants must receive a letter of assignment from the Head of Education and Culture of the District concerned as a guarantee that the participation of remote teachers in the training does not interfere with the execution of their duties. In addition, the letter of duty can be used as legal basis in recognition of credit score promotion and granting Semester Credit Units by relevant institutions.

3.2.5 Human Resources (HR)

The human resources needed to support the implementation of the Teachers Working Group adopted from the BERMUTU program consist of: instructors, guides /tutors / facilitators, school supervisors, trainer, university lecturers, local customary figures, and structural officials and non-structural in District Education Office, Provincial Education Office, and Center. HR is functioned as coaches, trainers, tutors, or resource persons in the implementation of activities in the Working Group Teachers.

3.2.6 Application of Recognition of Work Experience and Learning Outcomes

The training can be designed by applying Recognition of Work Experience and Learning Outcomes with the following conditions: 1) there are training participants who need Recognition of Work Experience and Learning Outcomes to participate in the S1/D4 qualification improvement program and 2) the program is prepared together with the District Education Office, Education Quality Assurance Institution, and universities that will give awards to the training activities in the form of Semester Credit Units S1 / D4 related programs.

4 SCHEDULE OF TEACHERS WORKING GROUP ACTIVITY

The schedule of activities should be done so as not to disrupt the learning process activities in the class that are the responsibility of the training participants. For that, the most likely alternative is the meeting held on Saturday and Sunday.

To ensure the legality of remote area teacher training implemented in the Teachers Working Group, it is necessary to prepare administrative training, such as

participant's biodata, attendee list, attendee's list of values, and anecdotal notes, and certificates.

5 LEARNING EVALUATION

The evaluation of learning for remote teacher training participants is done by assessing portfolio, participation, and papers. At the end of one training period, teachers are required to develop a portfolio of elements: work experience, teaching experience, lesson plans, and relevant awards. Components of learning outcomes consist of academic qualifications, training, and academic achievement. Participation evaluation is done by assessing the activity of participants in following the whole series of training activities.

5.1 Certification

Certification is awarded to participants who follow the entire set of training activities and obtain grades that meet the passing limit as determined by the organizer. as part of the Recognition of Work Experience and Learning Outcomes program.

5.2 Financing

Various sources of funding that may be utilized in the implementation of remote teacher training activities include: Social Assistance is derived from the Regional Revenue and Expenditure Budget, School Committee or Education Board contributions, and the utilization of School Operational Assistance funds. In addition, it would be better to take advantage of membership fees.

6. CONCLUSIONS AND SUGGESTIONS

The training model is hypothetical which was designed to help remote teachers overcome difficulties experienced and to facilitate remote teachers to follow the training equally according to local needs and characteristics.

The review by experts shows that this model has been designed to provide benefits for improving the teaching performance of the participants and can overcome the problems experienced by remote teachers in the village;

Substantially the characteristics of the training model that is designed to contain training materials is a combination of generic educational materials, the implementation of this training model is one of the efforts made to help remote

teachers improve performance and overcome various problems experienced by teachers in remote areas.

There needs to be a more affirmative national policy tool for remote local teachers by the Ministry of Education and Culture of the Republic of Indonesia on the empowerment of remote teachers in order to have equal opportunity to attend quality training and in accordance with the characteristics of remote areas. Furthermore, there is a need for concrete policies from regional government for the development of remote teachers, for example, to include special budgets for the development of remote teachers in APBD. Moreover, there is a need for cooperation between the Ministry of Education and Culture of the Republic of Indonesia with the Ministry of Research, Technology and Higher Education of the Republic and special policies by the Head of the District Education Office which regulates the right to obtain the training equally affirmative, effective and efficient;

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