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Reinforcement of Professional Teacher Candidates in Indonesia through Program of Graduates Educating in the Frontier, Outermost, and Disadvantaged Regions (SM-3T)

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Abstract

This research aims to evaluate the implementation of the Program of Graduates Educating in the Frontier, Outermost, and Disadvantaged Regions (hereinafter called SM-3T) which has been implemented since 2010 in order to be reinforced for the future period. The scope of evaluation includes: (1) the effectiveness of the program in achieving its purposes, and (2) the compatibility of the pre-condition implementation (training) with the real condition and need of the regions. The subject of this research was the 38 participants of SM-3T program of Semarang State University who were sent to Ende Regency of East Nusa Tenggara (NTT) Province. The data was collected through questionnaire, Focus Group Discussion, interview, documentation, and observation. The data was analyzed by using narrative description method. The result suggests that the implementation of SM-3T is effective in achieving its purposes. The non-academic material delivered in the pre-condition implementation, namely the orientation toward social, culture, and infrastructure condition of the regions should be provided in district-based orientation.

Key words: Reinforcement of professional teacher candidates; Graduates educating in the frontier; Outermost; Disadvantaged regions

Introduction

Program of Graduates Educating in the Frontier, Outermost, and Disadvantaged Regions (hereinafter called SM-3T) is one of MBMI Programs (program of making progress together to be smart Indonesia) designated for pre-service teachers to teach in the Indonesian remote area for a year. The SM-3T program is a volunteer program for graduates of education bachelor degree to participate in the education development acceleration of Indonesia. It also aims to prepare the future professional teachers who are then recruited in a professional teacher education program (Rustad, 2013). The targeted regions of SM-3T program is the Indonesian remote regions which are categorized as frontier, outermost, and disadvantaged based on the criteria of the Ministry of Disadvantaged Regions Development. It includes the regions in eight provinces: Aceh, Riau Archipelago, East Nusa Tenggara (NTT), East Kalimantan, West Kalimantan, North Sulawesi, Papua, and West Papua. The SM-3T program aims to help the regions to overcome the problem of the lack number of teachers. It also aims to prepare the professional teacher candidates who are tough, independent, care to others, and having a sincere heart to help Indonesian children to be smart so that they could make progress together to achieve the nation noble dream as taught by the Indonesian founding fathers (Rustad, 2013).

The purposes of SM-3T program in detail are: (1) to help the remote regions to overcome the education problems especially the lack number of teachers; (2) to give volunteer experience for graduates of bachelor degree so that they possess professional attitude and skilled in solving education problems; (3) to foster the characters of loving the homeland, defend the country, care, empathy, and responsible towards the nation progress; (4) to build the struggling power and survival to stay and to develop the education in the disadvantaged regions; (5) to improve the love toward the profession as a teacher who are having duty in the remote regions; and (6) to prepare the future professional teachers before joining the professional teacher education program (PPG) (Rustad, 2014). The scope of SM-3T program includes: (1) implementing the learning process in the education unit based on the participants' expertise and the demand of the region's condition; (2) enhancing the learning innovation activities at school; (3) implementing the extracurricular activities; (4) helping the tasks related to the education management at school; (5) doing the social tasks and society

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empowerment to support the development program of education and culture in the remote regions (Rustad, 2014).

Before the SM-3T candidates sent to the remote regions, the candidates must join the pre-condition activity in 12 days. The pre-condition activity includes the general orientation about the condition of social, culture, and infrastructure of the targeted regions. This orientation is needed by the pre-service teachers. A study conducted by Middleton & Pettit found that the positive perception of the students toward their teacher is important in the learning and it is produced through the good relationship between teacher and students (Balagtas, et.all, 2014). The study also explains several factors affecting the students' perception: gender, teacher's ethnic background, the age of teacher and students, experience, and the number of students in the classroom. In order to make the teacher knows what the students demand, the teacher has to learn about the background of his or her students and the nature of the society first. The problems raised are: (1) are the purposes of SM-3T program achieved? and (2) is the implementation of the pre-condition implementation suitable with the real condition of the region? The result of the evaluation will be used to determine the improvement of the SM-3T program as the reinforcement of the professional teacher candidates and the participants of the SM-3T program.

Method

This research is a descriptive research. The subject of this research was the 38 participants of SM-3T program of Semarang State University who were sent to Ende Regency of East Nusa Tenggara (NTT) Province. The location determined based on the research focus, namely the tourism and agriculture. The data was collected through questionnaire, Focus Group Discussion, interview, documentation, and observation (Syaodih, 2009; Widjaja, 2004). The questionnaire was filled by the SM-3T participants. The triangulation process involved the principals, teachers, the office of education youth and sport, and the society (the headman). The data was analyzed by using simple statistics and narrative description method.

Results and Discussion

The Effectiveness of the SM-3T Program toward the Achievement of its Purposes

Based on the result of questionnaire, the triangulation process involving the school principal, education office, and society, interview, and observation, the evaluation result can be detailed based on the program purposes as follows: *The SM-3T program helps the remote regions to overcome the education problems especially the lack number of teachers.* In education field, the existence of SM-3T participants provides the good quality human resources in improving the human quality. The school condition in Ende Regency faces the problem of lack number of teachers. Some subjects are taught by those with irrelevant qualification. For instance, history subject is taught by mathematics teacher. This condition confirms the data from the government of Ende Regency that Ende is still lack of 36.58% teachers until 2012. The elementary school teachers' qualification based on the national standardized competence is also lack of 41.91%. The number of junior high school teachers is lack of 48.77%. The junior high school teachers' qualification based on the national standardized competence is also lack of 52.83%. The number of senior high school teachers is lack of 63.24%. The senior high school teachers' qualification based on the national standardized competence is also lack of 67.24% (Marheni, 2014).

The SM-3T program participants in Ende Regency have been distributed to villages in 21 districts of Ende in all of education level (elementary schools, junior high schools, senior high schools, vocational high school) both public and private. The placement considered the problems of lack number of teachers, the absence of teacher of certain subjects, and the need of learning quality improvement. Ende has 21 districts, 165 villages, and 20 urban villages. Among 4 batches of the SM-3T program from 2010 to 2014, the distribution of the participants' placement can be seen in Table 1.

The SM-3T program provides volunteer experience to the graduates of education bachelor degree in order to shape the professional attitude and skill of education problem solving. The SM-3T participants have already possessed the pedagogical, social, personal, and professional competence as the indicators of the professional teacher. The achievement of each competence can be discussed as follows. *Pedagogical Competence*, the SM-3T program successfully increases the students' learning motivation, passion, achievement, and it motivates students to be diligent to attend the classes. The SM-3T program increases the practice of innovative learning by stimulating students to be more creative. The participants of the SM-3T program have improved the

communicative learning for students. It can be confirmed by the condition that the students involved more actively and critically in asking, were brave enough to interact and to communicate both with teacher and students. The SM-3T participants also run all of the education activities based on the planning program. The result of the activities such as constructing lesson plan, handout, learning tools, learning media, evaluation devices, implementing the learning, helping the school education administration, attending the teachers council or teacher group discussion, and celebrating the Indonesian Education Day can be regarded as good. The guidance program toward students who need it, extracurricular activities, and tutoring activities for students after class also run well. The local teachers recommend that the SM-3T program should be sustainable and the number of participants increased so that the program could be optimized. *Social Competence*, the SM-3T program affects the social life of the local people in positive way. The local people could welcome new members (the SM-3T participants). However, the SM-3T participants have not been able to create any movement in the society yet. They also have not been able to empower the local people because not all of participants could socialize in maximum manner. Among the 2014 SM-3T participants, there were only 15% of them who have done the society empowerment activities. The adaptation toward the use of local language and culture seems to be very difficult for the participants especially in the starting months. Every village has its own dialect which is different each other. The local people also uphold their culture tightly. Ende has so many cultural villages. Each village performs its ceremonies in different moments. It is a treasure that should be preserved by the society as well as the SM-3T participants as the member of the society for 1 year. The participants start to be comfortable with the society, students, teachers, staffs, and education office after 2 to 3 months. In some places, the society has not known about the SM-3T program yet because the participants live separated with the society because it was not possible to do that. Though the participants have not been able to do social actions with the society, they could cooperate with the other participants, schools, and society because they conduct discussion every month.

Table 1. The distribution of the SM-3T placement in Ende Regency based on districts

No.	District	Batch				Total	No.	District	Batch				Total
		1	2	3	4				1	2	3	4	
1	Ende	4	4	1	0	9	12	Wolowaru	6	7	8	6	27
2	Ende Timur	1	0	1	1	3	13	Wolojita	4	1	3	2	10
3	Ende selatan	1	0	0	0	1	14	Ndona Timur	4	6	0	0	10
4	Ende Tengah	3	0	2	1	6	15	Ndori	2	2	0	0	4
5	Ende Utara	2	1	1	0	4	16	Lio Timur	6	2	0	1	9
6	Nangapanda	9	7	3	4	23	17	Detukeli	0	2	5	8	15
7	Pulau Ende	6	3	0	2	11	18	Wewaria	10	5	2	3	20
8	Ndona	6	6	4	1	17	19	Maurole	7	5	2	2	16
9	Detusoko	2	0	0	1	3	20	Kta baru	5	2	0	2	9
10	Kelisoke	6	0	1	1	8	21	Maukaro	5	3	2	3	13
11	Kelimutu	4	1	0	0	5		Total	93	57	35	38	223

Source: The office of education, youth and sport of Ende, 2014

There is no participant breaking the law or the existing norms such as being involved in practical politics, immoral actions, or defamation during the program. The local teachers suggest to the participants to be more active socializing with the society. The other comments from the society are that the participants could increase the education quality and educate students to achieve the highest score in the national examination. They are also involved in donating blood activity, planting mangrove, and others. *Personal Competence*, the SM-3T participants behave according to the existing norms, values, habit, and regulation of the local people. They also become a raw model for the students both at school and in the society. The students start to behave and to socialize well and they have better habit. The participants have good work ethic. They respect the school regulation, work on time, and are able to be responsible agent of change. However, the society has not been inspired by the conduct of the SM-3T participants. *Professional Competence*, the participants of SM-3T could master the material they teach because their teaching duty is based on their qualification. The participants have mapped the competence standards and basic competences to identify the material which is regarded as difficult by students. They plan and run the learning as well as allocate the appropriate time by considering the lesson plan and the students' ability. The professionalism of the SM-3T participants affects positively toward the students. The students understand more about their responsibility. It also affects the schools in terms of teachers, administration, and school regulation to become better. There is no suggestion from the society since the participants have been considered professional. However, the society argue that the participants have not yet conducted research, nor participated in scientific activities nor writing papers to develop innovative product.

The SM-3T program foster the character of loving the homeland, defend the country, care, empathy, and responsible toward the nation progress. Every participant has agreed to be sent in all over regions of Indonesia by signing an agreement. Besides, they have run all of their tasks and obligations, as well as obeying all the

regulation during the pre-condition. They also have run their tasks and obligations in the regions and faced the challenges. The secretary of government office of Ende, Constantinus Djara, S.Sos, M.Si suggested that the existence of SM-3T program in the society affects some fields. The society gets assistance in the transfer process of science and knowledge development. This statement was supported by principals in Ende, such as Drs. Ferdinandus Benda (Principal of SMA N 5 Ende-Maukaro), Aloysius Satu, S.Pd. (Principal of SMK N 1 Ende Timur), Fransisca J.S Ndoi (Principal of SMK Pelayaran St. Paskalis Ende-Ndonga), Yoseph Djuma (Principal of SMP Negeri 3 Ende), and Jawaru Yoseph, BA (Principal of SMK N 6 Ende-Detukeli). Most of them said that the existence of SM-3T affects positively toward the social life of the society. The participants are active in donating blood, or initiating the blood donation, cleaning the environment together, planting mangrove in the northern part of the region, computer training, and being involved in active discussion in village level or district level. They also contribute in the donation for disaster victim and some ceremonies such as wedding party. The participants have good communication with the local teachers and parents. It was a positive note for the participants. The principals suggested that the participants increase their social solidarity toward the people with difficulties by conducting social events with the society. Beside the openness, Ende society has high tolerance. The owner of the house where the participants stay, who uphold non-moslem religion often remind the moslem participants to do prayer. The owner of the house also turns their radio or television volume lower when the participants perform prayer. In many events, the participants are invited to a wedding party or graduation party. The host usually provides two types of meal, the dog meat or pork and the chicken or beef. The host will guide the guests to select the appropriate food according to their religion teaching. The guests coming from outside Ende will be served with chicken or beef (Marhaeni, 2014).

The SM-3T program builds struggling power and survival in developing education in remote regions. The long distance of the homestay to the school, the limited condition of infrastructure, far away from public facilities, academic challenge condition of the society, the lack of motivation to study, and many other difficulties should be faced by the SM-3T participants. Various experience, both happiness and sadness, are recorded in a journal of the participants. The journal is then known by the principal for the education activities, known by the head of village for the social activities, and known by the head of education office for the whole activities.

The SM-3T program increases the love toward the teacher profession having duty in the remote region. The participants have been regarded as the part of the society. They have particular name, Pak Guru and Bu Guru, refer to Mr and Mrs Teacher. When the participants finish their duty and take leave, many of the society suffer loss, especially the students. They said, "If you leave us, who will guide us? Who will teach us?" Being SM-3T participant is not only by attending the class, implementing teaching tasks, analyzing students' response, and assessing students' performance, but also many details before the learning process conducted, such as motivating students to go to school. Teacher should concern in the affective and psychometric aspects of the students, not only the cognitive one. In order to motivate student to go to school, the participant is not only giving instruction by words, but also picking them from home. Many of the participants should follow the students' daily activities, motivate them step by step, give understanding to their parents, so that in the end the students have willingness to go to school. The SM-3T participants have run their duty including: to implement the learning process in the education unit based on the participants' expertise and the demand of the region's condition; enhancing the learning innovation activities at school; implementing the extracurricular activities; helping the tasks related to the education management at school; (5) doing the social tasks and society empowerment to support the development program of education and culture in the remote region. Based on the analysis above, we can conclude that the SM-3T program in Ende Regency is effective in achieving its purposes. According to the society demand, some recommendations should be followed up as the result of evaluation of program implementation particularly in Ende Regency.

The Compatibility of Pre-condition Implementation (Training) with the Real Need of the Targeted Regions

The pre-condition program is started by giving general orientation about the education in remote region. The material includes the condition of lack number of teachers, quality disparity, mismatched, the high number of drop out, the low number of school participation, the condition of social life, culture, and infrastructure. The pre-condition activities include academic and non-academic activities. The academic pre-condition includes: (1) training on how to run education tasks in challenging condition (lack number of teachers, low ability of the students, and low access of facilities); and (2) education leadership and management at school. The non-academic pre-condition includes: (1) training of mental and survival, (2) training of social skill, (3) concept of nationalism and defending the country, and (4) scouting and first aid. The material of pre-condition for the SM-3T participants is suitable with the reinforcement provision of professional teacher candidates. A study about the 21st

century image of teacher for the stakeholder toward the teacher education institution in Philippine stated that the 21st century teacher is a teacher who does not only function in the classroom but also function in the society efficiently, productively, and optimally (Balagtas, 2014).

In the academic pre-condition, the candidates of SM-3T participant batch 4 in the year 2014/2015 were demanded to be ready to implement the 2013 curriculum in the designated region. Thus, they got training about the basic concept and implementation of the 2013 curriculum within 10 hours of training. This material completes the provision to run the education tasks in particular condition. The example of particular condition is the lack number of teachers in a school, thus, participants got training on how to teach in multi-classes or multi-subject. The other example is the lack of learning media, thus, participants got training on the creation of learning media, students' worksheet, handout, and the others. The training on how to run the education tasks in particular condition was facilitated by two instructors for each class within 40 hours of training. The training also involved the best participant of SM-3T who is still joining the teacher profession education (PPG SM-3T) after finishing the SM-3T program. The number of the best participant of PPG SM-3T involved in the training is based on the need of the training. The material of the education leadership and management at school is aimed to provide provision for the SM-3T participants to have knowledge about education leadership and management at school. The education leadership material focused on the function of school principal as a leader, manager, and supervisor. The education management material focused on the organization of curriculum, facilities, and students. The allocation time for this material is 10 hours of training.

The non-academic material such as the social skill is aimed to provide provision to the participants so that they can communicate effectively with the school and the society. The material includes: (1) adaptation ability (socio-anthropology and social communication ability), (2) society and family empowerment (culture, economic, and ecology-based) including the applied technology, and (3) leadership. The trainer for the material number (1) and (2) is the competence and relevant head of office from the targeted region, while the trainer for the material number (3) is the competence lecturer from the university. The allocation time for the social skill training is 10 hours of training. Based on the result of pre-condition evaluation, beside the trainer is provided from the targeted region, the trainer should also come from the research and community service institution since the material related to the society education and empowerment as well as the applied technology. Based on the time allocated, the sub material of society and family empowerment (culture, economic, and ecology-based) should cover the practice of the candidates to analyze the situation, to identify and to formulate the problems of the region, and to determine the alternative solution by using the effective technology. However, the result of the questionnaire about the effectiveness of the program purposes, the result of interview with the participants, head of education office, and society, and the result of survey, we know that the SM-3T participants have implemented social activities, limited to the meaning of social competence as a professional teacher, while the application of non-academic training based on the pre-condition curriculum particularly the society and family empowerment (culture, economic, and ecology-based) have not been optimally implemented. We realize that the success of the society empowerment is determined by both SM-3T participants and society. The society empowerment expected is the sustainable empowerment. It is as explained by Hishiyama (2013) that the consciousness of the society is the keyword to sustain the empowerment system.

The Alternative Solution to Overcome the Barrier and to optimize the Society and Family Empowerment based on Culture, Economic, and Ecology

Based on the evaluation result of the effectiveness to reach the program purposes and the compatibility of the pre-condition material with the real need of the targeted region, we formulized the things which should be concerned for the next batch. The barriers which should be concerned are: (1) During the starting months, the participants meet difficulties to communicate with students, schools, and also the society because of the different language and culture of the targeted region. There are 2 tribes in Ende, the Ende tribe and the Lio tribe. Within Lio tribe, there is also difference in the dialect; (2) The unclear description or information got from the pre-condition about the targeted region, for instance, the culture, local potential, and infrastructure; (3) The SM-3T participants have not contributed in research, scientific activities, writing paper to develop innovation, and others yet; (4) The SM-3T participants have not optimally run their social tasks and society empowerment to support the development of education and culture of the targeted region; (5) The SM-3T participants have not utilized the existing local potential together with the society to be the outstanding product of the targeted region.

Responding the problems and barriers above, we formulized the alternative solutions for the improvement of the SM-3T program. (1) Reinforcement of pre-condition implementation particularly in terms of non-academic material, namely the orientation about social, culture, and infrastructure condition of the targeted region (Ende

Regency) should be provided in district-based (21 districts). The orientation should provide instructors from the targeted region and from the best participants of the previous batch. Within the orientation, it is important to provide the basic of the local language such as the phrase or expressions mostly used during the interaction with the local people. Besides, candidates should also understand about the habit of the local people and things that should be prohibited so that they are ready to interact with the people. (2) The pre-condition activities in the related material should result a research proposal (classroom action research) applicable in the school and ready to be implemented. The research result is then presented in a seminar together with the local teachers. (3) Reinforcement of scientific article or popular article writing ability using the existing literature around the region. (d) The material of cultural, economic, and ecological based empowerment of family and society should start with the orientation of local potentials in the 21 districts, then followed by the skill training to utilize the local potential with orientation of economic productive business (producing commercial products). The material also covers the strategy or method to empower the society considering the characteristics of the society.

Conclusion and Recommendation

Based on the research result, it can be concluded that: (1) the implementation of the SM-3T program is effective in achieving its purposes, (2) the general orientation about the condition of education, social, culture, and infrastructure of the targeted region is still not enough to provide provision for the SM-3T participants to adapt optimally, (3) the development of professional competence related to the scientific paper of the participants is still low, (4) the social activities and the family and society empowerment to support the development of education and culture in targeted region is still low. Based on the conclusion above, it is recommended that: (1) the non-academic material delivered in the pre-condition implementation, namely the orientation toward social, culture, and infrastructure condition of the regions should be provided in district-based orientation, and provide the society need operationally; (2) there is demand for the SM-3T candidate to create a classroom action research proposal which is ready to be implemented at school; and (3) it is needed to schedule an effective technology practice based on the placement region, thus the pre-condition class distribution would be done based on the placement region.

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