

# Learning Training Model to Remote Elementary School Teachers in Seluma Regency, Bengkulu, Indonesia

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## ABSTRACT

Learning training is one of the alternatives to improve teachers' competency. However, the training is not adaptive to the condition and situation of teachers in remote areas. This study is aimed at resulting in a learning training model for remote elementary school teachers. The method used is a Quasi-experimental nonequivalent control group design. This research was implemented in four elementary schools in Seluma Regency. The result of the study proves that remote elementary school teachers who were trained by using the adaptive training model showed higher competency in developing their learning method compared to the groups of teachers who were trained by using the standard training model. In conclusion, conditions and situations in remote areas must be used as a consideration in designing and implementing learning training for remote elementary school teachers.

**Keywords:** Remote teachers, Learning model, Training, Andragogy approach.

## 1. INTRODUCTION

The remoteness of an area will cause obstacles and difficulties in implementing the education system [1]. The low quality of teachers, limited professional development program, and the inability to raise and maintain the quality of teachers is the problem of teachers in remote areas [2]. The description of the phenomenon of teachers in remote areas revealed by these experts is also found in remote areas in Seluma Regency, Bengkulu Province [3].

The conclusion is the results of several studies on the character of elementary school teachers in remote areas; including Teachers generally teach classically and tend to be verbalized, teaching ability and the ability to innovate learning have not developed well [4]. According to data from the SMERU Research Institute, 31.5 percent of primary school teachers in remote areas who are absent are mostly civil servants [5], on average teachers do not understand the various educational reforms currently in effect [6].

Teachers determine the quality of education, especially in basic education. Teacher professionalism greatly affects the quality of learning in elementary schools [7]. The most important aspects of professional teachers are attitude and skill. This has a significant effect on the quality of student learning [8].

Teacher professional development models to improve teacher competence can be done in various ways, such as; educational qualification improvement programs, equivalency, and certification programs, in-service education and

training programs, educational supervision programs, teacher working group empowerment programs, teacher symposia, reading and writing journals or other scientific works, participating in scientific meetings, conducting research (especially action research class), apprenticeship programs, and actively participate in professional organizations [9].

Teacher training is a planned effort to improve the mastery of teacher competencies, namely the mastery of knowledge, skills, and attitudes so that teachers can carry out their duties professionally [10]. One of the learning training that the government seeks to improve teacher competence and performance is the BERMUTU learning model training [11].

The BERMUTU learning model is one of the comprehensive learning training models implemented in 75 districts from 16 provinces involving all components of education providers; teachers, school principals, school supervisors, teacher working groups, education quality assurance agencies, and the education office [12]. BERMUTU (Better Education through Reformed Management and Universal Teacher Upgrading) is a collaborative initiative between the Government of Indonesia, the Government of the Netherlands, and the World Bank, held from 2008 to 2013. The aim is to produce quality education by increasing teacher competence and performance. Therefore, one of the activities is to provide learning training based on Classroom Action Research (CAR) which is better known as the "BERMUTU learning model" [13].

As a training program, the BERMUTU learning model has been equipped with a set of learning materials, namely learning materials designed and developed by several scholars from the Center for Development and Empowerment of Educators and Education Personnel, teachers, school principals, and school supervisors, as well as integrating various inputs from practitioners, field and other resource persons. The learning materials are designed by integrating the classroom action research approach. The goal is to guide teachers in conducting critical studies of the learning process, improve and develop the learning curriculum, and practice is based on active learning methods, innovative, creative, effective, and fun.

Research on the BERMUTU learning model in remote primary schools was carried out in 2015-2016, resulting in a learning training model that is adaptive to the conditions and situations of schools in remote areas [14]. This training model will be discussed in this article.

## 2. RESEARCH METHOD

The research was designed to develop an adaptive BERMUTU learning model for remote elementary school teachers in Seluma District, Bengkulu Province, The research method used is

the Research and Development model [15]. Initial data used for model development are conditions and situations as well as limited infrastructure, as well as the performance of remote primary school teachers who will be used as the basis for model development.

After the data was analyzed using the Miles and Huberman model, an adaptive BERMUTU learning model was developed, which was then tested theoretically and empirically through: (a) theoretical constructs, (b) expert validation in the form of forum group discussion (FGD), and (c) testing. To do the trial, the sample was taken purposively; the sample was taken based on the criteria that support the achievement of the research objectives. Therefore, the experimental model used is the Nonequivalent Control Group Design [16]. To determine the control and experimental class, it was not carried out randomly but was selected from a group of remote SD teachers as many as 40 teachers (teachers in 4 remote primary schools who have similarities in school conditions and situations, namely school access from sub-district cities to remote SD infrastructure, BERMUTU training program experience). The 40 teachers have divided into two; 20 teachers as the control group, and 20 people as the experimental group.

Table 1. Learning Ability Instruments based on CAR

No	RATED ASPECT
1.	I was writing about teaching experiences in remote primary schools
2.	Understanding of the CAR concept
3.	Understand CAR-based learning steps
4.	Understand learning studies
5.	Making learning studies
6.	Understand problem identification
7.	Develop problem identification
8.	Develop a lesson plan
9.	Carry out learning
10.	Understand the function of observation in learning
11.	Understand how to collect data
12.	Understand how to analyze data
13.	Understand how to reflect and follow up
14.	Understand how to make a CAR proposal
15.	Understand how to make a CAR report
16.	Making CAR reports / scientific articles about learning/writing learning experiences

## 3. RESULTS AND DISCUSSION

Experiments were conducted to analyze the effect of using the Adaptive Quality Learning Model in learning training to improve the ability to understand

and implement CAR-based learning by remote elementary school teachers. For this reason, four remote elementary schools were selected which had similarities in; a) road access from the city to schools, b) infrastructure, c) the number of teachers (at least 10

people), d) various teacher qualifications, and e) the learning training experience is still limited.

For the scores of the two groups, the analysis was carried out with the t-test formula as follows:

$$t = \frac{\mu_1 - \mu_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Difference Analysis can be seen in this following:

$$n = 20$$

$$\mu_e = 4,05$$

$$\mu_k = 2,2$$

$$s_1^2 = 0,75$$

$$s_2^2 = 0,69$$

then:

$$t = 4,05 - 2,20$$

$$= 20 + 20$$

$$= \mathbf{26,43}$$

The hypothesis proposed is:

1.  $H_0: \mu = \mu_0$ : There is no difference in the ability of remote primary school teachers in CAR-based learning trained with adaptive

BERMUTU learning models and BERMUTU learning models

2.  $H_1: \mu > \mu_0$ : The ability of remote primary school teachers who are trained in the BERMUTU learning model trained with the adaptive

BERMUTU learning model is higher than the ability of remote primary school teachers trained with the BERMUTU learning model. Hypothesis testing; If the  $> t_t$  then  $H_0$  is rejected. With  $\alpha 0.05$  DK  $n-1 = 19$ , then the obtained  $t_t = 2.093$ . It is known that the  $= 26.43$ , so the  $> t_t$ , then  $H_0$  is rejected. Thus the ability of remote primary school teachers who were trained with the BERMUTU adaptive learning model was higher than that of remote primary school teachers who were trained with the BERMUTU learning model. This means that the Adaptive BERMUTU learning model is more effective in improving the performance of remote primary school teachers than the BERMUTU Learning Model. Thus, the adaptive BERMUTU learning model has a positive effect on improving the performance of remote primary school teachers [17].

Table 2. The score of Instrumentation Results in the Control and Experimental Group

Group								
Respondents	Control			Respondents	Experimental			
	score				ts	Scorer		
	O3	O4	Gain			O1	O2	Gain
1. TSD	2	5	3	1.YIH	3	7	4	
2. JON	4	6	2	2.A Kh	4	8	4	
3.WNS	3	5	2	3.KSY	3	8	5	
4. FR	3	5	2	4.MSY	2	6	4	
5. MNH	3	6	3	5.HDD	4	9	5	
6. YST	2	4	2	6.LSA	3	7	4	
7. RTNT	4	7	3	7.PSD	3	8	5	
8. TNRS	2	4	2	8.SYP	3	8	5	
9. MINS	1	5	4	9.AMD	4	8	4	
10. HDI	3	7	4	10.TR	3	7	4	
11. HJS	2	5	3	11.MDR	4	9	5	
12.TMH	3	6	3	12.RSI	4	9	5	
13.TRM	3	6	3	13.WSR	3	7	4	
14.LSH	3	7	4	14.MSA	3	7	4	
15.HVE	4	7	3	15.HUK	4	8	4	
16.LPY	4	6	2	16.SDP	3	6	3	

The BERMUTU learning model is a learning training based on CAR, so the performance measure refers to in this article is the teacher's ability to understand and apply CAR in learning. The application of CAR positions the teacher as a researcher who collaborates and conducts research with colleagues, namely students and people involved around them, so that teachers are encouraged to be aware of being scientific and professional so that they can develop their competences optimally, both professional competences, social, and personal [18]. Thus, the teacher's ability to understand and apply CAR in learning can be used as a measure of a teacher's performance level.

The results of Rahayu research, related to the professional development of remote elementary school teachers, show that the activities that most support the professional development of remote elementary school teachers are: visiting other schools, sharing experiences with peers, being active in teacher working group activities, supporting each other to increase work motivation; and making learning media.

Another supporting factor is the synergistic collaboration between the Education Office, the Regional Technical Implementation Unit, supervisors, school principals, and teachers. The problem is that not all teachers have had the opportunity to participate in professional coaching programs due to geographical conditions and demanding access to and from school. Surveyed teachers often replaced absent teachers and had to teach several classes even though they had never received instructional training.

Thus, it can be explained, that the implementation of remote primary school teacher learning training requires an andragogy approach; The training with the andragogy approach prioritizes reciprocal relationships in facilitator-participant transactions, the association is mutual assistance, multi-directional communication is used by all who attend the training, the experiences of all those present are considered as a learning resource for training materials, participants group themselves based on their interests, facilitators facilitate to help participants determine their learning needs, oriented to problem-solving, participants are given sufficient opportunities to carry out self-evaluation (self-assessment) [19].

Such an andragogy approach is also carried out in the MUTU Adaptive learning model training, through the implementation stages that have been designed. This is different from the standard BERMUTU learning model training. The results of monitoring and evaluation in the implementation of standard BERMUTU learning model training, it is observed that training tends to be based on a pedagogy approach, namely the facilitator dominates the activity, the participants

are very dependent on the facilitator who assumes that he is fully responsible for what is being taught and how to teach it.

The facilitator dominates the evaluation of learning outcomes. Participants only participate in passive participant learning activities. Learning is considered as the process of acquiring a predetermined knowledge. The learning materials have been sorted systematically and logically according to the subject topics. Motivation comes external because there are orders that are obliged or required to participate in certain activities.

In this aspect of the approach, it is the reason to be used as a reinforcement basis for why the adaptive BERMUTU learning model is more effective for remote elementary school teachers in improving understanding and implementation of CAR-based learning, compared to using the standard adaptive learning model. One of the inhibiting factors in improving the competence of remote elementary school teachers is that not all teachers have the opportunity to take part in professional coaching programs due to learning training for remote teachers is In House Training (IHT).

The findings of school action research by Corinorita indicate that the implementation of IHT can significantly improve teacher competence, which in turn has a significant relationship to the stage of teacher professional development. IHT is a training program that is held in its place, as an effort to improve teacher competence in carrying out their work by optimizing existing potentials. IHT for remote schools is training tailored to the conditions and situations of remote areas (Adaptive). This is the main factor in training the BERMUTU adaptive learning model.

#### **4. CONCLUSIONS**

Adaptive QUALITY Learning Model is a learning training model based on Classroom Action Research developed based on empirical facts; situation conditions and all the limitations of remote school teachers, with indicators; The training is carried out in remote schools, with andragogy and participatory approach, to improve the performance of remote teachers in understanding and implementing Classroom Action Research-based learning. The results of the study proved that remote elementary school teachers who were trained using the adaptive BERMUTU learning model had a better ability to understand and apply CAR based learning, compared to those trained using the standard BERMUTU learning model. This means that adaptive catch-up training has contributed to improving the performance of elementary school teachers in remote areas.

### **AUTHORS' CONTRIBUTIONS**

All authors are responsible for the content of the manuscripts submitted for review. The first author compiles the draft manuscript for discussion with the second and third authors. After the draft manuscript is agreed upon, each writer compiles parts of the manuscript. The first author; compile abstracts, introductions, and theoretical analysis. Second author; analyzing data, testing hypotheses, and drawing conclusions. The third author checks and analyzes references. All authors reviewed the results and approved the final version of the manuscript.

### **ACKNOWLEDGMENT**

This research was funded by the Directorate of Research and Community Service, Ministry of Research and Technology. Researchers would like to thank all parties who have supported both material and non-material aspects.

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