

Analysis of Teacher Problems And Case in Isolated Region in Central Sulawesi (Case Study In Palasa Sub-District, Parigi Moutong District And Lindu Sub-District of Sigi District)

¹Rusli, ²Sutarman;

Quality Assurance LPMP Central Sulawesi. Doctoral Candidate Of Management Education At Postgraduate Program, Universitas Islam Nusantara, Bandung.

STMIK Triguna Utama. Doctoral Candidate Of Management Education At Postgraduate Program, Universitas Islam Nusantara, Bandung.

Abstract: study aims to obtain a picture of the problems experienced by teacher of a remote area in following the training and learning isolated students in the province of Central Sulawesi. The type of descriptive research is qualitative case study design. Informants of District and Sub-district Education Office and Isolated elementary school teacher of Oguang, Palasa District, Parigi Moutong Regency and Elementary School 4 Tomado Sangali, Lindu District, Central Sulawesi District. Data obtained through interviews and observation. The results showed that both regions had various problems following the training and carrying out the task of teaching students, namely: 1) georafis, 2) local social culture, 3) mastery of learning methods, and 4) training and training sites; and 5) the benefits of accredited training based on Recognition of Work Experience and Learning Outcomes. Solution to overcome: 1) geographically by developing training activities utilizing core schools outside remote areas teacher of a remote area KKG bases of activity, 2) providing knowledge of socio-cultural conditions and local customs and competence on multigrade, outdoor learning, and multi-age methods through training and 3) implementation of Recognition of Work Experience and Learning Outcomes so that teacher of a remote area can improve its qualification without leaving the duty.

Keywords: Analisis, Teacher Problems, Isolated Region

Date of Submission: 13-11-2017

Date of acceptance: 21-11-2017

I. Introduction

I. Background

Education is a right for all citizens everywhere to be regardless of gender, social status, religion and geography. That is, all citizens, both in urban areas (regular) and in the least developed, outdated, and leading (3T) areas, including remote teachers in Central Sulawesi have the same right to education as mandated by the law. This is as described in the 1945 Chapter XIII Act on Education, Article 31 Paragraph (1) and Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System Article 5 paragraph (1) and paragraph (3). Based on the regulation, ideally all teachers including elementary school teachers in Central Sulawesi as many as 27,933 people attended the training evenly without differentiated geographical location of teachers who served in the regular and remote areas but in reality not as expected.

Teacher of a remote area in Palasa sub-district Parigi Moutong district and Lindu sub-district of Sigi district are not accommodated to follow the training according to equally according to local needs and characteristics. In addition, remote area teachers experienced various obstacles in following the training and membelajarkan student dacil maximally. This can not be tolerated because it affects the quality of education, remote areas can not develop and will be missed compared with the regular area. Therefore it is necessary to find a solution to help gudacil overcome in order to follow the training and implement membelajarkan students optimally.

II. Problem Formulation

1. What and to what extent is the Problem to Master?
2. How is the teacher's role in educating the students?
3. How far and how teacher of a remote area in?

II. Purpose And Objectives

The disclosure of various cases that become obstacles teacher of a remote area in mengikulidiklat and carry out the task of student learning optimally, which will contribute in directing, guiding, assisting according to the characteristics and needs and implementation of learning optimally.

1. With the understanding of problems experienced by teacher of a remote area in mengikulidiklat and carry out the task of student learning optimally become one of the important mafaat that will be obtained is increased government support in overcoming these obstacles.

III. Discussion

A. Theory in Discussion

Essentially Article 31 of the 1945 Constitution and Article 5 of Law no. 20/2003 on National Education System is the equality of education and training for all teachers in urban (reguler) and remote areas, but the present condition according to data of 27,933 primary school students in Central Sulawesi (Rusli, 2015: 25) has not participated in training equally as stated by Rusli (2017: 8) in a research journal entitled "Teacher Training In order to Improve the Teaching Quality of Elementary School Teachers in Central Sulawesi, Case Studies in Palasa Sub-district, ParigiMoutong District and Lindu Sub-district, Sigi District" stated that remote elementary school teachers assigned to elementary Small Remote Oguang District Palasa and Elementary School 4 TomadoSangaliLindu District have not been accommodated in training. Furthermore, in the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia regulation of education and culture minister Number 22 Year 2016 on Process Standards, Chapter IV on the implementation of learning in the core activities section, teachers are required to use learning models, instructional media, and learning resources tailored to the characteristics of participants students and subjects. The results of this study indicate that teacher of a remote area experienced obstacles in the use of learning methods according to local conditions such as multigrade methods, outdoor learning, and Multi-Age. In addition, teacher of a remote area experiences difficulties in social culture, such as: 1) socio-cultural difficulties and customs due to differences in backgrounds and lack of competence on local customs and social cultures; and 2) lack of socio-cultural understanding and didactic-methodical competence on learning strategies such as; the techniques of clarifying, asking, and managing the classroom, and motivating students who impede the execution of their tasks can be overcome by increasing their competence in understanding, accepting, and utilizing the local culture and methodical didactic to support their fluency duties.

1. Interview Methods In this paper the results of interviews with the District Education Office and the results of observations of teachers of small remote schools Oguang District PalasaParigiMoutong District and Elementary School 4 TamodoSangali District LinduSigi regency Central Sulawesi. Furthermore, the results of interviews and observations are described and given meaning.
2. Training Method According to Andrew E.Sirkula in Sedarmayanti (2014: 164), training is a short-term educational process utilizing systematic and organized procedures, where non-managerial personnel learn skills and technical knowledge for a particular purpose. In the Presidential Instruction No. 15/1974 on the Implementation of Presidential Decree No. 34/1972 Article 2, the formulated training is part of education concerning the learning process for obtaining and improving skills outside the educational system that is applicable in a relatively short period of time and its method of prioritizing practice rather than theory.
3. Learning Methods of Djamarah and Zain (2002: 93-108) suggests teaching methods that teachers can choose to implement learning such as project methods, experiments, tasks and recitations, discussions, sociodrama, demonstrations, problem solving, field trips, questioning, exercises, and lectures. In line with that, Mulyasa (2013: 95) suggests that there are eleven learning methods to choose from: methods of demonstration, inquiri, discovery, experimentation, problem solving, tourism, concept acquisition, assignments, lectures, and frequently asked questions, and discussions.
4. Classroom Management Arifin (2010: 76) explains that classroom management and questioning skills are important things that can make the learning process more effective. Furthermore, Djamarah and Zain (2002: 198) define classroom management as a classroom setting for the purposes of teaching.
5. Questioning Skills Mulyasa (2013: 70) suggests basic questioning skills that teachers need to master: brief and clear questions, references, focusing, turn shifting, spreading questions to the whole class, and giving thought time, and giving guidance.

A. Findings in the Discussion

Various cases are faced by teacher of a remote area in carrying out daily tasks as proposed by Rusli (2017) in a research journal entitled "Teacher Training To Improve Teacher Learning Outcomes of Elementary Primary School Teachers In Central Sulawesi: Case Studies in PalasaSubdistrictParigiMoutong District and Lindu District DistrictSigi. The following describes the various problems experienced by gudacil in educating

and training to carry out the task of optimizing students in Elementary School is Oguang of Palasa Subdistrict Parigi Moutong Regency and Elementary School 4 Tamodo Sangali of Lindu Regency of Central Sulawesi Regency as follows:

B. Geographical Case

Geographically, the participation of a teacher in a training course organized by the Education Quality Assurance Institution or other training institute located in Palu City, the Capital of Central Sulawesi Province, is approximately 290 km from the city of Palasa Subdistrict and 340 km from the Remote Elementary School of Oguang which is on the slopes of the mountain, will have an impact on travel time and travel costs. Furthermore, the distance from the city of Sigi, the capital of Sigi District, to the District of Lindu is approximately 97 km with very difficult access because it is connected by a winding road and a number of heavy climbs. The journey from the city of Sigi to Lindu District taken using public land transportation for approximately 2.5 hours. The journey is then continued by using a motorbike or ojeg for approximately 1 hour through the path in the mountains and deep ravines. If the trip is taken from the city of Palu which is the capital of Central Sulawesi province, then by using public transportation land of the car takes an additional 30 minutes or half an hour to arrive in the city of Sigi. Thus the total time required to reach the District of Lindu from the city of Palu is 4 hours. The journey then proceeded to Elementary School 4 Tomado Sangali using an outboard motor boat in Lindu language called duaga with travel time approximately 30 minutes. The journey continues using a motorcycle is approximately 9 km through the path and paddy fields with a travel time of 30 minutes which when the rain must walk and certainly takes longer. Thus it can be said the journey from Elementary School 4 Tomado Sangali to Palu city, the capital of Central Sulawesi province, taken for 5 hours. The geographical case became one of the obstacles experienced by *gudacil* following the training.

In a geographical context, one of the solutions often taken by these training institutions to overcome the long distances is by providing facilitation of accommodation owned or utilizing the services of the hotel. This alternative causes the training participants to leave their classes altogether during the activity so that the learning process becomes constrained and unable to accommodate all teachers due to limited costs and limited capacity.

As a result of these geographical barriers *gudacil* has not been given the opportunity to continue its education because: 1) will reduce the number of active *gudacil* so as to affect the smoothness of education for students in *dacil*; and 2) will reduce the number of active teacher of a remote area so as to affect the smoothness of education for students in *dacil*. The geographical barriers can be interpreted as follows: 1) it is necessary to develop a sustainable profession development strategy for teacher of a remote area but not to interfere with the smoothness of classroom learning, cost less than if it is to LPMP or other training institutes, and to provide opportunities for problems with fellow teacher of a remote area; and 2) Need to develop training modes with relatively low cost compared to if they have to follow the training in institution of quality assurance of education or other training institute. This is in line with the expectation of the Minister of Education and Culture of the Republic of Indonesia on the Ceremony of National Education Day Ceremony on Tuesday, May 2, 2017 in Jakarta, which is equitable and qualified education (Efendy, 2017).

Based on the geographical case which becomes the obstacle of the participation of a teacher in the training, the solution that can be taken is developing the Sustainable Development of Food Development Teacher Working Group for Teachers based on Teacher Working Group by adopting some of the Better education through reformed Management program model designs include:

1. Determination of administrative requirements and legality of the GFC in order to receive social assistance from the government.
2. Strive for social assistance in the form of subsidies for the cost of organizing activities.

C. Socio-Cultural Cases

The results of interviews with *gudacil* are interpreted: a) teacher of a remote area experiencing socio-cultural difficulties due to differences in background and lack of competence on local custom and social culture; b) Lack of socio-cultural understanding that impedes the execution of their tasks that can be overcome by increasing their competence in understanding

IV. Conclusion and Suggestions

1. Conclusion

Based on the above description can be concluded The problem faced by teacher of a remote area in Training and learning students as follows:

- a. Geographical Case. The case is teacher of a remote area due to the distance to the training venue, can be overcome by empowering the Teacher Working Group or core school at a cheaper cost than if it had to be

- to institution of quality assurance of education or other training institutions, as well as providing opportunities for various problems with fellow teacher of a remote area
- b. Social Case Culture. Gudacil is experiencing socio-cultural difficulties and customs due to differences in background and lack of competence on local customs and social cultures. The solution to solve the case is to provide knowledge about local socio-cultural conditions.
 - c. Case of Mastery of Learning Method. teacher of a remote area lacks the competence of using special methods in accordance with the situation and conditions of the field which in this case is constrained by the completeness of facilities and infrastructure both study room and media equipment and laboratory. The solution is to train teachers to have the competence to utilize nature and environment as a means of learning or learning out of the classroom (outdoor learning), dual class pursuit, and Multi-Age, as well as learning strategies such as, explain, ask, class managers, and provide motivation, use using learning media.
 - d. The case where the training is organized. As a result of these geographical conditions, teacher of a remote area training should be held in one of the core schools located close to all Elementary School even from different clusters. Thus the closer distance, shorter travel time, conducive study room conditions, and equipment facilities meet the learning needs.
 - e. Accredited training benefit cases based on Recognition of Work Experience and Learning Outcomes. The benefits of accredited training based on Recognition of Work Experience and Learning Outcomes is to gain recognition of learning outcomes to be affirmative solution for teacher of a remote area accelerate the improvement of academic qualification S1 / D4 as per Law No.14 Year 2005 on Teachers and Lecturers without having to leave the place of teaching task in class.
 - f. Resolving cases experienced by gudacil can improve the smoothness of education services in remote areas.

2. Suggestions

- a. 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 of Indonesia in the preparation of the Recognition of Past Learning implementation guidelines for teacher of a remote area.
- b. It takes an active role of all stakeholders in helping to overcome the cases experienced gudacil in order to perform the task optimally.
- c. Required cooperation between Disdik, Higher Education, and institution of quality assurance of education in preparing the signs of Recognition of Work Experience and Learning Outcomes program.

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About the Author

- [1]. Rusli, born in CilellangWajo District on December 31, 1966. Education S1 in IKIP Ujung Pandang Faculty of Education (FIP) Department of Education Administration graduated in 2004. Education S2 Special Education Management Studies Program in UNM Makassar graduated in 2004. Sedanf Taking S3 in Uninus Bandung until now. In 1993 he was appointed as a civil servant at the Center for Teacher Upgrading Palu, the Center for Quality Assurance (LPMP) of Central Sulawesi. In 2007, Section Head of Information System, 4 October 2017 transferred to Facilitating Quality Assurance Section of LPMP Central Sulawesi
- [2]. Sutarman Born In Bandung, May 10, 1964 Education Undergraduate S3 Uninus, S2 Masters of Management STIMA IMMI, S1 Industrial Engineering UNJANI and S1 Informatics Engineering STMIK TRIGUNA UTAMA, Lecturer Master of Management STIE ISM, S1 STMIK TRIGUNA UTAMA.

IOSR Journal of Applied Geology and Geophysics (IOSR-JAGG) is UGC approved Journal with Sl. No. 5021, Journal no. 49115.

Rusli Analysis of Teacher Problems And Case in Isolated Region in Central Sulawesi (Case Study In Palasa Sub-District, Parigi Moutong District And Lindu Sub-District of Sigi District).” IOSR Journal of Applied Geology and Geophysics (IOSR-JAGG) , vol. 5, no. 5, 2017, pp. 58-62.