

## **A COACHING MODEL OF THE PEDAGOGIC COMPETENCE OF HONORARIUM TEACHERS IN REMOTE AREAS**

**Dodo Sutardi, Haimah, Edwar**

FKIP Universitas Prof. Dr. Hazairin, SH. Bengkulu  
E-mail: masdo.061960@gmail.com

---

**Abstract:** Many civil servant teachers in remote primary schools were absent, so honorary teachers played an important role in learning. According to SEMERU Research Institute data, 31% of remote teachers who were absent were special beneficiaries (Kompas, 2016). The problem is that temporary teachers in remote primary schools are only high school graduates, and some even junior high schools. therefore an adaptive competency coaching model was needed. This must be done otherwise, the learning process in remote primary schools will not be effective. The purpose of this study was to examine the effectiveness of the adaptive coaching model of competence to optimize the competence of honorary teachers in remote primary schools. It first introduces the background and rationale for the project. Action research with an experimental model was used in this study. The results of the study explain that the adaptive coaching model can improve the competence of teacher honorariums in remote areas. Therefore, learning in remote schools were becomes more conducive than before

**Keywords:** coaching model, teacher honorarium, pedagogic competencies, remote areas

## **1. Introduction**

In The main actors in learning in remote schools are honorary teachers because many civil servant teachers are absent. The problem is that honor teacher in remote areas are only high school graduates. The training that was carried out did not accommodate the limited qualifications of honor teachers in remote areas, for example, Classroom Action Research-based training used by the BERMUTU program (Better Education through Reformed Management and Universal Teacher Upgrading), known as the BEMUTU learning model, as an effort to improve teacher competency.

The BERMUTU learning model emphasizes learning as a first step to open the teacher's insight into the learning process from three aspects, namely aspects of the curriculum, aspects of the field of study, and aspects of teaching practice. Through learning studies, where the teacher observes and analyzes the learning process that takes place carefully, the teacher was expected to be able to identify various problems in the learning process, especially in terms of curriculum, field of study, and practice of learning (Wang & Zhang, 2014). Therefore, the training material consists of 6 steps of classroom action research, namely: (1) study studies, (2) problem identification and action plans, (3) implementation of actions and observations, (4) data collection and analysis, (5) and follow-up, and (6) reporting, (Harvard & Review, 2004)

The inhibiting factor in the implementation of the BERMUTU program was the lack of adequate facilities and infrastructure, the lack of understanding of teachers on program material. Another problem is that the BERMUTU learning model training tends to be monotonous, less varied, and tends to only pursue the final target in the form of bill settlement, ignoring the substance of the bill Resource persons were also not qualified to motivate participants to participate in activities, using a pedagogic approach, (Alwani, 2012) Indications of these limitations, underlie the need to develop adaptive training models to improve teachers in remote schools. This study aims to: test the effectiveness of an adaptive learning training model with an andragogic approach to improving teacher pedagogic competency in remote areas. It is hoped that the improvement of teacher competency is not only pursued by teachers in urban areas, but also in remote areas.

Some aspects considered in developing adaptive learning training model (using andragogical approach), namely: (1) rationalization, that adaptive learning model is an alternative to improve teacher performance remotely, with the aim that remote teacher performance increases; (2) the assumption that empirical conditions in remote teacher training and performance experience require the development of adaptive learning models, (3) objectives, increase internal motivation and remote teacher performance; (4) components of learning in training, including increased internal motivation through film shows that depicts the strength of internal teacher motivation, classroom action research concepts, learning steps with classroom action research approaches, scientific writing (according to teacher's ability); (5) delivery of material developed using an andragogic and participatory approach; (6) flexible organization, adapted to the conditions and situation of remote teachers; and (7) indicators of success, namely reducing absenteeism, the ability of teachers to assess learning (critical assessment), identifying learning problems and planning lessons, and implementing classroom, scientific, action-based learning about learning.

## **2. Method**

This study was designed to develop an adaptive coaching learning model (using an andragogy approach) for elementary school teachers in remote areas of Bengkulu Province. The initial data used for the development of the model are the conditions and situations and limited infrastructure, limited qualifications, and the performance of remote teachers that will serve basis for model development. After the data were analyzed using the Miles and Huberman models (Sugiyono, 2011: 247) then adaptive learning models were developed, which will be tested theoretically and empirically carried out by: (a) theoretical constructs, (b) expert validation in the form of FGD forum group discussions), and (c) trial. To conduct a sample test taken purposively, samples were taken based on criteria that support the achievement of research objectives. Therefore, the experimental model used was Nonequivalent Control Group Design (Sugiyono, 2011: 79). To determine the control and experimental class, it was not carried out random but was chosen from a group of remote teachers

from 40 people (teachers in 4 remote schools with similarities in school conditions), school access from sub-districts to remote areas, teacher qualifications.

The 40 teachers were divided into two groups; 20 people as the control group, and 20 people as the experimental group. The training for each group was carried out 8 meetings with activities in accordance with the scenario. The data of the test results are analyzed using the t-test formula to determine the effectiveness of the adaptive learning model in improving elementary teacher competence remotely. Developing adaptive learning models, first identifying situations and conditions, limitations of basic facilities and teacher profiles in remote primary schools that will be used as a basis for model development, including: (1) profiles of remote primary school teachers as research samples including academic qualifications and performance profiles; (2) training models and strategies to improve the competence of remote primary school teachers in Bengkulu Province; (3) learning conditions in remote primary schools; and (4) availability of learning facilities and infrastructure.

### 3. Results And Discussion

The adaptive learning training model is an alternative to improve the competence of remote primary school teachers to increase. The training was carried out taking into account the empirical facts of the conditions and situation of remote primary school teachers: educational qualifications, teacher absence rates, lack of infrastructure, limited training. Training materials are developed taking into account teaching experience and academic qualifications. The process is based on the concept of andragogy and participatory: 1) focusing on the problem to encourage more active participants, 2) involving past experience into the activities of the planning process and process implementation, 3) evaluation carried out with facilitators and participants, 4) flexible organization, adapted to condition and situation of remote primary school teachers; 5) training is conducted in remote primary schools (where trainees are on duty) every Saturday, for two months; 6) activity steps; the first meeting began by inviting participants to reflect back on the intent and purpose of being a teacher, motivating themselves to become a professional teacher ("Svetlana Evarovich I," 2012). The results of the Try Out are as follows:

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

Analyze the difference as follows: Known:

$$n = 20$$

$$\mu_e = 4,05$$

$$\mu_k = 2,2$$

$$s^2_e = 0,75, s^2_k = 0,69$$

$$\begin{aligned} t &= \frac{4,05 - 2,20}{\sqrt{\frac{0,75}{20} + \frac{0,69}{20}}} \\ &= 26,43 \end{aligned}$$

The hypothesis proposed is:

H<sub>0</sub>:  $\mu = \mu$ : There were no differences in pedagogic competencies between elementary school teachers who were trained with adaptive learning models (using an andragogical approach) with those trained using a pedagogical approach

$H_A: \mu > \mu$ : Pedagogic competencies of remote primary school teachers who are trained in learning models using the andragogic (adaptive) approach are better than those, using a pedagogical approach.

Test the hypothesis, if  $t_h > t_t$  then  $H_0$  is rejected. With  $\alpha 0.05$  and  $n-1 = 19$ ,  $t_t = 2.093$  is obtained. It was known the  $t = 26.43$ , then  $t_h > t_t$  so  $H_0$  is rejected. Thus the pedagogical competence of honorarium teachers in remote primary schools trained in adaptive learning models (using an andragogical approach) was better than those trained using a pedagogical approach. That means the Adaptive Learning training model was more effective in improving the pedagogic competence of remote primary school teachers than the training model that uses the pedagogic approach. Learning with a pedagogic approach is based on behavioralistic theories where the training participants are intervened and their behavior is formed as teachers who have the skills to carry out better learning (Nassaji, 2012). Learning with andragogy and participatory approaches based on humanistic theories (humanistic theories). The training participants are treated as adults who have an applicative learning orientation to overcome problems, focusing on improving competencies, providing abilities and skills to solve learning problems in the teacher (Educativas, 2011). Classroom Action Research (CAR) based learning is applied to problem-solving or learning improvement. Learning model starts with learning studies, problem identification, preparation of action plans, implementation of actions and observations, data collection and analysis, reflection and follow-up, and reporting (Burns, 2005). For those primary school teachers in remote areas are trained to understand and apply the stages of classroom action research-based learning, using the andragogy approach. The activity begins with identifying academic qualifications and performance profiles. Empirical conditions of primary schools in remote areas of Bengkulu Province are as follows: 1) there are still teachers who are not qualified (high school graduates, D1, D2 and D3); 2) The ability to understand and implement classroom action research-based learning, is still low, 3) remote teachers generally have never attended training to improve performance. (Sutardi, 2016).

Therefore, the exercise is carried out informally in an atmosphere of intimacy, so that the teacher does not feel taught but is being guided to become a professional teacher

#### **4. Conclusions And Suggestion**

The results of the study are summarized as follows: 1) Empirical data, learning conditions and situations in remote primary schools, as well as teacher qualifications and experience limited in training to improve professional competence, require the development of adaptive learning models. 2) adaptive learning models have been designed and tested as an effort to improve the pedagogic competence of remote primary school teachers. 3) The results of the model trials showed that pedagogic competencies of remote primary school teachers who were trained using an adaptive learning model (using an andragogical approach) were better than teachers who were trained with a learning model using a pedagogic approach. This proves that the adaptive learning model is more effective in improving the competence of remote elementary teachers. Learning training for teachers in remote areas by the Educational Quality Assurance Institute (LPMP) uses a pedagogic approach; call some teachers who fulfill certain conditions as representatives to be trained in the provincial city, the training is carried out formally following the procedures that have been designed by the government, the material must follow the money, participants must complete the task every week, if there is no sanction, evaluation of the success rate it is still quantitative administrative in nature at the end of the training, there is no ongoing evaluation after the teacher has done the learning. The adaptive teacher competency development model uses the andragogy approach. Coaching is intended for all teachers and is designed to take into account the conditions and situations of learning in remote schools, the implementation is more flexible; the trainer came to the place where the teacher was teaching, the teacher was invited to have a dialogue so that they would be able and able to convey their experience as a teacher in a remote area. To practice writing and speaking skills the teacher recounts his experiences in writing to be read in front of the class. Evaluation is carried out continuously through pre-test and post-test. After completion of the training, training was carried out to assess the level of success of the training. This kind of training model was effective enough to improve the pedagogic competence of elementary school teachers in remote areas. This must be taken into consideration by

the Education Quality Assurance Agency if not, the pedagogical competence of teachers in remote areas will not increase and the education will still not be conducive.

## Reference

- Alwani, M. 2012. *Implementasi Pro-gram KKG (Kelompok Kerja Guru) Dalam Meningkatkan Kompetensi Guru SD (Studi Kasus KKG BERMUTU Ki Ageng Selo Kec. Klambu Kab Grobongan)*. Tesis tidak diterbitkan. Semarang: IAIN Walisongo. (online) <http://eprints.walisongo.ac.id/14/>
- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38(2), 57–74. <https://doi.org/10.1017/S0261444805002661>
- Educativas, E. (2011). DE DOCENCIA NO REGLADA EN CURSOS DIRIGIDOS POR ARTISTAS non-formal courses run by Contemporary Artists . *Arte, Individuo Y Sociedad*, 23(1), 29–44. <https://doi.org/10.5209/rev>
- Harvard, G., & Review, E. (2004). Relating Classroom Teaching to Student Learning : A Critical Analysis ... *Harvard Educational Review*, 273.
- Nassaji, H. (2012). The relationship between SLA research and language pedagogy: Teachers' perspectives. *Language Teaching Research*, 16(3), 337–365. <https://doi.org/10.1177/1362168812436903>
- Sutardi, D. (2016). Pengembangan Model Belajar BERMUTU yang Adaptif Untuk Meningkatkan Kinerja Guru SD Terpencil. *Jurnal Sekolah Dasar UM*, 25, 127–138.
- Svetlana Evarovich I. (2012), 5.
- Wang, Q., & Zhang, H. (2014). Promoting teacher autonomy through university-school collaborative action research. *Language Teaching Research*, 18(2), 222–241. <https://doi.org/10.1177/1362168813505942>
- Sugiyono, (2016), *Metode Penelitian Manajemen*, Bandung: Alfabet