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**Revitalizing The Role of Islamic
Higher Education Towards Cultural
Transformation and Radicalism Prevention**



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IMPLEMENTATION OF LEARNER TEACHER PROGRAM IN SAMARINDA CITY (BETWEEN ASPIRE AND FACT)

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Abstract:

The research objective is to find out the implementation and the obstacle of the Learner Teacher program implementation in Samarinda City. The Learner Teacher program is the government new program with the objective to increase the teacher competence, so that it needs to be investigated whether this new program implemented appropriates between aspire and fact. This is a descriptive qualitative research with the data collection technique using observation, documentation and interview. The research results are: 1. The implementation of the Learner Teacher program in Samarinda started from 2016, the criteria of the teacher who are being the participant of the learner program in Samarinda City is the teacher listed in the education main data and pass the earlier competency test. The procedure of the implementation of the Learner Teacher program in Samarinda City appropriates with the implementation and technical guidelines of the program implementation, but there is still an unappropriateness in the form of module and the point standard, 2. The obstacle in the implementation of the Learner Teacher program in Samarinda City is in the form of socialization, less of fund, and the place of the Learner Teacher program.

Keywords: Implementation, Obstacle, The Learner Teacher Program.

INTRODUCTION:

Education is an integral part in the development, because education can not be separated from the development process itself. In the modern era nowadays, education is still considered as the main power in the development, as the ammunition that can create the qualified human resource. Therefore the failure in the education world is the failure for the persistence of the nation and country life development.

The efforts to increase the education quality in this country has been striven for long time. Since Indonesia free until the reformation era nowadays, the increase of the education quality is one of the development priority in the education field. Many kinds of innovation and education program has also been taken up. The curriculum completing, teaching material provisions, module, tools provisions, and including the increase of teacher quality. The efforts of minimalizing the cause has been started and proved by the apparently of strategic wisdom from

General Directorate of Basic and Intermediate Education, in increasing the education quality. The wisdoms are: *First*, management of school/Islamic school based quality improvement. This wisdom gives authority to the education institution to plan the efforts of the whole quality improvement by themselves. *Second*, community participation based education. There is a positive interaction between the education institution with the society. *Third*, using learning paradigm that places the learner as a deceived human. The quality of education is being the most important part that can not be bargained anymore. Because a good quality of education will establish the quality of a nation. On the contrary, (Yusuf Umar: 2016), said that the low of the education quality in accordance with the low of the nation quality.

Education function to increase the life quality, even as an individual or as a group in the society. The process of the life quality improvement or concern to the better life is often called as a process on becoming. The education can not be separated from the education component itself, one of the component is teacher.

Teachers are the key in the education quality improvement and they are in the center point of every efforts of the education reformation that is directed to the qualitative changes. (Fasli Jalal and Dedi Supriadi, 2001: 262) stated that "Every efforts of the education quality improvement such as the curriculum renewal, the developing of teaching method, media, etc. will only mean if involving the teacher.

Teacher has a very important duty, function and role in developing the mentality of the nation life. In order to implement the duty, the function and the role, the teacher needs to increase the professionalism continually. As the step in actualizing the professional teacher, the National Education Ministry develops the Learner Teacher program.

Based on the circular of General Directorate of Teacher and Educational Staff No 07545/B/Pr/2017 date 6 March 2017 about Teacher Competence Improvement through Team Work Deceiveness. The important point of the circular is stating for the Education Department of Regency/City to ascertain that all teachers has had the on-line account of Learner Teacher and has the result report of the Teacher Competence Test. If the condition has been fulfilled, they can join the Learner Teacher program.

The Learner Teacher program is developed by Education and Cultural Ministry after the Teacher Competence Test in the last 2015. The objective is to increase the teacher competence. It means that the teacher has to learn more to increase their competence through training using three methods,

they are face to face, combination, and in network mode by using 2 modules or competence group based on the newest information about the learner teacher program. The earlier program of the Learner Teacher that is proclaimed by the former of Education Minister that was Anies Basweidan, the participants were 1263 participants. The participants had been joined the Teacher Competence Test and had the point of the test above 80.

East Kalimantan is one of the province that has many teachers, then it does not want to leave behind from other province, East Kalimantan held the Learner Teacher program even for Elementary School, Junior High School or Senior High School Teacher organized by the Education Department. As a new program, there must be still stagnant in the implementation because there are any other barriers and obstacles. Therefore by this research, the researchers want to analyze about the Learner Teacher program more deep especially for the implementation and the obstacles of the Learner Teacher program in Samarinda City.

RESEARCH METHODS

This was a field work research by using Qualitative Descriptive method. The research data sources were the Operator of the Learner Teacher of Samarinda City and some teachers of the Learner Teacher participants of Samarinda City. The data collecting technique used the methods of observation, documentation and interview and the data analysis technique used the analysis technique of Miles Huberman that consisted of some activities slots that ran simultaneously, they were data collecting, data reduction, data display and drawing in the conclusion.

RESULTS AND DISCUSSION

A. Learner Teacher Program

Program of Learner Teacher Competence Improvement was an organizing process of teaching and learning activity in the framework of increasing the teacher ability and competency in implementing their profession duty.

The ability improvement included the activities that had an objective to improve and develop the abilities, attitude, and skill. From these activities was hoped that will produce a behaviour change that in the reality the behaviour change had an impact to the teacher work improvement in the teaching and learning process in the classroom.

Teacher as a learner made the Improvement Program of the Learner Teacher Competence as one way to fulfill the competence standard of the teacher appropriates with the profession demand

and the development of knowledge, technology and art.

The Improvement Program of the Learner Teacher Competence being the important part that has to be always done constantly or continually to keep the teacher professionalism. Therefore, the Improvement Program of the Learner Teacher Competence should be designed to give a new experience in helping to increase the competence as their duty field so that the teacher got the knowledge, skill, and increased the behaviour that was needed to implement the work well as their responsibility.

The Improvement Program of the Learner Teacher Competence was designed based on the Teacher Competence Standard that refers to the Rule of National Education Minister Number 16 Year 2007 about the Standard of Academic Qualification and Teacher Competence, the Rule of National Education Minister Number 27 Year 2008 about the Standard of Academic Qualification and Counselor Competence, the Rule of National Education Minister Number 32 Year 2008 about the Standard of Academic Qualification and Special Education Teacher Competence, and the Rule of Education and Cultural Minister Number 137 Year 2014 about the National Standard of Early Childhood Education Programs.

Based on the Indicator of Competence Achievement in the Teacher Competence Standard was developed the map of the teacher competence that was divided into ten competence groups. Next, from the ten of the competence groups was developed the question samples of the Teacher Competence Test, and for each competence group was also developed the module of the learner teacher competence improvement. The result of the Teacher Competence Test was being the reference in the self assessment for the teacher about their competence so that could determine the module of the learner teacher competence that was needed to increase their competence, and being the reference for the organizer of the Program of Learner Teacher Competence Improvement to do the need analysis.

The Program of the Learner Teacher Competence Improvement was done through three modas, they were Face to face Moda, In Network Moda, and Combination in Network Moda.

Face to face moda was a part of learning system where there was a direct interaction between the facilitator and the learning participant. The interaction that happened in face to face included the distribution of the material input, question and answer, discussion, exercise, practice, and giving an assignment.

In Network Moda was a learner teacher program that is done by exploiting the network

technology of computer and internet. In Network Moda could be implemented by preparing the learning system that giving instruction and learning service to the participant autonomously without involving the support directly in the implementation process. The instructional system meant included the registration process, learning implementation, final test, and the participant passing formulation and the certificate publication. In some cases, the support involvement was still needed, for example in examining and evaluating the assignments that still could not be done by the system, or to help the participant whether they got the difficulty that still could not be covered by the system. The In Network Moda was allocated for the teacher who needs the competence improvement by learning 3-5 modules.

The combination in network moda is the moda that combined between face to face and in network. In one side, the facilitator could be represented by the learning system that consisted of firmware, brainware, and software; and in the other side, the participant implemented the instruction given by the system, started from registration, the learning implementation, to the evaluation.

The combination in network moda was implemented by preparing the learning system that needed the support involvement directly in the learning process. The mentor involvement could be done by two ways: (1) meet face to face directly with the participant; or (2) meet face to face virtually, even via video, audio, or text. The combination in network moda was allocated for the teacher that needed the competence improvement by learning 6-7 modules.

B. The Implementation of the Learner Teacher Program in Samarinda City

Based on the interview result that was done by the researchers to the informant could be found to the implementation of the Learner Teacher program in Samarinda City that was started from 2016 ran with the name of the Learner Teacher Program.

To be more focus, the researchers described the implementation of the Learner Teacher program in some aspects, they were the aspect of the Learner Teacher participant criteria in Samarinda City, the procedure of the Learner Teacher program in Samarinda City, target, module and the implementation place of the Learner Teacher program in Samarinda City.

For the teacher criteria that could join the Learner Teacher Program in Samarinda City was the teacher that had been listed in the Education Main Data, and had been joined the earlier Competence Test. In the reality, all data of the listed teachers in the Education Main Data had not been certain could join the Learner Teacher program, because the encoding for processing at the central side was

uploaded in every end of the year, that was in December, then the listed teachers in the Education Main Data after that time had to wait for to join the Learner Teacher program in the next year.

The case above could be happened because of there were enough number of teachers in Indonesia, even as a permanent or impermanent teacher, even as a government employee or only as a honorer teacher. There was also a factor that determined in the process of the listed teacher in the Education Main Data was the teacher activeness in uploading the data. Thus, an educator was demanded to be active in responding every wisdom and information given by the education Department even from the central or regional and in the next down level. This was in harmony with the theory stated by Sudarwan (2003: 6-7) that there were five main pillars that absolutely existed to be a learner human, they were as follow: 1. Sense of want to know, 2. Optimism, 3. Sincerity, 4. Consistency, 5. Visioner View. An educator activeness in seeking information and active in uploading data were including in the consistency and optimism of a teacher as a learner human, in this case was to be a learner teacher.

From the results of interview, observation and documentation, the reserachers found that there were procedures of the Learner Teacher program, they were: (1) The teachers listed in the Education Main Data joined the earlier competence test as a pretest to get the starting point; (2) the participant starting point was ranked and grouped based on the rank point; (3) the participant who got the point above the passing criteria of the competence test, that was 65 would get the passing certificate and classified at the instructor class with the other conditional and stipulation.; (4) for the participant who had not been fulfill the passing standard of the competence test, then joined the Learner Teacher program that was divided into 3 classes, they were face to face class, in network moda and combination in network moda. The class placement was appropriated with the starting point of the participant. In this program, the participant learned 2 modules again about pedagogic and attitude, then the teacher competence test was done again as the posttest point; (5) if after that the participant posttest point had achieved the passing standard, then the participant had a right to get the certificate passing, but if not, then the participant joined the learner teacher program again in the next year.

The Improvement Program of the Learner Teacher Competence was designed based on the Teacher Competence Standard that refers to the Rule of National Education Minister Number 16 Year 2007 about the Standard of Academic Qualification

and Teacher Competence, it was implemented in Samarinda City.

Based on the Indicator of Competence Achievement in the Teacher Competence Standard was developed the map of the teacher competence that was divided into ten competence groups. Next, from the ten of the competence group was developed the question samples of the Teacher Competence Test, and for each competence group was also developed the module of the learner teacher competence improvement.

The participant who got the point above the passing standard, that was 65 was ranked again and who got the highest point chosen as an instructor candidate to join the instructor training for 100 hours of learning. There were some conditionals beside the highest point to join the instructor training, they were: (1) was a government teacher; (2) age of above 30 years old; and (3) be ready to be an instructor of the learner teacher in their own area.

From the field result about the standard of the passing point in the activity of teacher competence test, the participant who could join the Learner Teacher program in Samarinda City was the one with total point of 65, it indicated that there was a lowering point standard that in the beginning based on the theory of point standard of the participant who could join the Learner Teacher program was 80, after the deeply analysis was done then there was a wisdom about the lowering of the standard.

There were some reasons about the lowering of the point standard that the participant could join the Learning Teacher program, the first reason was the point standard was achieved in phases, for example in the first year, the point standard was 65, then in the second year the point became 70. The second reason was it appropriated with the teacher condition in the field who achieved the point standard of 80 did not fulfill, then there was a policy that the standard was considered as too high.

Based on the research result showed that the participant of the Learner Teacher program in Samarinda City had been grouping into 3 learning model groups, they were face to face class, in network moda and combination. In the face to face class, the learner teacher program was implemented for 60 hours of learning and was implemented outside the school hours. This appropriated with the guideline of the Learner Teacher program implementation issued by the central.

The target of the Learner Teacher Competence Improvement program in Samarinda City was the teacher at all of education unit levels started from Kindergarten, Elementary School, Extra Ordinary School, Junior High School, Senior High

School, and Vocational High School that had joined the teacher competence test in 2015, it already appropriated with the stipulation of the implementation and technical guidelines of the Learner Teacher program, but not all of the teachers at the education unit level could join the Learner Teacher with the obstacles of quota and geografic location.

Based on the stipulation of the Learner Teacher program, the participants were grouped based on the total modules that had to be learned according to the Learner Teacher Map, with the general references as follow:

1. The teacher who needed the competence improvement by learning 8-10 modules using Face to Face Moda.
2. The teacher who needed the competence improvement by learning 6-7 modules using Combination in Network Moda.
3. The teacher who needed the competence improvement by learning 3-5 modules using In Network Moda.
4. The teacher who needed the maximum competence improvement by learning 2 modules could be the participant target of National Instructor/Mentor training.

In the reality, the participants in the face to face class, moda in network and combination only learn 2 modules and the modules were obtained by the participant own money.

The implementation of the Learner Teacher program was located in Samarinda City at the learning center so that they were not interrupted, while the competence test was located at the school that had a good computer laboratory facility in Samarinda. There was still less of school that had a complete laboratory. There were only 5 schools in Samarinda that fulfill the conditional of the Learner Teacher program implementation, they were (SMKN 1 Samarinda, SMKN 2 Samarinda, SMAN 5 Samarinda, SMAN 7 Samarinda, SMKN 8 Samarinda and SMKN 11 Samarinda).

Nevertheless, there were 2 subdistricts that implemented the competence test at the hotel, they were Subdistrict of Samarinda Ilir and Subdistrict of Samarinda Ulu. For the reason of to be more practice and complete tools.

C. The Obstacles of the Learner Teacher Program Implementation

There were many obstacles in every implementation of a program, especially for a new program. From the interview result identified the obstacles that happended during the Learner Teacher program in Samarinda City, they were:

1. The obstacle in socialization, socialization was the first thing that had to be done in making a

program to be success. Because the Learner Teacher program was a program from the central and was a new and sudden program then the obstacles in the socialization could not be avoided.

Nevertheless in the reality, the Learner Teacher program in Samarinda City ran well eventhough there was still a limitation of socialization.

Especially if it was seen from the geografic condition of East Kalimantan that too wide, then the socialization obstacle could not be avoided.

2. The less of coordination between the National Education side with the implementation team (especially for Junior and Senior High School because they had been divided into groups based on subject and data that did not arrive to the organizer).
3. Fund, for the calculation of the Learner Teacher program had not been in the Regional Expenditure Budget and the city government also had not been calculated it. So in the real condition, the fund was from the participant of the Learner Teacher program, from the self-supporting fund of the participant was used to pay the instructor, consumption, printed the modul and all of implemented activities.
4. Implementation place, even the implementation of the Learner Teacher program or Competence Test of the program. Because the criteria of the Learner Teacher program implementation was a place that did not disturb the school activities and had enough facilitation, it means that implementation place was a condusive place and comfortable surroundings and had to be implemented outside of the school or office hours. While in the reality, there were still limited places that fulfilled the conditionals. The implementation place for the Teacher Competence Test and the Competence Test Place should have a good computer laboratory facilities, but in the reality, there was still less place like that in Samarinda City.

CONCLUSION

The Implementation of the Learner Teacher program in Samarinda City started from 2016, the criteria of the teachers who wanted to be the participant of the learner program in Samarinda City were the teacher listed in the Education Main Data and passed the earlier competence test. The procedure of the learner teacher program implementation in Samarinda appropriated to the implementation and technical guidelines, but there were still unappropriateness of the modules and the point standard.

The obstacles faced in the implementation of the Learner Teacher program in Samarinda City were: the obstacles in socialization, less of fund, and the implementation place, even the implementation of the Learner Teacher program and place.

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