

Mental Revolution Based on Local Wisdom to Improve The Performance of Teachers at School in Remote Area

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Abstract

Shortage of teachers at school in remote area is not the main cause of the ineffectiveness of the learning process, but due to the many teachers who are absent from duty (the findings of the authors on the study of the performance of teachers at school in remote area, 2015). Mental is not good that was shown teachers as it does not only have implications for mental people at schools, but also reduces public trust of the teacher as a source of reinforcing the values of mental revolution; integrity, work ethic and mutual cooperation. Therefore, to repair or regrow and public confidence, the necessary synergy between the understanding of the values that were created at the school with the great value that growth and development in remote areas of society (local wisdom). This paper describes the results of research and study of theory about: 1) the view of the mental revolution; 2) The mental revolution in the educational setting; 3) school conditions and situation in remote areas; 4) an overview of the performance of primary school teachers in remote areas; 5) weaknesses of program of improvement performance teacher in remote areas; 6) Local wisdom as a source of internal motivation to improve teacher performance.

Keywords : mental revolution, local wisdom, performance of teacher, school in remote area

INTRODUCTION

Based on data from Education Sector Analytical and Capacity Development Partners in 2014, the rate of absenteeism of elementary school teachers in remote areas reached 20 percent, twice more than the national level of absenteeism, ie 9.4 percent. One of the research findings on the performance of remote elementary teachers in Bengkulu, that the abandonment of learning in remote schools is not due to lack of teachers, but because many teachers (as civil servants) are absent from their duties, (Dodo Sutardi 2016). It is not just hampering the quality of learning, but it has reduced the public's trust in teachers as a source of

positive values that have grown and developed in social life in remote areas. This proves that there are important factors that must be studied more seriously in the effort of improving teacher performance in remote areas, one of which is the values of local wisdom that must be implemented by teachers to become professional teachers.

The study of local cultural values (local wisdom) related to the mental problems of teachers in remote areas, is one of the Nawacita program applications of the third point: "Building Indonesia from the periphery by strengthening the regions and villages within the framework of the unitary state". To this end, this paper presents the results of the study of

educational observers and the results of research on the condition and situation of education in the remote area can be used as the basis of challenge of the Mental Revolution in the education environment in remote areas. The points discussed are as follows:

1. The mental revolution in the educational environment;
2. The condition and situation of schools in remote areas;
3. An overview of the performance of primary school teachers in remote areas;
4. Local wisdom as a source of internal motivation to improve teacher performance.

DISCUSSION

1. The Importance of the Mental Revolution in the Educational Environment

The current national crises are one result of excessive attention to material investment and tend to ignore mental investment. The educational world normally reserved for social transformation, rather than giving hope, becomes part of the crisis itself. Educational institutions as cultural strongholds experience the process of stunting, eroded by the dominance of the ethos of instrumentalism; An ethos of respect, art, culture and education on the basis of purely practical purposes.

A national healing effort needs to be done by conducting a mental revolutionary movement, the main vehicle through the process of nursery and culture in the world of education. Education and culture, therefore, should be viewed as an inseparable creative process, like two sides of a same coin. Bung Hatta correctly

states that what is taught in the education process is culture, while education itself is the process of culture.

Several reasons about the need for a teacher's mental revolution, among others; Prof. research results Beeby 1970 in his book *Education in Indonesia, 1975*: "The chronic problem of education in Indonesia is that teachers teach with minimal background and methodical skills, so classroom activities such as rituals and boring", such conditions are still illustrated at the time, so the education process has not been able to foster students potential. World Bank research results in 2009-2011, that the professionalism of teachers with certification does not have implications for improving the quality of teachers and the quality of student learning outcomes, is not directly proportional to the improvement of professionalism and or teacher performance, which only improves teacher economy and increases teacher interest, Bad form of materialistic mental symptoms that need to be anticipated. The assessment by the Ministry of Education and Culture shows that pedagogic competence and professional teachers are low on average. Initial competence test results (UKA) 2012 showed only 42.25 (100) which is declared competent, while UKG 2014 average 47,6.

2. Condition and Situation of Primary Schools in Remote Areas

Remote school category, can be seen in terms of location far from the city center, difficult to reach by motorcycle. Even difficult to communicate out, because there is no telephone network. Teachers and students must pass through hilly terrain to school, (Oktafiansyah, 2012).

The results of the conditions identification, the situations and limitations of other aspects of schools in remote areas of Seluma District of Bengkulu Province, are described by Dodo Sutardi in his research: *"Pengembangan Model Belajar BERMUTU Adaptif untuk Meningkatkan Kinerja Guru Sekolah Dasar di Desa Terpencil"*, described as follows:

The Road Condition of Elementary School in Remote Area

The journey to get to school takes more than 6 hours. The dirt road is difficult to pass both the rainy dry season. The rainy season is slippery and many puddles are flooded. Dusty dry season and scattered stones make it difficult for vehicles to be driven, as shown in the following figures:



Graph 1. The Condition of Primary School Buildings in Remote Area

Primary school buildings in remote areas appear to be poorly maintained. One room is used by two groups of learning, is

insulated with a very simple wood plywood board, as shown in the following example images:



Graph 2. The third and fourth class, SD Transtalang Kebun, Seluma District

3. Overview of Primary School Teacher Performance in Remote Area

Teachers' performance in remote area are not so good, as one of the titles of articles published by TribusJogja.com, which is also published in Kompas

newspaper. Described, primary school teachers who teach in a number of remote areas in Indonesia are absent from work. "At a sudden visit, only a few civil servant teachers come to school," said Bambang Widiyanto as Deputy Minister of

Human Development Policy Development and Development Equity, at the exposure of "Innovation to Improve Teacher Performance, August 25, 2014. Based on Education Sector Analytical And Capacity Development Partner year 2014, that the absenteeism rate of primary school teachers in remote areas is 20 percent. That number is more than twice the national absorption rate of 9.4 percent. According to SMERU Research Institute data, 31.5 percent of elementary school teachers in remote areas are absent as the recipients of special allowances. This has an impact on students' reading, writing and counting abilities: "As many as 60 percent of primary school students in remote areas surveyed are still illiterate. [Http://jogja.tribunnews.com/2015/08/27/](http://jogja.tribunnews.com/2015/08/27/) One of the conclusions in the study of the Performance of Primary School Teachers in Remote Villages, Banjar District, by Yayuk: thesis, UNY. 2014, is that: "The performance of teachers working in remote areas of Banjar District is not maximized because it is influenced by several things including (1) the high level of difficulty of the geographical condition of the region (2) the lack of access to transportation and communication, and (3) the lack of facilities and Infrastructure for learning activities.

Research by Dodo Sutardi, Edwar and Haimah, 2015-2016, outlines some findings related to the performance of elementary school teachers in remote areas of Seluma District (there are 31 primary schools) Bengkulu Province, among others 1) teachers living in cities with civil servant status Often dropping out of the job (coming to school every three days, one week once and even once in a month), 2) teaching assignment is

entirely charged to honor teachers with a qualification of Diploma 1 and / or high school graduates). Lesson plans, only those that have been provided by the *Kelompok Kerja Guru (KKG)*, to meet administrative requirements only, 4) the implementation of irregular learning based on the schedule, the students enter the class according to the taste of the teacher. If teachers are lazy to teach, students are asked to do activities according to taste (generally play football, students grade 1 and 2 are told to draw).

For the success of teacher performance improvement programs especially in remote areas, it is necessary to conduct a deep discussion and then together make a commitment that is the result of taste, if the heart, and if initiative.

4. Local Wisdom as a Source of Internal Motivation to Improve Teacher Performance.

Establishment of all the problems above is the low internal motivation of teachers. Louise Stoll, (2016) explains "Motivation is the starting point for learning. For a busy and often overworked teacher to devote effort to change and new learning, there has to be a good reason for the change: some sort of catalyst or urgency a sense that "what I'm doing doesn't seem to be working". Also, faced with a new teaching strategy, the teacher needs to know it is practical and useful "relevant to me in my classroom with these students"

Building internal motivation must start from an awareness of the noble ideals of every human being. According to Rogers, 2002 (in Suyanto, 2014), a change is needed to build internal

motivation. Is leverage can help to influence, direct, or encourage changes. Applications of the field, to the trainees use the feeling of pleasure and fear as a positive and negative leverage to create a great change in their lives. Thus there will be a commitment that is not just a document signed by the maker, but must be the result of the taste, if the heart, and the work.

The process of cultivating the taste, the heart, the mind and the thought will be realized and has meaning if it is sourced from local culture (local wisdom), if not then any effort done to improve the competence and or performance of teacher will never be achieved. Efforts to find root causes through local cultural applications (local wisdom), are expected to build self-awareness to develop sustainable professional development for educators who are not only obliged to educate the nation's children but also jointly build themselves to create a nation that is advanced and dignified . For that reason, efforts should be made to explore local culture (local wisdom) which is expected to provide internal motivation through the activities of taste, if the heart, if initiative, and if thought.

If culture is the result of human power that produces mind in the context of creation, taste and intention, then culture is the result of creation, taste and intention itself. So multiplying the inventiveness of the taste and the initiative to develop motivation must be from the culture. Furthermore, Djodjodiguno, in his book *The Sociology Principles* explains the creative *cipta*, *rasa* and *karsa*. *Cipta* refers to the ability or can be interpreted as human longing to know everything, the desire to know the

secrets of the universe, then generate value called knowledge. *Cipta* stimulates people to discover new things for their lives. *Rasa* is a human sense of aesthetics (beauty). The sense of encouraging humans to mix their lives with the beauty of form and form. Generate a value that called art. *Karsa* provides an understanding of "*sangkan paran*". Understand where human is born (*sangkan*), and where human will die (*paran*). *Karsa* produces values of norms and religion (belief).

Based on these three values, culture is a result of human glory. From one individual, evolving into the neighborhood, to the context of the nation and country. Culture of the nation emerged from the culture of a country. Establish a social system shared by all members. *Santun*, friendly, peaceful, cultural values became the "seal" of the Indonesian nation. What is not fantastic, hundreds of cultures from different ethnic groups are melted and can be accepted under the name of Indonesian Culture. The whole world believes and recognizes the noble culture of Indonesia.

CONCLUSION

There are several things that can be inferred from the results of the study of theory and research results as described above, as follows:

1. Mental Revolution based on local wisdom is a model of coaching good values; Integrity (honest, trustworthy, character and responsibilities), Work Ethos (hard work, optimistic, innovative and productive), and mutual cooperation (cooperation, solidarity, communal, service oriented), which has grown in the life

- of the community.
2. Efforts to improve teacher performance in remote areas through training activities should be designed and implemented taking into account the situation and condition of schools in remote areas, otherwise the teacher absenteeism in remote areas will still be higher than those in the general location.
 3. Internal motivation that does not grow in every teacher, become the main cause, teacher performance guidance program does not run in accordance with program objectives.
 4. Growing internal motivation of teachers in training should start with growing the three elements of human being as a whole person that is creativity, taste and kara excavated from the values of local wisdom.
 5. Local wisdom as a source of values; Taste, inventiveness and initiative must form the basis for the commitment of teachers in improving their performance through various trainings.

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