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Improving Personal Competence of Teacher in Remote Areas Based on Mental Revolution

Dodo Sutardi[1], Dihamri[1], Nurmintan Silaban[1]
[1] Universitas Prof. Dr.Hazairin, ✉ (e-mail) masdo.061960@gmail.com

Abstract

Teachers' problems in remote areas was massive absenteeism. According to the Education Sector Analytical and Capacity Development Partners, 2014, teachers absenteeism in remote areas reached 20%, while in urban areas was 9.4%. Teacherbecame defaulters teaching because of heir low personal competence. There was no available training that focused on improving remote areas teachers ownompetence. One method that could be conducted is by applying mental revolution movement. The objective of the study was to examine the effectiveness of mental revolution in improving the personal competence of primary school teachers in remote areas.The quasi-eksperiment model with One-Group Pretest-Posttest Design was used in the study.The participants in the study were 38 elementary shoolteacherswho were a civil servant in remote areas in Bengkulu Province. The result in this research explained that the implementation of mental revolution based on local wisdom could improve the personal competence of civil servant elementaryschool in remote areas in Seluma District in Bengkulu Province

Keywords: Local Wisdom, Mental Revolution, Personal Competence, Remote Area.

Introduction

The problem of learning in remote areas is not the lack of teachers. Findings of research on efforts to improve the performance of remote elementary teachers in Bengkulu:the number of teachers in remote schools in Seluma District Bengkulu is enough, it's just a lot of civil servant teachers absent(Dodo Sutardi, 2016). Data for Education Sector Analytical and Capacity Development Partners in 2014, shows that the absenteeism rate of

primary school teachers in remote areas reaches 20 percent. This has an impact on students' reading, writing and numeracy skills: "As many as 60 percent of grade 1 primary school students in remote areas are still illiterate. (ACDP Indonesia, 2015).According to SMERU Research Institute data, as many as 31.5 percent of elementary school teachers in remote areas who are absent are civil servants receiving special allowances (Kompas, 2016).Therefore the mental revolution in the educational environment, must begin with the mentality of his teachers, (Zulkifli Akbar, 2014).

The practice of mental revolution in everyday life is to be a human being with integrity, having a work ethic and spirit of ooperation. Therefore, the essential values developed as levers of the mental revolution are 1) integrity; honest, trustworthy, character and responsibility, 2) work ethic; hard

work, optimistic, innovative and productive, and 3) mutual cooperation; cooperation, solidarity, communal, oriented to the benefit (Jansen Sinamo, 2014). For teachers these values are indicators of personal competence and social competence that should be applied in everyday life, especially in carrying out its duties as a professional teacher.

The steps of the process of internalizing the values of the mental revolution in the short term, carried out through various activities; 1) socializing the values of mental revolution through meetings, 2) creating the tagline of mental revolution in various spaces in the form of a short phrase with a compact and easy-to-remember message; 3) creating or giving role models, for example to be emulated and modeled for society . (Arif Budimanta, 2015)

The mental revolution in the educational environment of remote areas is the fostering of values; integrity, work ethic, and mutual cooperation based on local wisdom through socialization, installing tagline and conducting ceremonies commemorating the national day, as a way to increase the personal competence of teachers in remote area.

The socialization of the values of mental revolution in remote village education environments is done informally at a time when the community gather, for example before the wedding party. Their habits gather around for 9 nights, performing various events; performing traditional dances, or simply playing domino and so forth. In such an atmosphere there is no planned dialogue, or talk about the values of community life.

The tagline for a rural village educational environment was designed and created by the citizens of the school and society that represent their expectations. The function of tagline to increase awareness. Therefore, in order to provide maximumeffect, the tagline must be precisely made and used in its place, using a language that can be understood (local language for example). A good tagline is a flexible tagline and can represent an identity, (Dwi, 2015).Creating tagline by the citizens of the school and community begins with a discussion of positive values that are inspirational to be arranged in the form of unique phrases, funny, inspiring, or even sarcastic sarcasm.

The ceremony marking the anniversary of the Republic of Indonesia in the remote elementary school becomes part of the steps of the mental revolutionary movement. One goal is to improve the understanding and application of the values of mental revolution by school and community residents. Menpora (2017) said that the ceremony to commemorate the anniversary of RI is a role model of the mental Revolution, and the Red and White flag must always be guarded and upheld so as not to disturb the flag of Merah Putih. Therefore. This national ceremony is very important for all of us, "The national great memorial ceremony becomes a priority in the mental revolutionary movement in remote elementary schools, because the identification results that in remote elementary schools rarely commemorate the national day, even on Monday (Risa Risalah, 2017). The objective of the study was to examine the effectiveness of mental revolution in improving the personal competence of primary school teachers in remote areas.

Method

The quasi eksperiment model with One Group Pretest-Posttest Designe(Sugiyono, 2011, see also Saxe,1989) was used in the study.Pretest is performed before the implementation of mental revolution, that is;socialization, dissemination of tagline and organizing the anniversary of the Republic of Indonesia's anniversary. After the activity was held for one month, implemented posttest. The samples were takenpurfosively, ie remote elementary school teachers with civil servant status, had received educational allowances and remote allowances totaling 38 people, served in 8 remote schools in Seluma District. The results of the experiment were analyzed using t-test to find out the improvement of understanding and application of the value of mental revolution value by civil servant teachers in remote elementary school of Seluma Regency.The test instrument used in the form of a list of 50 questions. To test the accuracy and validity of the test equipment has been tested its

validity and reliability. Raja Lailatul Zuraida (2017), asserted: The accuracy and accuracy of the data is the most important indicator in ensuring a reliable research conclusion, therefore the validity and reliability of the instrument must be done theoretically (qualitatively), and empirically (quantitatively).

Results and Discussion

The effectiveness of mental revolution activities in improving the personal competence of civil servant teachers in remote areas, measured from the score of pretest and posttest results of personalcompetence of civil servant teachers in remote elementary schools

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Table 1: the Pretest and Posttest Scores of Teacher's Personal Competence

N	X_1	X_2	No	X_1	X_2	No	X_1	X_2	No	X_1	X_2
1.	152	194	11.	119	207	21.	140	192	31.	133	190
2.	128	184	12.	148	204	22.	154	179	32.	137	203
3.	130	196	13.	149	200	23.	136	194	33.	131	186
4.	154	204	14.	147	198	24.	132	202	34.	136	181
5.	139	198	15.	98	180	25.	124	194	35.	146	196
6.	146	190	16.	139	201	26.	137	199	36.	148	182
7.	107	189	17.	150	185	27.	148	188	37.	100	191
8.	139	200	18.	148	181	28.	101	204	38.	137	195
9.	151	192	19.	155	181	29.	139	189			
10.	133	205	20.	103	203	30.	134	195			
									Sum	**5148**	**7352**
									Av	**135,47**	**193,47**

Description: N = Respondent, X_1 = pretest score, X_2 = posttest score, Av= Average

The pretest and posttest score of each respondent is the sum of the multiplication of each item (there are 50 items) with the option: 5, 4, 3, 2, 1.Question items of personal competence developed from the concept of mental revolution based on emotional and spiritual acts of Ari Ginanjar Agustian(2016).

Each score of each respondent shows the level of personal competence.Determining the level of personal competence by: 1) calculating the range (R), known X> = 250, X <= 50. Then R = 200. 2) determine the score interval (P), ie R / K. K is many classes, (Veri High, High, Medium, Low, Very Low), then P = 200/5 = 40. Thus obtained the level of personal competence of teachers as in table 2:

Table 2: Levels of Personal Competence

No.	Interval Skor	Levels of Personal Competence
1.	210 >	Very high
2.	170 – 209	High
3.	130 – 169	Medium
4.	90 – 129	Low
5.	50 – 89	Very low

Comparing the scores of each respondent to the level of personal competence, it shows that the level of personal competence of civil servants in remote schools before the mental revolution takes place, is largely moderate, and a small proportion is low. After a mental revolution, the level of personal competence increases to high.

To clarify the effectiveness of the implementation of mental revolution in improving the personal competence of teachers, then tested the difference between the pretest and posttest results.

Tabel 3:Scores and Deviations for Different Tests

Resp	X_1	X_2	x_1	x_2	x_1^2	x_2^2
1.	152	194	16,53	0,53	273,24	0,28
2.	128	184	-7,47	-9,47	55,80	89,68
3.	130	196	-5,47	2,53	29,92	6,40
4.	154	204	18,53	10,53	343,36	110,88
5.	139	198	3,53	4,53	12,46	20,52
6.	146	190	10,53	-3,47	110,88	12,04
.	.	.	.	.	.	.
.	.	.	.	.	.	.
.	.	.	.	.	.	.
38.	137	195	1,53	1,53	2,34	2,34
μ	135,47	193,47			3075,82	2446.08
					S^2=80,94	S^2=64.37

Analyze the difference as follows:
Is known:

n = 38
μ_1 = 193,47
μ_2 = 135,47
s_1^2 = 64,37 s_2^2= 80,94

Then:

$$t = \frac{193,47 - 135,47}{\sqrt{\frac{64,37}{38} + \frac{80,94}{38}}} = 15,17$$

The hypothesis proposed is:

H_o: $\mu_e = \mu_k$:There is no difference in the personal competence of civil servant teachers in remote primary schools before and after mental revolutions are based on the local wisdom of remote villages.

H_A: $\mu_e > \mu_k$:The personal competence of civil servant teachers in remote elementary schools increased after a mental revolution based on the local wisdom of the remote villages

Test the hypothesis: If $t_h > t_t$ then Ho rejected.

With α 0,05 dk n-1 = 37, hence obtained t_t = 2,750. It is known: t_h = 26,43, so th> t_t. Then Ho is rejected. Thus the implementation of mental revolution in the environment welfare environment based on wisdom can increase the personal competence of civil servant teachers in remote elementary schools.

Mental Revolution is a long educational process, so education must be integrated with culture. Therefore the mental revolution must be viewed as a creative process that can not be separated from culture. Bung Hatta stated; "That what is taught in the educational process is culture, while education itself is the process of culture" (Yudi Latif, 2014). Therefore, if the implementation of mental revolution is viewed as an educational process, then the process must be sourced and seek to develop local cultural values (local wisdom). This also underlies the need for the implementation of mental revolution based on local wisdom.

Anik Ghufron (2017) in his article: "Development of Values Based on Yogyakarta Cultural Values in Primary Schools", concludes (one of them), that this culture-based learning model is used to instill cultural values in elementary schools, (RPP). Akamal (2017) in his article "Local Culture And Morality Attachment To Tpack Framework Of Pre-Service Teachers Within The Chalangge Of The 21st Century Skills," explains the importance of local culture and local morale to complement the Knowledge of Pedagogy Content Technology (TPCK +) in challenge 21st century skills".

The mental revolutionary movement is not a day-to-day work, but a long-term, continuous national effort to determine the future of the nation, its activities must be directed and systematically directed at all walks of life, including the educational environment (Ignas Kleden, 2014).

Conclusions

Evidence that the implementation of the mental revolution in the educational environment may increase the personal competence of civil servant teachers in remote primary schools suggests that the values of the mental revolution are in line with indicators of the teacher's personalcompetence that should be a central component in promoting professionalism. High pedagogical competence and professional competence are not significant without being supported by high personal competence. Therefore the implementation of the mental revolution should be a plan in an effort to improve the personal competence of teachers. Implementation of the mental revolution is not a day-to-day activity but must be continuous throughout the life of clear programming.

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