

# Learning Plan of SM-3T Teachers in Tule Village, East Melonguane Timur Subdistrict, Talaud Islands, North Sulawesi - Indonesia

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**Abstract:** Bachelor Teaching in Forefront, Outer and Underdeveloped Areas (SM-3T) is a program of graduate service to participate in the acceleration of educational development in forefront, outer and underdeveloped areas for one year under the slogan 'go forward together to educate Indonesia'. This study aims at analyzing the learning planning program of SM-3T teachers and its implementation in East Melonguane Subdistrict, especially in Inpres 4/82 State Elementary School of Tule. It employed case study, interview and qualitative analysis such learning plan and its implementation. Data were obtained from interviews with SM-3T teachers stationed in the forefront, outer and underdeveloped areas in Tule Village, East Melonguane Subdistrict, Talaud Islands, North Sulawesi Province. It can be concluded that, in general, the learning plan of SM-3T teacher is good; as indicated that before the learning process they made syllabi and Learning Implementation Plan, teaching materials, slideshow materials in accordance with the standards of competence set by the government. It is not only materials that should be prepared in the learning plan, but patience also should be prepared in the process of teaching and learning. The characters of teachers in delivering materials using subtle language accompanied with great care on students may change the characters of students who were rough into soft. Culture can also make the achievement of class control and learning materials possible.

**Keywords:** Plan, learning, SM-3T (Bachelor Teaching in Forefront, Outer, Underdeveloped).

## BACKGROUND

Stretching along 3,977 miles between the Pacific Ocean and the Indian Ocean, Indonesia is one of the largest archipelagic countries in the world. The results of satellite imagery study in 2002 indicated that Indonesia has  $\pm 18,306$  islands and  $\pm 16,056$  of which are named islands, with a total area of  $\pm 5,193,250$  km<sup>2</sup>, land area of  $\pm 1,919,440$  km<sup>2</sup> and water area of  $\pm 3,257,483$  km<sup>2</sup> (Ministry of Marine and Fisheries, 2016). Geographically, Indonesia consists of large and small islands stretching from Sabang to Merauke and consists of various tribes and cultures, which is not easy for Indonesia to implement development with diverse circumstances. The development, of course, should be adjusted to the circumstance of area in which the development takes place. The development includes physical development and human resources development. However, this study dealt with the development of human resources on the whole through formal education with SM-3T learning program for the forefront, outer, and underdeveloped islands.

The foremost, outer, and underdeveloped areas are areas of concern to the government, particularly in education. Education is a demand for the growth of children, which means that education leads all the forces of nature existing in students so that they, as human beings and members of society, can achieve the highest welfare and happiness of life (Dewantara, 1962). Furthermore, education is any effort of adults in dealing with children to lead physical development towards maturity (Puwanto, 2013). Based on the previous definition of education, the core of education in Indonesia is that the people of Indonesia have self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country. This shows that the direction of national education process includes various aspects of human life and society in the life of the nation and state.

Sa'ud (2005) states that various components and elements in the educational process or teaching and learning process must logically prepare or make the following plans: 1) Need for assessment, which is a review of the needs required in various aspects of educational development which serves as base for learning plan activities; 2) Formulation of goals and objectives,

which is a review of planning direction and operational description of the philosophical aspiration of society; 3) Policy and priority setting, which is setting and prioritizing policies and priorities in education plan; 4) Program and project formulation, which is the formulation of program and activity project which serve as an operational component of education planning; 5) Feasibility testing, which is the allocation of funding resources; 6) Plan implementation, which is the implementation of plan in order to realize a written plan into action, aimed at assessing whether a plan is feasible, good and effective; 7) Evaluation and revision for future plan, which is an activity to assess the success rate of planning that serves as a feedback to revise and adjust the plan for improving the next plan.

Based on the opinion of Sa'ud (2005), this study employed plan implementation, which is to realize a good, effective and efficient learning plan. From several aforementioned formulations about education plan, it can be concluded that the prominent issue in learning is a process to prepare a concept of lesson plan to be implemented. On the other hand, learning plan should also prepare personnel planning or educational personnel, in this case the government should prepare teachers who will be placed in the forefront, outer and underdeveloped under the slogan go forward together to educated Indonesia through SM-3T Teachers program.

In regard to the existence of such forefront, outer and underdeveloped areas, the government creates a program called Bachelor Teaching in Forefront, Outer and underdeveloped areas. This program is a program involving bachelors to participate in the acceleration of educational development in the forefront, outer and underdeveloped areas for one year as a preparation for professional educator, and will be continued with the Teacher Professional Education Program for one year. At the end of the activity, the participants declared pass will be given an educator certificate that can be used as a requirement of professional educator in accordance with their rights and obligations. One of the areas targeted by SM-3T of North Sulawesi is Talaud Islands Regency, which is  $\pm 271$  miles from Manado, the capital of North Sulawesi Province. This is what made and motivated authors to conduct a research to review and analyze the learning plan of SM-3T teachers and its implementation in Talaud Islands Regency, particularly in Village Tule, East MelonguaneSubdistrict in Inpres 4/82 Elementary School of Tule.

## METHODS AND DATA ANALYSIS

This study employed case study, survey with qualitative descriptive analysis. In regard to the characteristics of the object, a survey method was employed to reveal the actual data during the study. Case study method was used concerning population, and descriptive qualitative analysis was used to analyze data (Yunus: 2010). Data were obtained from interviews with SM-3T teachers stationed in the forefront, outer and underdeveloped areas in Tule Village, East MelonguaneSubdistrict, Talaud Islands Regency, North Sulawesi Province. To catch up with education in those areas, all SM-3T teachers before being stationed in the target area had been given a training consisting of pre- academic condition training which included academic activities, namely: 1) training in carrying out educational tasks on specific or certain conditions, 2) leadership and education management in schools, and non academic environment, including: 1) mental and survival coaching; 2) social skills training; 3) civic education and state defense and, 4) Scouting and First Aid, in the Teacher Training Institute (LPTK) executing SM-3T Program. However, in practice, there were various problems in the implementation of learning plans that had been prepared. Theoretically, such learning plan can help teachers to deliver learning materials and help students to understand the objectives of learning.

Banghart and Trull (1973) state that learning plan is a process of preparing learning materials, using learning media, using learning approach or method, within an allocated time that will be implemented in one semester in order to achieve predetermined objectives.

## DISCUSSION

Learning plan is one of the first steps in learning management. This plays an important role in achieving learning objectives. Plan is a set of actions to solve problems, especially social and economic issues in one period of plan, oriented to the future horizons on certain types and levels of plan in the future (Alen, 1974). Accordingly, solving various problems, especially social problems referred to in this study is the learning plan in Inpres 4/82 State Elementary School of Tule Village, East MelonguaneSubdistrict, Talaud Islands Regency, North Sulawesi in one period of plan, or one semester.

Furthermore, Enoch (1995) states that educational plan is a process that prepares a set of alternatives for future activities directed to achieve objectives with optimum efforts and considers the facts existing in economic, social, and cultural aspects of a country. This set of alternatives means tools made to assist in teaching and learning in the form of syllabus, Learning Implementation Plan to achieve predetermined learning objectives. Coombs (1982) argues that educational plan is a rational application which is analyzed systematically and a process of educational development in order that education will be more effective and efficient and in accordance with the needs and objectives of students and society.

Educational plan is intended to prepare all components of education, so that teaching-learning process can be performed well in order to achieve the expected educational targets or to achieve the objectives of national education. It is not easy to achieve the objectives of education because the Republic of Indonesia is an archipelago that stretches from Sabang to Merauke or stretches from  $95^{\circ}$  East Longitude- $141^{\circ}$  East Longitude and  $6^{\circ}$  North Latitude- $11^{\circ}$  South Latitude. Viewed from this astronomical position, there are still many areas or islands that do not receive education. On the other hand, in order to advance an area, the only way is education, so that education can reach the corners of the country. Therefore, the government under the slogan: go

forward together to educate Indonesia through a program of bachelors teaching to prepare professional educator candidates stationed in the forefront, outer and underdeveloped areas (SM-3T).

Based on the criteria of the Ministry for Development of Disadvantaged Regions, there are ten provinces targeted under the program of Bachelors Teaching in Forefront, Outer and Underdeveloped Areas (SM-3T). Table 1.1.

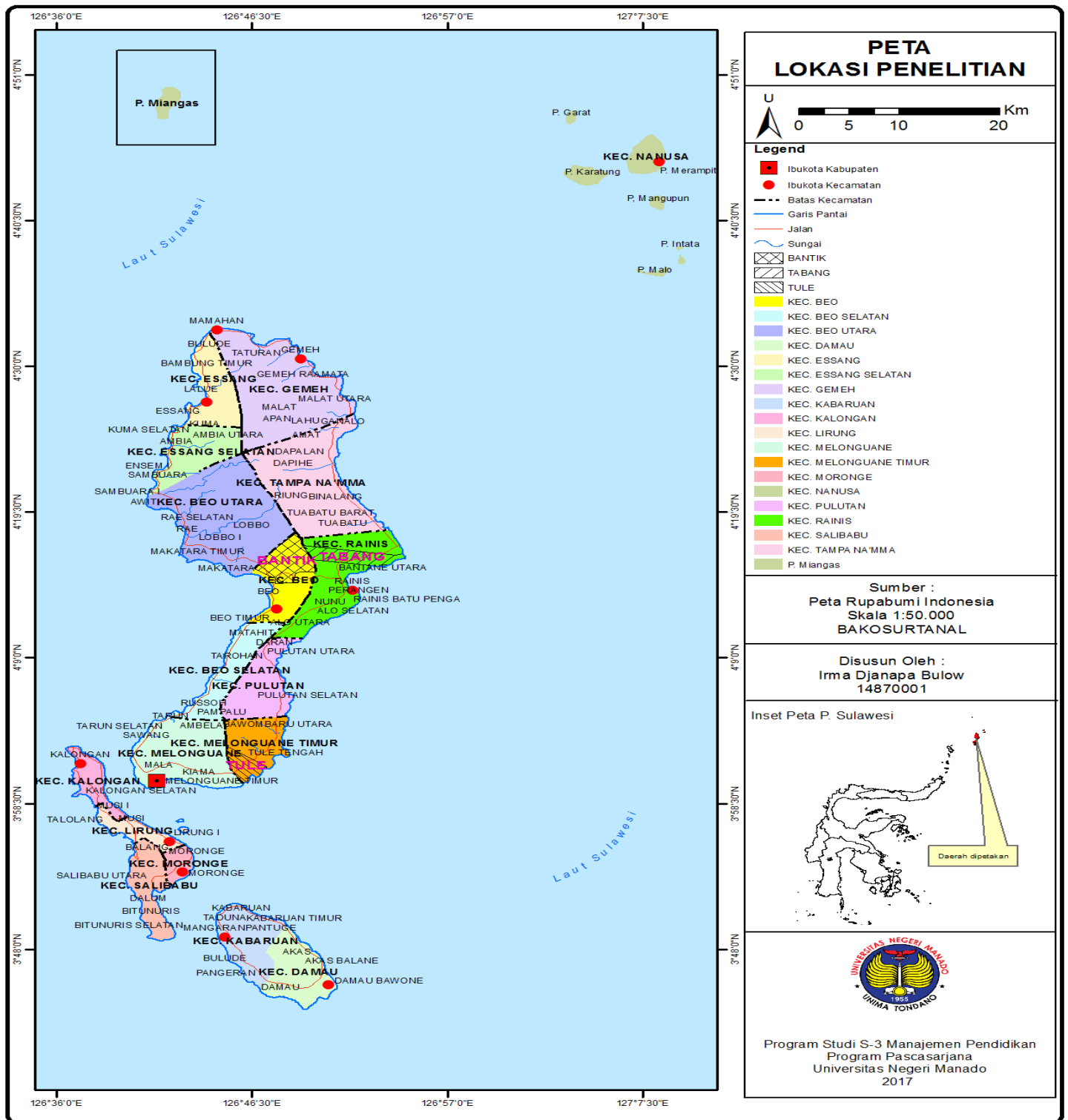
Table 1.1. Provinces Targeted for SM-3T in Indonesia in 2015

No	Province	Regency/Region Targeted for SM-3T
1	Aceh	Simeulue Regency; Aceh Singkil Regency; Aceh Selatan Regency; Aceh Timur Regency; Aceh Besar Regency; GayoLues Regency; Pidie Jaya Regency.
2	East Nusa Tenggara	Sumba Timur Regency; Kupang Regency; Flores Timur Regency; Ende Regency; Ngada Regency; Alor Regency; Mangarai Regency; Belu Regency.
3	North Sulawesi	Talau Islands Regency; SiauTahulandangBiaro Regency.
4	Papua	Biak Numfor Regency; Wropen Regency; Jaya Wijaya Regency; Lani Jaya Regency; PegununganBintang Regency; Mamberamo Raya Regency; MabeRamo Raya Regency; Yahukimo Regency; Asmat Regency; Mappi Regency; Deiyai Regency.
5	West Papua	Manokwari Selatan Regency, Raja Ampat Regency; TelukBintuni Regency; Sorong Regency; Sorong Selatan Regency; Tambraw Regency.
6	Riau Islands	Anambas Islands Regency
7	West Kalimantan	Sanggau Regency; Landak Regency
8	North Kalimantan	Malinau Regency; Nunukan Regency
9	East Kalimantan	Berau Regency; Barat Regency
10	Maluku	Maluku Barat Daya Regency; Aru Islands Regency

Source: Implementation Guide of SM-3T Program, Ministry of Research, Technology and Higher Education, 2015

Based on the data in Table 1.1., one of the ten provinces targeted by the SM-3T program is North Sulawesi Province, namely Talaud Islands Regency and SiauTagulandangBiaro Regency. Furthermore, this study focused on East Melonguane Subdistrict, Talaud Islands Regency, particularly in Tule Village, in which Inpres 4/82 State Elementary School of Tuleis located.

Figure 1.1. Research Site



Peta: Lokasi Penelitian

Figure 1.1 shows the research site in Talaud Islands Regency, particularly Inpres 4/82 Elementary School of Tule located in Tule Village, East Melonguane Subdistrict. In 2016 there was one SM-3T teacher stationed in Tule Village. Before carrying out the teaching and learning process, the teachers make a learning plan as suggested by Uno (2009) that learning plan is a satisfactory way to make teaching and learning activities work well, accompanied with various anticipatory steps in order to minimize gap so that the activity can achieve objectives that have been set. Furthermore, Dageng (1997) states that teaching and learning are efforts to educate students by choosing, determining, developing methods in order to achieve the desired teaching outcomes. The process of activity in the teaching is the core of learning plan.

In the learning plan, the process of preparing the learning tools has become routine tasks done by SM-3T Teachers in Talaud Islands Regency. This can be seen from the learning tools that are already ready before the teaching and learning process begins. Learning tools consist of syllabus and learning implementation plan (RPP) in accordance with competency standards set by the government. Muslich (2007) states that syllabus is one of the products of curriculum and learning development that

contains the learning outlines. Principles of syllabus development are described as follows: (1) Scientific. The entire material and activities contained in the syllabus must be scientifically true and accountable. In order to achieve the scientific truth, experts in their respective fields should be involved in the making of syllabus; (2) Relevant. Scope, depth, degree of difficulty and order of material presentation in the syllabus are appropriate or relevant to the level of physical, intellectual, social, emotional, and spiritual development of students; (3) Systematic. Syllabus components are interrelated functionally in achieving competence; (4) Consistent. There is a consistent relationship between basic competencies, indicators, subject matter, learning experience, learning resources, and assessment system; (5) Adequate. Scope of indicators, subject matter, learning experience, learning resources and assessment system are adequate to support the achievement of basic competencies; (6) Actual and Contextual. Scope of indicators, subject matter, learning experience, learning resources and assessment system take the development of science, technology and the latest art in real life, and events that occur into consideration; (7) Flexible. The entire syllabus component can accommodate the diversity of students, educators, the dynamics of changes taking place in schools, and the demands of society; (8) Comprehensive. The syllabus component covers the entire domain of competence (cognitive, affective, psychomotor). In addition to Syllabus and RPP, it is also important to prepare learning materials, in which SM-3T teachers are very helpful in the learning process in the classroom. The teaching materials consist of teacher books and student books. If there are no books in school, SM-3T teachers can download from the internet. Lesson material is the content given to students during the learning process.

The importance of learning plan, according to Afandi (2009), is the process of determining and utilizing integrated resources that are expected to support activities and efforts to be implemented efficiently and effectively in achieving objectives. Plan is a projection of what is required to achieve valid and valuable objectives. It is often also referred to as a bridge that links the gap between the present state and the future expected state. It deals with determining what to do. Furthermore, Ibrahim (2015) argues that the planning process is an effort made by teacher to prepare himself before the learning is implemented in the classroom. Therefore, the plan made by the teacher should cover all learning objectives that are prepared based on the achievements of indicators established by the government. Teachers should be able to make a good plan, which is reflected in syllabus and learning plan and provides teaching materials needed by students.

It can be concluded that in making the learning plan, SM-3T teachers should make a competency mapping, including spiritual, social, knowledge, and skill competencies. By making a competency mapping, it will be easier to make teaching materials, which will be poured out in the learning implementation plan (RPP), so that the learning process will be optimally implemented. Therefore, teachers can prepare in detail what should be delivered during the learning process, meaning that the learning process always pay attention to the competency standards and basic competencies of subjects as established by the government.

In the process of teaching and learning, teachers develop a learning implementation plan with students to achieve the predetermined objectives. The development of the learning implementation is based on learning design, syllabus, Learning Implementation Plan, module, tutorial materials and other forms of pedagogical suggestion. In preparing the learning plan, a teacher is required to: 1) understand curriculum; 2) master teaching materials; 3) implement teaching program and; 4) assess program and results of teaching and learning process. To date, the process of learning implementation still uses system approach, that the learning plan is a integrate unity which has components consisting of objectives, materials, learning experiences and evaluations that interact with each other.

The lesson plan is basically a short-term plan made by a teacher as an educator to develop various actions that will be done by the teacher in the classroom or outside the classroom. However, the implementation of the lesson plans often encounters various obstacles in teaching and learning process as stated by a teacher of SM-3T. "The teaching and learning process or the implementation of the lesson plan face many obstacles: language, characteristics of students, and different culture between teachers and students" (Source: Teacher of SM-3T at Inpres 4/82 Elementary School of Tule)

SM-3T Teachers are mostly from outside Sulawesi Island and generally from Java Island. In terms of language, all of students use local language, while teachers use Indonesian language that is less understood by students. However, a language translator is usually present in the first meeting of the class. On the other hand, students are superactive that they speak loudly, heterogeneous that it is difficult to tame, which lead to the failure controlling the class, especially in delivering learning materials that have been well-planned.

Teaching in Tule Village is very difficult for SM-3T teachers from Java Island at the beginning due to language, characteristics of students and also culture, or characteristics of teachers from Java Island with soft voice and very subtle language. However, such cultural difference can change the characteristics of students who are very rough and speak loudly. It can be concluded that the success of education, especially in teaching and learning process, not only depends on learning tools, i.e. syllabus and RPP, but also cultural aspects, especially the characteristics of the teacher, who are soft and patient. Attention, delivery with smooth and slow sentences accompanied with a great care can change the characteristics of the students who are affected by coastal area environment, such as loud in their speaking, superactive and heterogeneous. As a result, class control and delivery of material can be achieved successfully.

## CONCLUSION

1. The results of this study indicate that , in general, the learning plan of SM-3T teachers planning is good, which can be seen from their syllabus and learning implementation plan (RPP), teaching materials, slideshow materials prior to the learning process in accordance with the competency standards established by the government.
2. The results of this study indicate that the learning plan not only should prepare materials, but also patience in the teaching and learning process.
3. The characters of teachers in delivering materials using subtle language accompanied with great care on students can change the characters of students who were rough into soft.
4. Culture can make the achievement of class control and learning materials possible.

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