

CHALLENGES FACED BY ENGLISH TEACHERS IN REMOTE AREA BASED ON SCHOOL-BASED MANAGEMENT POINT OF VIEW (A PHENOMENOLOGICAL STUDY IN JUNIOR HIGH SCHOOLS OF SOUTHEAST WAWONII SUBDISTRICT)

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ARTICLE INFO

Keywords:

Remote Area, School-based Management

How to cite:

DOI:

ABSTRACT

The objective of this research is to find out challenges faced by English teachers in the remote area based on school-based management point of view. The method used in this research was qualitative method with phenomenological approach. It was conducted at SMP Negeri1 Wawonii Tenggara, SMP Negeri 2 Wawonii Tenggara, and SMP Negeri 2 Wawonii Tenggara. The total subjects of this research consisted of 3 English teachers who were not native resident of the study location. The data were collected by in-depth interview, observation, and documentation study. The data were analyzed by using modification of Stevick-Colaizzi-Keen method in Creswell (1998). The data analysis indicated that challenges faced by English teachers based on two aspects of School-based management were as follows: (1) challenges faced by English teachers in remote area based on teachers' role as a teacher/an educator, (2) challenges faced by English teachers in remote area based on teachers' role in organizing school-based management. The result showed that there were some challenges that the teachers faced namely: inadequate school facilities, lack of parents' motivation to their children, lack of students' competence, and overburdened with more duties and responsibilities. To overcome the teachers' challenges were not only the teachers' responsibility but also the components of school itself, including headmaster, administrator staff, society and students' parents to realize their role in School-Based Management and work together with good coordination to get the purpose of implementing School-Based Management.

1. Introduction

Low quality of education at every level and unit of education, especially primary and secondary school is one of educational problems faced by Indonesia. Indonesian government have made many efforts to improve the quality of national education. One of them is the implementation of School Based Management (SBM) which in practice is better known as *Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS)*. In general, MPMBS is defined as a management model that gives greater autonomy to schools and encourages participatory decision making that directly involves all school residents to improve school quality based on national education policy Nurkolis (2003: 9) as cited in Rizal (2014, p.295)

Teachers as part of school are not merely an object of SBM implementation, but a key to SBM through active participation. Teachers in school-based management has function to improve the quality of teaching and learning activities in schools through problem-solving activities, to pilot and to develop new ideas of learning process (Rizal, 2014). SBM implementation also requires teachers to be creative in improving classroom management. Teachers are direct role models of learners in the classroom. Therefore, teachers need to be prepared with all the obligations, both management and preparation of subject matter content. Teachers should also organize their classes well, organize students' tasks, classroom atmosphere, seating arrangements of learners and the use of instructional media, as well as other activities to support the progress of education in schools according to the implementation of SBM which in principle falls on the "Power sharing". Education management should be based on mutual desire, mutual assistance and sharing power with function. The participation of teachers in SBM is not the same as the role of principal in SBM. Similarly, the English teacher, of course has its own form in the implementation of SBM. In the process of learning, the role of the teachers is important in achieving the success of teaching and learning, where they not only educate but also facilitate and motivate. Teachers are required to be able to meet the needs of each child where the characteristics of social, mental, psychic are different from each other.

Remote area is similar to rural area which is far from urban centers and does not have facilities and infrastructure. Remote areas have geographical conditions that are difficult to reach, usually remote inhabitants work as farmers, fishermen or ranchers. Law of Republic Indonesia No.14 year 2005 about Lectures and Teachers states that "the special area is a remote or backward area which has remote traditional people condition, border areas, natural disaster, social problems, and the other emergency condition" (Kemdikbud, 2015). With such conditions, there are many teachers who remain consistent to do their profession to share knowledge, but some others do not because of bad condition, such as teachers in Wawonii Tenggara. Teachers must keep their professionalism as a teacher. In teaching, they need to know how learning occurs and have the knowledge about what to teach and be professional in teaching. In fact, there are lots of problems happening. Therefore, the researcher wants to examine challenges faced by English teachers in remote area based on school-based management point of view.

In order to achieve the purpose of this study the following research question was proposed: what are challenges faced by English teachers in remote area based on School-based Management point of view?

I Ketut Yudhi Widyanggara: Challenges Faced by English Teachers in Remote Area Based on School-Based Management Point of View (A Phenomenological Study in Junior High Schools of Southeast Wawonii Subdistrict)

2. Methodology

Design of research used was qualitative research through phenomenology approach focusing on the phenomenon of English teachers who has challenges in remote areas and the phenomenon of English teachers who survive to serve in remote areas.

This research was conducted at SMP Negeri 1 Wawonii Tenggara, SMP Negeri 2 Wawonii Tenggara and SMP Negeri 3 Wawonii Tenggara, which are located in Southeast Wawonii, Konawe Kepulauan, Southeast Sulawesi.

Data sources used in this research were divided into two types, namely primary data and secondary data. Primary data were obtained thorough informants. The selection of informants used in this study was purposive sampling through several criteria. The criteria were English teachers from outside Southeast Wawonii or English teachers who were not native resident of Southeast Wawonii with a consideration that they were more extroverted to the reseracher, so as to provide the data that needed in this research. Interview was conducted to 3 English teachers. Secondary data is an attempt to trace relevant literature data with research orientation. Secondary data sources are observation, several books, other documentations.

According to Lincoln & Guba (1985) in Gumilang (2016, p.147) "the instrument in naturalistic inquiry is the human". Therefore, the researcher becomes the main instrument for collecting data. In addition, to support this research the researcher used interview guide, observation guide/sheet recorder, camera, noting and document study.

Data analysis relevant to this research was phenomenological approach which adapt the modification of Stevick-Colaizzi-Keen method in Creswell (1998) as follows 1) transcribing 2) phenomenological reduction: a. horizontalizing, b. meaning unit, c. imagination variation 3) essence 4) construction of composite structural descriptions.

Techniques of data validity in this research was triangulation of source and triangulation of data collection techniques. Specifically, the researcher collected the data in various ways and various sources.

3. Result and Data Analysis

Result of this study is divided into two main parts, namely teachers' challenges based on their roles as teachers or educators and teachers' challenges based on school based management.

3.1 Challenges based on teacher's role as a teacher/as an educator

Challenge 1. School Facilities were Inadequate

a. Unavailability of Electricity and Learning Media

Teaching a language needs equipments, particularly for those who teach in remote area where English exposure is limited. Unfortunately, this is one of the biggest challenges for a teacher in remote area. The problem is that electric is unavailable. Thus, learning media cannot be used properly. Ajibola (2010) in Songbatumis (2017) added that "ensuring the availability of sufficient textbooks, computers, teaching instruments is a challenging assignment listening devices, hands-on tools, and

I Ketut Yudhi Widnyanggara: Challenges Faced by English Teachers in Remote Area Based on School-Based Management Point of View (A Phenomenological Study in Junior High Schools of Southeast Wawonii Subdistrict)

other". What sometimes happens is that electricity and learning media are completely inadequate, as faced by some informants in the interview transcript, as follows :

R: "How about teaching, what are the challenges?"

I: "The challenges is, the media, you know there's no electricity here."

R: "So how do you handle it?"

I: "Use only books, photocopies".

R: "Use pictures for Vocabulary?"

I: "Yes"

R: "What about Listening?"

I: "Listening I read the most".

R: "is there speaker?"

I: "Yes." (Informant 1)

In line with informant 1, unavailability of electricity is one of the challenges also experienced by informant 3. She even considers that it is not just a challenge but an obstacle.

"also because ofindeed, our weakness of teaching in this area, there is not electric, so it is difficult for us to hold learning media, such as Infocus. We also use laptop for speaking lesson, play the conversation and give examples, so that they re-open the book, how to read, but because there are speakers we also bring our own speakers, there is a speakers in the school , but I don't know where it is. Bad felling for me".

(Informant 3)

"In our mind, there are so many learning media that we want to give out, but I have nothing to do, the facilities doesn't support. Actually, it can be done by using generator anyway, but we are forced to use the learning media which was we build on patch form like the Bahasa Indonesia subject. At home, each of us is dizzy, making learning media, dizzy sticking too". (Informant 3)

The school often has amenities and facilities that may be lacking in the community and places where teachers live or board. The school can provide those amenities and facilities to the teachers so that some of the challenges that they face can be overcome. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, "special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids" Pande (2013, p. 419) as cited in Songbatumis (2017, p.58). It is necessary to confront facility of teaching tools as to empower teaching and learning English.

Challenge 2. Lack of students' competency

a. Some students are illiterate

A classic problem and challenge that often occurs in education of remote areas is lack of students' competency. One of it is that some students cannot read and write well. Of course, it makes the teachers work harder.

"Here we have students of grade 1 who do not understand basic English at all. Even, some new students are forced to be accepted by school although they can't read and write, so automatically we have double works, but that is the risk of our work that must be reconciled, just go. So that's the challenge". (Informant 2)

"The challenges are there are still students who have not been fluent in reading". (Informant 3)

Ineffectiveness of students' learning process when in elementary school was influenced their ability. Teacher centre system might be the reason of high number of new students in secondary schools who cannot read and write. One of the reasons for low reading ability of elementary school students in Indonesia is that students have learned more memorization than practices so far, including writing. The reality of the language literacy skills of students in Indonesia above shows that there are things that need extra attention from various parties.

b. Lack of English basic skills and not speak bahasa Indonesia fluently

Because of the English language subjects is no longer taught in elementary schools, it makes students in junior high school do not have good basic in English. Besides, children in other remote areas who still use their local language well occur at the location of this study. Many students did not know how to speak Bahasa Indonesia fluently and did not really understand Bahasa Indonesia, they tended to combine Bahasa Indonesia with their local language. It made teachers especially teachers who are from outside the area were difficult in teaching.

"It's hard for us to teach language, especially foreign language. The students here do not speak Indonesian fluently. They talk by mixing with their local language, so how we want to apply a foreign language. We teach them basic. For the 9th graders, only for the words "You" and "Me" are still looking for in dictionary, because they really start from zero". (Informant 2).

"The challenges we face here is that the students do not really understand Indonesian language, they don't understand the Indonesian language except Wawonii language, when we give a briefing there are some students already understand and also some others do not understand they ask their friends, Oh God. When they did not understand, they sometimes asked their friends "what just teachers said?" used Wawonii, so if something happened to them, I leave it to the teacher who is indeed a Wawonii, so they are angry using language Wawonii only". (Informant 3)

Lack of access to education in remote areas is also a major factor causing lack of students' English basic skills. Another factor causing lack of students' English basic skills is lack of private English courses in remote areas and lack of students' interest in English lessons. Elementary school students in remote areas spend more time for playing than learning.

c. Students' delinquency and indisciplinary

1. Students Delinquency

Problems experienced by children on school-age who were influenced by negative things will later become behavioural deviations. Deviant behaviours experienced by school-age adolescents included smoking, drinking, brawls between students, going out of school without permission. This case was a challenge for English teachers at SMP Negeri 2 Wawonii Tenggara, as said by informant 2:

"Because our school isn't fenced, so sometimes adolescents come from outside anyway, if the teachers did not come to teaching, yes they (students) go out through the back of the school. So we are the civil servants teachers who live around the school

I Ketut Yudhi Widhyanggara: Challenges Faced by English Teachers in Remote Area Based on School-Based Management Point of View (A Phenomenological Study in Junior High Schools of Southeast Wawonii Subdistrict)

have to work hard to fill the lesson hours so that all of the students in classes are learning. If left unchecked, the students will go around driving a motorbike. So just like that, there was also some students who drunk. Yes, it was like that, people outside took it, because it wasn't fenced and they were gathering there, and there is no teacher." (Informant 2).

Essentially, there were two factors that caused students' delinquency, namely (1) internal cause occurring in the child; (2) external causes occurring outside the child's self. Meanwhile, the main reason of students' delinquency at SMP Negeri 2 Wawonii Tenggara was lack of teachers' supervision. In addition, students' truancy was caused by unavailability of fence of the school. The students were free to enter and leave the school without permission. The other factor that caused students' delinquency was the large number dropouts teenagers who came to school so that it affected the students.

2. Students' indisciplinary

Students' indisciplinary is thing that happens very often in a school. It is a challenge which is commonly faced and overcome by teachers in schools. Copland, Garton, and Burns (2014) in Songbatumis (2017) found that discipline problems were related to "the age and sex of students, differentiation, parental attitudes, inexperience, not sharing the learners' first language, and keeping the students motivated" This also still happened at the research location, one of which was faced by informant 3, as follows:

"If we have arrived, there will be no one who comes, only three of us will come to school, they will come later at noon. We were surprised that the days of school entry, the teachers arrived in the middle of the day so the students joined the teacher. We gave a punishment for students, because we had a briefing at 6.40. The student just arrived at half past eight." (Informant 3)

One of the main factors causing students' discipline was lack of attention from parents so that students arrive on time to school. Besides, low students' learning motivation can lead to a level of students' discipline especially in the time to attend school. A punishment that can make a deterrent effect for late students is a right solution.

Challenge 3. Low parents' motivation to their children

In school-based management, the role of parents is very vital. Parents are expected to be able to collaborate with schools. "Most children experience difficulties or fail to take the world of education because there is no concern or no support from parents or without parental guidance or no guidance to parents", Kopnina and Mason (2013) in Hermino (2016). What happened in Southeast Wawonii sub-district is very worrying where the parents of students did not show good support for their children to go to school. Some key informants experienced the following:

"Alhamdulillah nothing, yes so far, nothing. Just because there are some obstacles that parents do not support, so sometimes the material we provide cannot be received well". (Informant 2)

Unlike informant 2, more complex challenges were experienced by informant 3, as follows:

"Parents of the students are not too caring about their children. They think that if students are already in school, it means that it is the teacher's responsibility, at home not taught again. Similarly, sometimes the parents don't care if their children go to school or not. Sometimes they told their children to take care of younger brother/sister. Yes, because it might still be backward. Sometimes I ask the students why they did not come to school, they answered "I took care of my sister, my mother went to the garden". (Informant 3)

In school-based management, the position of the community especially students' parents must be actively involved. Parents should realize the importance of education for their children. The involvement of community through school committees is one aspect that must be maintained by the school continuously. Through this involvement, school fees will be even lighter, allowing schools to concentrate more on implementing school management, especially in the learning process.

3.2 Challenges based on teachers' role in organizing school-based management

1. Overburdened with more duties and responsibilities

To succeed in school-based management, good synergy and good collaboration are needed between all of school officials, from teachers, headmaster to staff. Without good cooperation, the implementation of School-based management will not go as it should be. Challenge happened at SMPN 3 Wawonii Tenggara experienced by informant 3. She felt that coordination between teachers was poor.

"Teachers here are mostly non-civil servants/voluntary teachers. There are only 3 civil servant teachers, 4 with the principal. All civil servants are migrants and we also need to go home, so they are waiting for us to be able to make a roster. It's always been, for example we have taken the task of homeroom teacher of another class. If we don't come, they think the civil servants haven't arrived yet. If we have arrived, there will be no one who came, only three of us will come to school, they will come later at noon, even though it is morning hours, I feel overburdened." (Informant 3)

In this case, the headmaster must make coordination between teachers, both teachers of civil servants and non-civil servants/voluntary teachers in order to implement the school-based management well. The role of the headmaster as a leader should be able to solve various internal problems that occur within the school itself. The role of the headmaster to collaborate with various elements of the school is expected to overcome problems that occur.

4. Discussion and Conclusion

In accordance with the results of this study, the informants experienced various kinds of challenges that were almost identical to each other, but differed in the number of challenges they experienced. Informant 1 considered unavailability of electricity and learning media in school to be the only challenges she faced. Informant 2 considered that facilities and infrastructure were not the problem during teaching, but she considered the challenges that she faced were general things in school-based management which included lack of students' competence and lack of parents' supports for their children to go to school. The most complete thing

I Ketut Yudhi Widhyanggara: Challenges Faced by English Teachers in Remote Area Based on School-Based Management Point of View (A Phenomenological Study in Junior High Schools of Southeast Wawonii Subdistrict)

experienced by informants 3, who faced more challenges and problems than the two previous informants. Informants 3 experienced challenges in facilities and infrastructure, low competency of students, low support of parents and burdened by responsibility.

Mostly, challenges are coming from the students, which is lack of students' competency. It includes students' knowledge, values, skills and attitudes. Students are expected not only to have extensive knowledge but also to have good actions or attitudes and not to deviate from the rules set by the school. Factors causing lack of students' competency could come from the students themselves, students' parents' motivation and less of effective learning methods at school.

But, from the various challenges that informants naturally experienced in this research, they experienced it by using responsibility as a teacher. Allen and Meyer (1990, in Yuwono, et al., 2005) in Riza Diah (2012, p.4) say that "the commitment given by a employee is called normative commitment which is a commitment that is based on the norms bound by responsibility and duty".

Conclusion

1. There were various challenges faced by English teachers in remote area based on school-based management point of view. From various challenges faced by English teachers, low students' competency is the most difficult challenge for those English teacher.
2. Each English teachers faced different number of challenges in which informant 1 only faced one challenge. It happened because every schools has different availability of facilities and the perception of English teachers on facing the challenges that arise is also various.
3. All of the challenges faced by informants in this research can be overcome. But it depended on the teachers and the school itself. To overcome some challenges, the teachers must work harder with the school to overcome the factors that caused the challenges and teachers need a good resilience.

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I Ketut Yudhi Widnyanggara: Challenges Faced by English Teachers in Remote Area Based on School-Based Management Point of View (A Phenomenological Study in Junior High Schools of Southeast Wawonii Subdistrict)

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