Among Based Mentoring For Teachers
(Study In Madrasah Ibtidaiyah Wonosobo Gunung Kidul Yogyakarta Indonesia)

Istiningsih

Abstract: *Among based mentoring is a model that notice uniqueness of the person being mentored (tenant). Based on a very philosophical foundation, the mankind hastheir own character which different from others. Mentoring should be done individually with facilitation in accordance with tenants' problem. There are three models of mentoring namely Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayaniin accordance with the condition or potition of tenants. The research method is the Community-Based Research with One-group Pretest-Posttest Design (O1 X O2). Condition or position of tenants, before mentoring the average score on determinant two and three are 2.77, after mentoring the average score of determinant one is 3.12. Tenant capabilities progress is 13.74.%. The power of mentoring is 0.95 which means very strong.*
Key Words: *Mentoring, Tenant Characteristics*

I. Introduction

Based on a very philosophical foundation, the every person has a different character. So that, in term of leadership, we can not use the same style to lead different people. The model of community service should be like that too, which must pay attention to the uniqueness of each person being mentored.

Istiningsih (2008) revealed the the model of mentoring based on the uniqueness of person being mentored (tenant) with a model called *Among* based mentoring (*Among* from Javanese term). Term of *Among* derived from the word *momong,ngemong* (from Javanese term). The mentor adjust the situation and circumstances of person being mentored. *Among* based mentoring model, is very individual approach.

This study which based on Community Problem (see Community Based Research) conducted in Wonosobo Madrasah Ibtidaiyah, Gunung Kidul, Yogyakarta, Indonesia. The research was conducted in that school because it needs mentoring. Some factors that encourage mentoring at this location include: physical condition of school buildings was collapsed, its location close to the chicken farm which caused air pollution, a limited number of teachers and only one civil servant teacher, the location is in remote areas, etc. The issues raised in this mentoring is scientific learning. Researchers have their own reasons to choose this scientific learning. The first reason is improving the education in Indonesia. Based on the research, the condition of education in Indonesia is very bad.[1] Education in Indonesia is in damage.[2] One of the ways to improve the quality of education in Indonesia is by improving the conditions of teachers. Therefore, this teachers mentoring programm is urgent to do.

There are two aspects being mentored namely teachers ability to conduct teaching learning process using scientific approach and teachers motivation in conducting this approach. These two aspects, are covered into one terminology ie the ability of teachers. Actually, this term of ability, means able and willing to conduct scientific learning approach.

Before conducting *Among* based mentoring models, the researchers plot the condition of teachers ability. After conducting *Among* based mentoring researchers re-plot teachers ability again. The analyses were also conducted to see the strength or power of mentoring that have been done.

The theory expressed by Istiningsih (2008), is based on the thought of Ki Hadjar Dewantara namely *Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso,* and *Tut Wuri Handayani* (from Javanese term). In Indonesia the terms above are well known as *Tri Logi Pendidikan* by Ki Hadjar Dewantara.

The concept of *Ing Ngarso Sung Tulodho* was conducted to teachers who have low capability. They were given model of mentoring by example and telling or instruction. The concept *Ing Madyo Mangun Karso* was conducted to teachers who have medium capability. They were given model of mentoring by participating in problem solving. The concept of *Tut Wuri Handayani* is conducted to teachers who have high capability. They were given model of mentoring by providing delegation or delegating. The group who have high capability is able to identify their own problem and able to solve their own problems. The mentor only show the things that may have not been seen by the teachers.
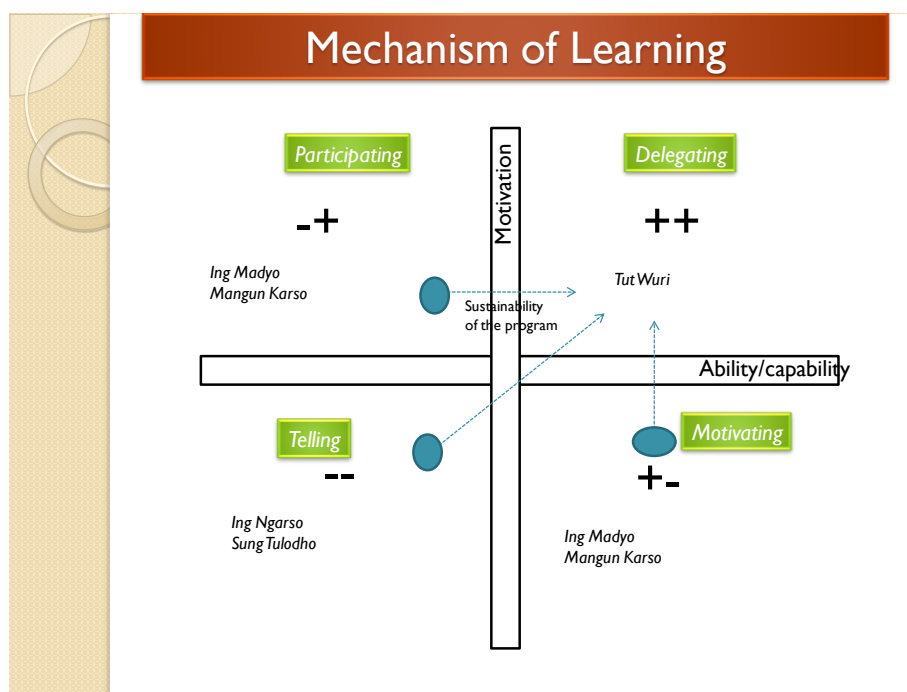
The concept of *Among* based mentoring, analogous to modern leadership style. In modern leadership style is known term telling, participating, and delegating. Telling style is appropriate to those who are in low

---

[1] BBC. 2002.
[2] Darmaningtyas.

capabilities. Participating style is appropriate to those who are in medium capabilities. Delegating style is appropriate to those who are in high capabilities.

This research categorizes teacher being mentored in four categories as shown below. The picture below also explains about mentoring style/models which have conducted. There are four determinants. First determinant, for the high capability teacher, with delegating style or *Tut Wuri Handayani*. Second determinant for the high capability but low motivation teacher, with motivating style or *Ing Madyo Mangun Karso*. Third determinant for the low capability but high motivation teacher, with participating style *Ing Madyo Mangun Karso*. Fourth determinant for the low capability and motivation teacher, with telling style or *Ing Ngarso Sung Tulodho*.

Picture 1. Conductation of *Among* Based Mentoring

Aims of The Research
1. Describe the ability of teachers before mentoring
2. Describe the ability of teachers after mentoring
3. Measure teachers ability progress after mentoring.
4. Measure the power of mentoring for teachers

II.   Method of The Research
This reasearch is CBR (Community Based Research). In this research, there are treatments in the form of mentoring from the researcher to teachers. Mentoring or treatment was marked as X. Before mentoring, the conditions of teachers are mapped, after that it is marked as O1. After mentoring the conditions of teachers are mapped again, marked as O2, so the design of this researcher as follows:

$$O1 \ X \ O2$$

The reasearch design above known as One-group Pretest-Posttest Design.[3]

This study will analyze (1) a description of teachers ability before mentoring, being analyzed by displaying the mean score; (2) a description of teachers ability after mentoring, being analyzed by displaying the mean score; (3) teachers ability progress by displaying a progress percentage; (4) the power of mentoring for teachers.

III.   Result and Discussion
The result showed that the average score of the teachers ability before mentoring is 2.77 in the medium category. For more details,the average score before mentoring can be seen in Table 1 below.

---

[3] Sugiyono.

Table 1. Statistics – Before Mentoring

		Pre X1	Pre X2	Pre X3	Total Pre
N	Valid	10	10	10	10
	Missing	53	53	53	53
Mean		26.80	22.00	6.60	55.40
Mean Weight		2.68	2.75	3.30	2.77
Median		26.00	22.00	6.00	54.50
Mode		26	22	6	51
Std. Deviation		4.442	3.559	.966	8.527
Minimum		19	15	6	40
Maximum		35	29	8	72
Sum		268	220	66	554

The result of data analysis show that the average score of teachers ability after mentoring is 3.12 in the medium category. For more details, the average score after mentoring can be seen in Table 2 below.

Table 2. Statistics – After Mentoring

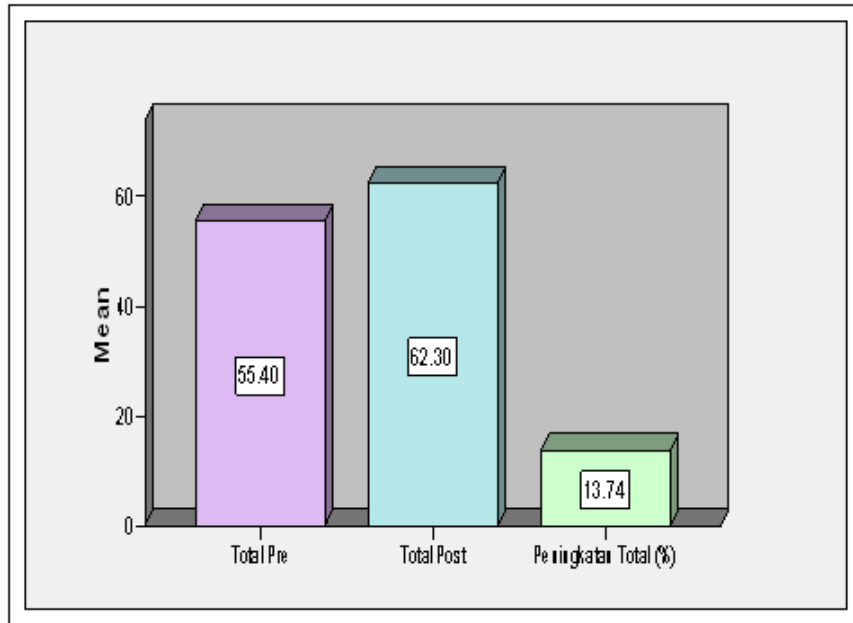|		Post X1	Post X2	Post X3	Total Post
N	Valid	10	10	10	10
	Missing	53	53	53	53
Mean		30.40	24.90	7.00	62.30
Mean Weight		3.04	3.11	3.50	3.12
Mode		34	23(a)	6(a)	62
Std. Deviation		2.989	2.726	.943	5.638
Variance		8.933	7.433	.889	31.789
Minimum		26	21	6	55
Maximum		34	31	8	73
Sum		304	249	70	623

a Multiple modes exist. The smallest value is shown

The result of data anaysis show that teachers ability progress after mentoring is 13.74%. For more details,the score of teachers ability progress can be seen in Table 3 below.

Table 3. Statistics –The Progress

		Progress of X1 (%)	Progress of X2 (%)	Progress of X3 (%)	Total Progress (%)
N	Valid	10	10	10	10
	Missing	53	53	53	53
Mean		14.9007	14.6594	6.6667	13.7401
Median		15.7692	11.5801	.0000	13.8477
Mode		-2.86(a)	.00	.00	1.39(a)
Std. Deviation		11.77343	13.30573	11.65343	11.25525
Minimum		-2.86	.00	.00	1.39
Maximum		36.84	40.00	33.33	37.50
Sum		149.01	146.59	66.67	137.40

a Multiple modes exist. The smallest value is shown

The results of data analysis for the power of mentoring for the teacher is 0.9. in a very strong category. The Chart of the power of mentoringfor teacher can be seen in the chart below:

Picture 2. Teachers Ability Progress after Mentoring

Based on the result of data anaysis above, the assessment of mentoring power are as follow:

Analysis: A priori: Compute required sample size

Input: Tail(s) = One

Effect size dz = 1.4253253

α err prob = 0.05

Power (1-β err prob) = 0.95

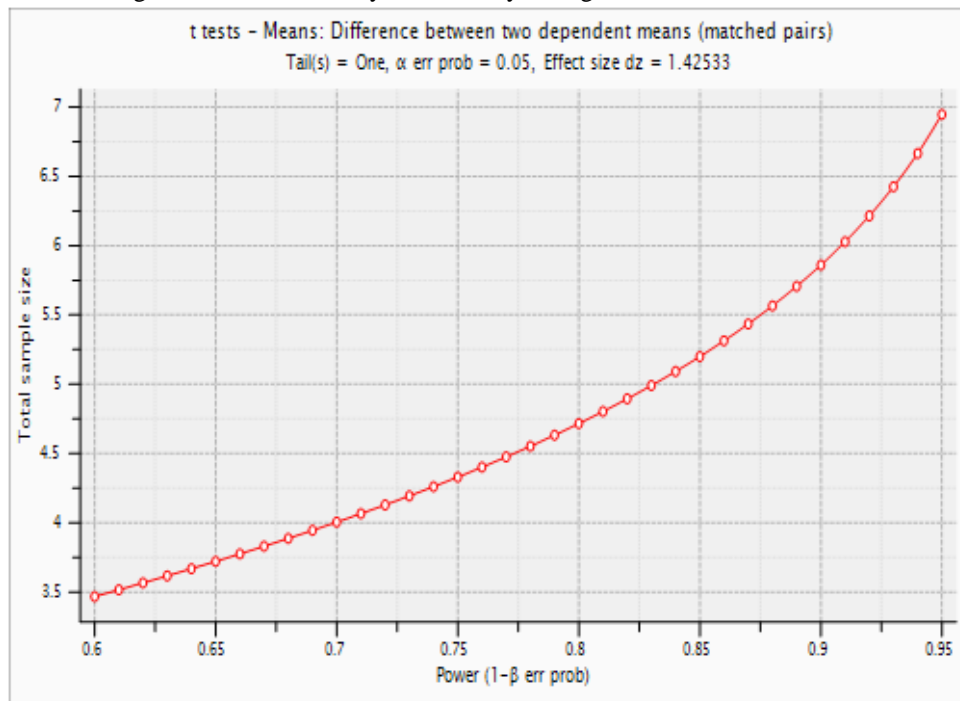**Output:** Noncentrality parameter δ = 3.7710563

Critical t = 1.9431803

Df = 6

Total sample size = 7

Actual power = 0.9517021

The power of mentoring for the teacher ability is clearer by seeing the chart below:

Picture 3. The Power of Mentoring for Teachers Ability

Based on the data analysis above, it can be interpreted as follows. The progress movement from second and third area of determinants to the first area of determinant. From the medium position to high positions. The ability of teachers to conduct learning with scientific approach has increased. Based on the initial mapping, they are in a 'medium' position for the ability to conduct learning with scientific approach. 'Medium' means that they are willing and able to conduct scientific approach in learning process, but not reliable yet.

Indicators of learning with scientific approach are (1) use the object of learning issues, (2) monitoring, (3) facilitate students' problems, and (4) conduct process based evaluation. In preparing the object of learning, Wonosobo Madrasah Ibtidaiyah teacher at Gunung Kidul did not do it properly. They have able to monitor the activities of students properly. They have also facilitated students' problem properly, but did not conduct process based evaluation properly.

By in-depth observation, it is seen that there are two indicators that have not done properly by the teacher at Wonosobo Madrasah Ibtidaiyah in Gunung Kidul, which are indicators of learning objects preparation and process based evaluation. Those two indicators realized only because of habit. Theoritically, teacher has understood that in learning process student should interact with learning objects. But practically, teacher still conduct lectural method in daily learning activity. For indicators of evaluation, actuallay, they already aware and understood that the evaluation should be applied, is authentic evaluation or process based evaluation. But because there is a policy to conduct 'product' based evaluation in the mid of semester and at the end of semester, moreoverthere is national exams for sixth grade students, so they are reluctant to conduct authentic evaluation or process based evaluation.

Mentoring which is applied in this program are participating and motivating approach or*Ing Madyo Mangun Karso* style. By inviting teachers to identify their own problems or the problem faced by them,show the results as follows: teachers know and aware that they have not examined the curriculum properly to obtain learing object. Researchers who also act as co-teachers (teachers' mentor), together with the teachers prepare the object of learning.

In this study, the learning object prepared is the theme of Natural Disaster. Mentor and teacher prepared Natural Disaster learning object together, by making media of volcanic eruptions, floods, and hurricanes using power point media (IT). Mentor and teacher prepared a number of activities that should be undertaken by the students, together. When a mentor invited teachers to participate in preparing object of learning, the motivation of teachers was increase automatically. From the explanation above. it can be understood that the two aspects of teacher ability to construct learning objects and teachers' motivation increased from the 'medium' position with a mean score 2.77 into 'high'position with a mean score 3.12 From the second and third determinants move into first determinant.

If the mentoring program to be continued, the conducted approach will be changed as well. From participating and motivating models change into the delegating model, because the teacher's position has been in the first determinant now.

IV.   Conclusion

1. Person (tenant) is a creature that has unique characteristics.
2. Tenant characteristics should get serious attention from mentor.
3. *Among* based mentoring is able to accommodate a variety of tenants' uniqueness.
4. Mentoring is expected to move the initial position of tenant into better position.
5. Fourth determinant positionis expected to move into second or third position.
6. Second and thirth position are expected to move into first position.
7. By individual approach, the power of mentoringis expected to move the initial position into expected position.

References

[1]. Budiono. *Belajar Dari Ki Hadjar.* Diambil pada tanggal 25 Februari 2008 dari http://www.pikiranrakyat.co.id/cetak/2006/052006/02/99forumguru.htm
[2]. Dahama,O.P and O.P Bhatnagar. 1980. *Education and Communication for Development.* New Delhi: Oxford & IBH Publishing Co.
[3]. *Dasar-Dasar Pendampingan Komunitas.* Diambil pada tanggal 20 Desember 2006 dari http://www.binadesa.or.id.htm
[4]. Didik Suharjito. 2006. *Berbagai Pengalaman endampingan Masyarakat Desa dalam Pengelolaan Sumberdaya Hutan.* Yogyakarta: Fakultas Kehutanan dan Debut Press.
[5]. Djohar dan Istiningsih. 2015. *Filosofi Ki Hadjar Dewantara Dalam Kehidupan Nyata* (dalam proses publikasi).
[6]. Fudyartatta. 1998. *Tamansiswa: Seri I Sejarah dan Pendidikan Sistem Among*. Yogyakarta: Bidang Penelitian dan Pengembangan Majelis Luhur Persatuan Tamansiswa.
[7]. Guritno, Pandam. 1988. *Wayang Kebudayaan Indonesia dan Pancasila.* Jakarta: Universitas Indonesia
[8]. Havelock, Ronald g. 1995. *The Change Agent's Guiede.* New Jersey: Educational Technology *Publications, Inc.*
[9]. Istiningsih. 2004. Kinerja penyuluh Pertanian KabuateIstiningsih. 2008. *Pengembangan Model n Kulon Progo, gunung Kidul, Sleman, dan Bantul Di Era Otonomi Daerah.* Yogyakarta: PPS UNY
[10]. --------------. 2008. *Berbasis Among Pendampingan Berbasis Among Bagi Petani Padi Organik Di Kabupaten Sleman Yogyakarta.* UNY. Disertasi.

[11]. --------------. 2013. *Bahan Kuliah Kepemimpinan Pendidikan Bagi Mahasiswa Program Studi PGMI S1 UIN Sunan Kalijaga Yogyakarta*.

[12]. Lae, Leslie. 2005. *The Art of Training and Development 'Using People Skills' Mengelola Keterampilan Manusia.*Jakarta: Gramedia.

[13]. Rahayu, Astuti. 2008. *Sebuah Kajian Wilayah yang Kurang Berkembang.* Semarang: UNDIP.Tesis.