

‘Participating’ Model In Mentoring For Teachers

In Madrasah Ibtidaiyah Wonosobo Gunung Kidul Yogyakarta Indonesia¹
Suwarno²

Abstract: ‘Participating’ leadership model in mentoring for teachers was implemented for teacher with medium ability in Wonosobo Madrasah Ibtidaiyah. ‘Participating’ Mentoring Model is a model that takes into account the uniqueness of the person being mentored (tenant). Based on the basic of philosophical foundation, every person has a different character from other. Mentoring should be done individually with facilitation according to tenants problem. Participating mentoring model same as the model of Ing Madyo Mangun Karso (the concept of Ki Hadjar Dewantara). This method of research is the Community-Based Research with O1 X O2 design. The first condition of teacher before mentoring is in determinant one with average score 2.69, after mentoring the position of teacher is in determinant one with average score 3.06. The increasing of tenant ability is 13.63%. The power of mentoring is 0.967 which means very strong.

Keywords: Mentoring, Tenant Characteristic

I. Introduction

Participating mentoring model is a model that ask tenant to do together with mentor. Participating has the same meaning with *Ing Madyo Mangun Karso* (the concept of Ki Hadjar Dewantara).³ Based on the basic philosophical foundation, every person has a different character from other. In leading people, using the same style for different characteristic is not true. Model of community service should be like that too. Community service should pay attention to the uniqueness of each person being mentored.

The mentoring program that based on the uniqueness of the person being mentored (tenant) called *Among* based mentoring (*Among* comes from Javanese term). The term of *Among* comes from the word *momong*, *ngemong* (from Javanese term), which means following the situation and circumstances of person being mentored. *Among* based mentoring is very individual approach.

This research was based on Community Problem (see Community Based Research). This research was implemented in Wonosobo Madrasah Ibtidaiyah, Gunung Kidul, Yogyakarta, Indonesia. The research was implemented in that school because that school extremely needs mentoring. This decision based on some factors namely: 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 chosen issue in this mentoring is scientific learning. There are some reason to do so. The ultimate reason is improving the education in Indonesia, because based on the research result, the condition of education in Indonesia is extremely bad.⁴ Education in Indonesia is in damage.⁵ One of the ways to improve the quality of education in Indonesia is by improving the conditions of teachers. Therefore, this teachers mentoring program is urgent to do.

There are two aspects being mentored. First, teachers ability to implement scientific learning process. Second, teachers motivation to implement that scientific approach. These two aspects, are covered into one terminology called teachers ability. Ability, means able and willing to implement scientific learning approach.

Before mentoring, the researchers mapped the condition of teachers ability. After mentoring, researcher re-mapped the condition of teachers ability. Analyses were implemented to see the strength or power of mentoring have been done too.

Istiningsih’s theory (2008), is based on the thought of Ki Hadjar Dewantara. Those theory are *Ing Ngarso Sung Tulodho*, *Ing Madyo Mangun Karso*, and *Tut Wuri Handayani* (from Javanese term). Those term above are well known as the *Tri Logi of Education* or Ki Hadjar Dewantara models.

Ing Ngarso Sung Tulodo concept was implemented to low ability teachers. They were given exempling and telling or instruction models of mentoring. *Ing Madyo Mangun Karso* concept was implemented to medium ability teacher. They were given participating in problem solving model of mentoring. *Tut Wuri Handayani* concept was implemented to high ability teachers. They were given delegating model of mentoring. High ability teachers was able to identify their own problem and able to solve their own problems. The task of mentor only show the things that may have not been seen by the teachers.

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² Student of State University of Yogyakarta

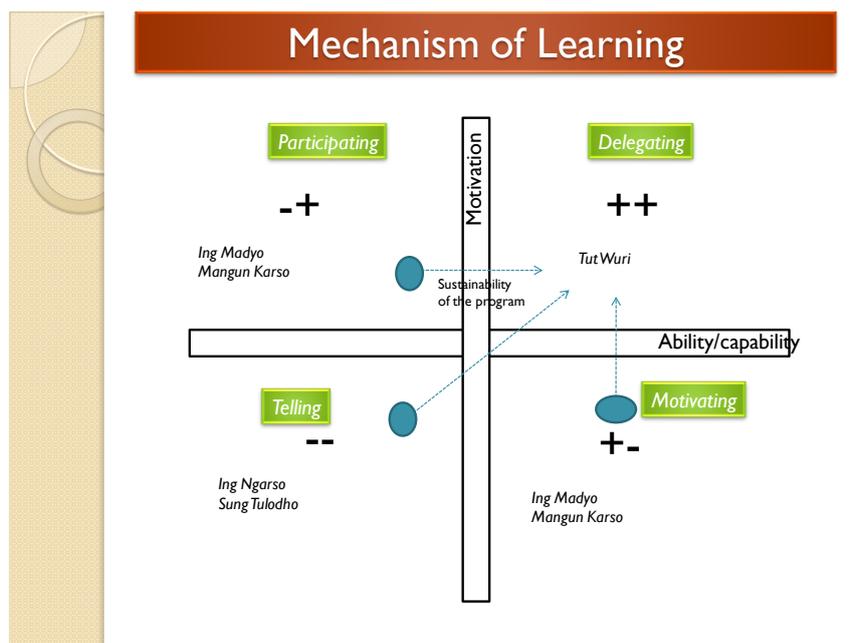
³ Ki Hadjar Dewantara

⁴ BBC. 2002.

⁵ Darmaningtyas.

Among based mentoring concept, analogous to modern leadership models. In modern leadership models the term of telling, participating, and delegating is well known. The model of telling is fit to low capabilities people. The model of participating is fit to medium capabilities people. The model of delegating style is fit to high capabilities people.

This research was categorized teacher in four categories as shown below. The picture below not only explain about four chategories of teachers, but also four implemented models. From that picture we know that, there are four determinants. Determinant one, for the high ability teacher, with delegating model or *Tut Wuri Handayani*. Determinant two, for the high ability and low motivation teacher, with motivating model or *Ing Madyo Mangun Karso*. Determinant 3, for the low ability and high motivation teacher, with participating model or *Ing Madyo Mangun Karso*. Determinant four, for the low ability and motivation teacher, with telling model or *Ing Ngarso Sung Tulodho*.



Picture 1. Implementation of Mentoring Based on Participating

This research analyzed the mentoring for teachers in determinant one, or teachers with 'high' ability. The implemented model is *Ing Madyo Mangun Karso* or participating. The issues raised in the mentoring is scientific learning. Mentoring did not intend to change the position or condition of teachers' ability. Mentoring just optimized teachers ability. They have been in good position and will be increased to the top position.

Aims of The Research

1. Describe teachers ability before mentoring by participating model.
2. Describe teachers ability after mentoring by participating model.
3. Measure the increasing score of teachers ability in Wonosobo Madrasah Ibtidaiyah Gunung Kidul after mentoring by participating style.
4. Measure the power of mentoring for teachers in Wonosobo Madrasah Ibtidaiyah Gunung Kidul.

II. Method Of The Research

This research is Community Based Research (CBR). In this research, there are treatments which is mentoring from the researcher to teachers. Menoring or treatment given mark X. The conditions of teachers before mentoring are mapped, and given mark O1. The conditions of teachers after mentoring are re-mapped and given mark O2, so the research design as follow:

O1 X O2

That research design known as One Group Pretest – Posttest Design.⁶

This research will carry out the analysis of (1) a description of teachers ability before mentoring by displaying an average score; (2) a description of teachers ability after mentoring by displaying an average score; (3) the increasing of teachers ability by displaying the percentage; (4) The power of mentoring by displaying decimal number.

⁶ Sugiyono.

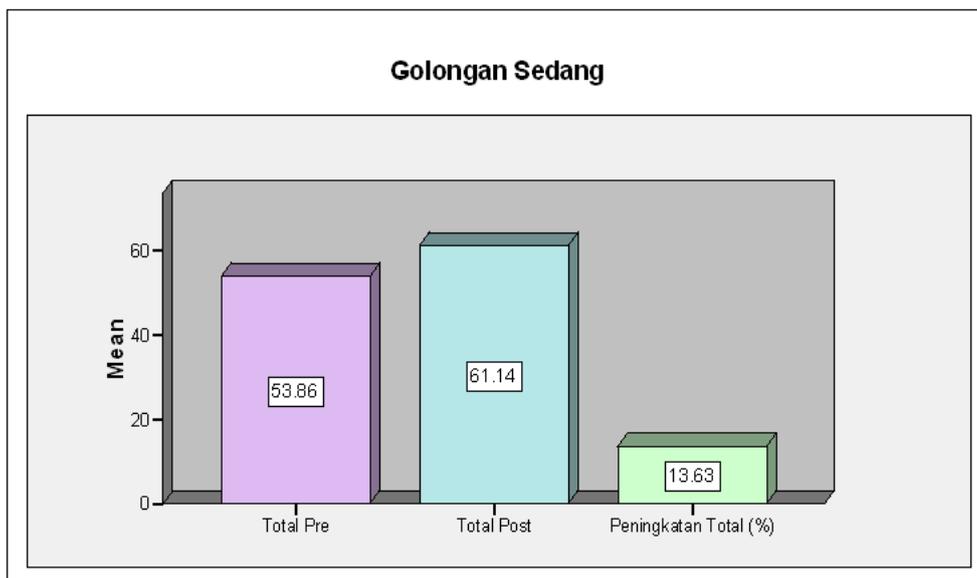
III. Result And Discussion

The result showed that teachers ability before mentoring, seen by the average score 2.69 or in the medium category. For details score before mentoring can be seen in Table 1 below. The average score 3.06 or in the high category. The increasing capability is 13.63.

Tabel 1. Statistics – Before and After Mentoring

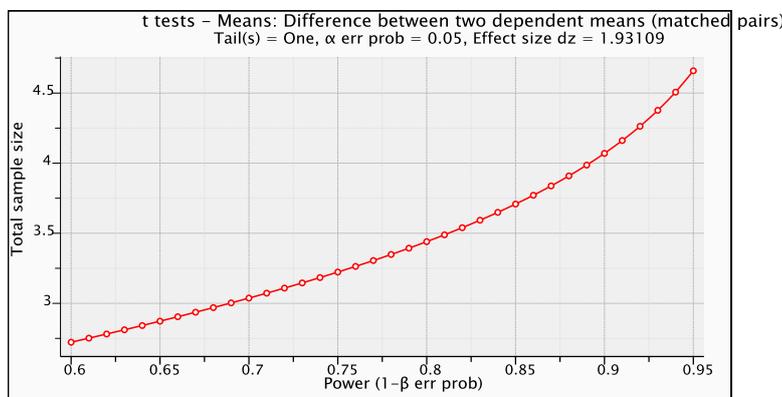
		Total Pre	Total Post	Peningkatan Total (%)
N	Valid	7	7	7
	Missing	0	0	0
Mean		53.86	61.14	13.6336
Mean Weight		2.69	3.06	
Median		54.00	62.00	16.9811
Mode		51	62	1.82(a)
Std. Deviation		2.340	3.805	7.17935
Minimum		51	56	1.82
Maximum		57	68	21.57
Sum		377	428	95.43

a Multiple modes exist. The smallest value is shown



Picture 2. The Increasing Score of Teachers' Ability

The results of data analysis for the power of mentoring for the teacher is 0.967 in a very strong category. The Chart of the power of mentoring for teacher can be seen in the chart below:



Picture 3. The Power of Mentoring for Teachers Ability

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

Analysis: A priori: Compute required sample size

Input: Tail(s)	=	One
Effect size dz	=	1.9310893
α err prob	=	0.05
Power (1- β err prob)	=	0.95
Output: Noncentrality parameter δ	=	4.3180469
Critical t	=	2.1318468
Df	=	4
Total sample size	=	5
Actual power	=	0.9670061

The power of mentoring for teachers' ability in details are seen in the chart below:

The result of data analysis above indicates that the increasing of teachers' ability occurred in determinant one. From the average score 2.69 to average score 3.06. Teachers ability to implement scientific learning has increased. Based on the first mapping, their ability to implement scientific learning is at the 'high' position. 'High' was indicate that they have motivation and ability to implement scientific learning properly.

The indicators of learning by scientific approach are (1) using learning object or learning issues, (2) monitoring, (3) facilitating the students' problems, and (4) implementing process based evaluation. Wonosobo Madrasah Ibtidaiyah teacher in Gunung Kidul have prepared the learning object properly. They have monitor students' activities and facilitate students' problem properly too. But they have not performed process based evaluation properly.

Taking look deeply, there are two indicators that have not been done by teacher at Wonosobo Madrasah Ibtidaiyah Gunung Kidul properly. First, preparation of learning objects and second, implementation of process based evaluation. Those two indicators implemented only because of habit. Theoretically, they have been understood that students should interact to learning objects. But practically, the lectural method still used in daily learning process. While in process based evaluation, they aware and know that the evaluation which should be implemented is authentic evaluation or process based evaluation. But, because the government policy obligate them to conduct mid semester test and final semester test, moreover final exams or known as national exams for sixth grade students, it made them reluctant to implement authentic evaluation or process based evaluation.

Implemented mentoring program in this research is delegating approach or *Tut Wuri Handayani* model. Mentor just remind teachers to identify their own problems, and the results are as follows: teachers are extremely know and aware that they have to studied the curriculum to obtain learning object. But unfortunately, they practice it rarely means they not always do it. Researchers or mentor, just waiting for teachers' consciousness to make design learning object perennially.

In this research, the theme prepared is counting. Mentor just monitor teachers preparation of learning object (math subject matter) of increase and reduction learning medium by using clock / watch. Tenant or teachers before mentoring prepared a number of activities that should be undertaken by students. From data analysis, we know that the score of teachers' ability to implement scientific learning lower than teachers' motivation. This mentoring just improve teachers ability, not teachers' motivation. It is because teachers' motivation have in good or higher position than teachers' ability. The mentor assume that teachers motivation was good enough and do not need to be increased by mentoring.

IV. Conclusion

1. Some of teachers in Wonosobo Madrasah Ibtidaiyah, Gunung Kidul, Yogyakarta have been in the high position.
2. Although they -the teachers (tenant)- are in the high positions, the mentoring is still needed to remind them to maintain and optimize their motivation and abilities perennially.
3. Mankind (tenant) is a creature that has unique characteristics.
4. Tenant characteristics should get serious attention from mentor.
5. Mentoring is expected to move the initial position of the tenant to the better position.
6. The Position in determinant one should be maintained, do not move to determinants two, three, moreover determinant four.
7. By individual approach, the mentoring power is expected to be able to move the initial position into the expected position.

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