

# Learning Management Of Remote Teacher Movement By using Local Wisdom in Ladly Areas

\*(Natural And Cultural Potential In Mappi District, Papua)

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**Abstract**— This study aims to describe how the learning management of Remote Area Mobilization Teachers by utilizing local wisdom in underdeveloped areas in terms of natural potential and local culture. This study uses a qualitative descriptive research type, the research subject is a Regional Contract Teacher called the Remote Area Movers Teacher (GPDT) and the object of research is an elementary school in the Mappi Regency area of Papua. Data collection techniques used in this study through observation, interviews and documentation. Then after getting the results, data analysis was carried out using data reduction techniques, data presentation, and drawing conclusions, data triangulation. The results obtained in this study that learning management by GPDT in its function as a learning manager in the classroom carries out planning, implementation and evaluation activities, guided by the contextual 2013 curriculum and KTSP. With a contextual learning approach based on abilities that are distinguished in the upper class and lower class groups, and utilizing local wisdom in terms of the potential of the environment and local culture in the learning process

**Keywords**—*Learning Management; Underdeveloped regions; Local wisdom; Natural Potential; Culture*

## INTRODUCTION

Learning activities are very dependent on a good learning management system in helping students achieve learning outcomes, this is in line with the opinion of experts, Sue and Glover (2000), stating that learning management is a process of helping students to achieve knowledge, skills, abilities and abilities. understanding of the world around them. So that this creates an opportunity for students to understand how students learn and what students have learned. Therefore, in managing learning management itself, a good role is needed by a teacher. The good and bad of an education is influenced by how a teacher can convey or teach knowledge and life

values that are able to bring students to realize their dreams, both for themselves, their families, society and nation. According to Mulyasa, (2016) Teachers have a very important role in helping the development of students both intellectually, socially and student skills to guide them towards a better life goal in the future. This can mean that if there is no teacher, there will be no world of education, and if there is no education, there is no intellectual process, without a meaningful intellectual process. This statement means that the process of civilization and humanity will be paralyzed without the presence of teachers in transforming the learning process of the nation's children. This means that the teacher is the manager in the much-needed classroom organization. As a manager, the teacher's activities include planning, organizing, leading, and evaluating the results of the teaching and learning activities he manages. So we need an expert and innovative teacher in carrying out the teaching and learning process to make it more interesting and can arouse the enthusiasm of student learning. Teachers as the driving force of the learning process must be able to see the potential of the environment and nature, and even take advantage of local wisdom that exists somewhere. especially in remote areas.

The results of a discussion study from a research journal by Noor (2019) regarding "Management of Education Based on Local Wisdom", especially in the Yogyakarta area explained that in learning management there are several pillars of education described in this study, namely: growing educated people, truth-based education values and (Ahklak Mahmudah), not thinking that is not right (Waton Sulaya), noble character, education that brings the moral, spiritual, psychomotor domains, and synergizes with education and tourism culture which

really need to be developed synergistically in character education. Another research that is by researcher Musanna (2012) About "Articulation of Teacher Education Based on Local Wisdom To Prepare Teachers Who Have Cultural Competence" in this study explains how local wisdom is used as the basis for teacher education in teacher education institutions in Central Aceh Regency in an effort to integrate local wisdom and culture of the Gayo community, in this study explains the importance of educational manifestations on local wisdom learning education for teachers as their provision, for that in this educational institution student teacher candidates who come from the gayo ethnic group will be provided with various manifestations of local culture. This study also explains that there are two theories that become the basis for the acceptance of local wisdom, namely cultural responsive teacher education, and the indigenization of teacher education.

Based on the description above, this study aims to describe how the learning management of contract teachers, known as remote teachers, utilizes local wisdom that focuses on natural and cultural potential in underdeveloped areas of Mappi-Papua Regency.

## LITERATURE REVIEW

### A. *Understanding Learning Management*

Megginson, Mosley & Pietri (1983) about the nature of management is an activity that is always contained in an organizational activity and every organization has a goal. To achieve organizational goals, several components are needed and utilized. In order for each component to provide its function and meaning effectively in achieving organizational goals, effective management is also required. In carrying out the intended management function, a teacher must utilize teaching resources both inside and outside the classroom.

Teacher's Role as Manager According to Davis (1991:35) the teacher's role as manager in the teaching process: 1) Planning - namely setting teaching and learning objectives (teaching), 2) Organizing - connecting or combining all teaching and learning. learning resources in achieving goals

effectively and efficiently, 3) Leading - namely motivating students to be ready to receive subject matter,

4) Supervising, namely whether the work or teaching and learning activities achieve the teaching objectives. Teachers have the widest possible independence and autonomy in managing all teaching and learning activities by dynamizing all learning support sources as learning managers (Umar, 2009, pp. 71-72).

### B. *Local Wisdom (Environment and Culture)*

Local wisdom is found in folklore, proverbs, songs, and folk games. Local wisdom is knowledge found by certain local communities through a collection of experiences in trying and integrating with an understanding of the culture and natural conditions of a place (Padmanugraha, 2010:12). Rickinson, et al (2009:12) explain that environment-based learning focuses on nature, conservation, and social change. In the research of Hikmawati, et al (2021), with the title "The Influence of Science Local Culture-Based Learning on Students' Critical Thinking and Communication Skills", shows that the application of learning theory to be obtained in this study is applied skills (behavioristic, cognitive, constructivist, and humanistic) focuses on learning science based on deep culture with the topic of classification of living things, the local culture that is raised is the Bau Nyale tradition (catching sea worms). The results showed that discussion activities through culture-based learning in the field of science (in the form of analysis of local wisdom in the form of traditions, customs, and local wisdom) in this study have been able to improve critical thinking skills and produce students who are able to communicate well.

## METHODOLOGY

This study uses a qualitative approach with a descriptive method. The subjects of this study were contract teachers, namely teachers from remote areas in Mappi Regency, Papua Province. The object of this research is a State Elementary School in Mappi District, Papua Province.

Data collection techniques using observation techniques, interviews and documentation. The data triangulation technique uses technical triangulation by comparing the data obtained with the results of interviews, documentation studies and observations

made. Furthermore, data analysis with data compaction means that the researcher makes a complete picture of the results of data collection and then sorts out the data according to the research focus.

## DISCUSSION

The results of the research are related to the learning management of Remote Area Movers Teachers (GPDT). Based on the research findings that have been described previously, remote area teacher administration in Mappi Regency, Papua Province, namely the 2013 Curriculum and KTSP, but in its application it is contextually conditioned based on the modification of the 2013 Contextual Curriculum that already exists in Papua, but because it still lacks facilities and infrastructure. , but still guided by the 2013 curriculum teacher manual and the KTSP book. Where the Ministry of Education and Culture (Kemendikbud) RI encourages the application of contextual curricula in Papua and West Papua Provinces according to the mandate of presidential instruction number 10 of 2017. By looking at the contextual needs of these areas to have an illiteracy rate, in accordance with the contents of the GPDT contract with the Regent mappi, provide direction for teachers to focus on solving illiteracy in elementary school students. The results of this study use learning tools that are in line with the research of Agus Yanto, et al (2020: 76), in the research "learning management of disadvantaged areas" using a conceptual, process and contextual approach based on the 2013 curriculum and KTSP. The implementation of teacher learning uses a conceptual, process and contextual approach. The following are the strategies and methods used by teachers in learning in the classroom which are divided into two groups. namely the Lower group students who have not been able to basic reading, writing, and arithmetic skills, while the Upper class students who already have the basic skills of Reading, Writing, and Counting. The learning method used by the teacher for the lower and upper classes is basically the same and adapted to the cognitive response abilities of students, namely the lecture method, direct demonstration, question and answer and peer tutoring. The teacher conducts a question and answer test by motivating students to compete so that if they are able to answer

they will be rewarded with various prizes.

### A. Lesson plan

From the results of data analysis of interviews with remote area teachers, there are several learning management plans that have been carried out.

**Lower Class Lesson Planning** In class lesson planning which is based on students' ability tests in the form of English Abreviation, the teacher divides classes in learning not according to grade level, but adjusted based on the results of students' initial ability tests. 1 semester of guided learning focused on English Abreviation.

**Upper Grade Planning**, In planning upper grade learning, students in grades III-VI have the ability to read even though they are not fluent. Then the teacher designs learning not entirely based on contextual K13, but the teacher modifies it, but in the administration of equipment completeness there are those who use the Education Level Curriculum (KTSP) and 2013 Curriculum.

### B. Implementation of Learning (Organizing and Motivating)

**Lower Grade Learning Implementation** In terms of lower grade learning implementation, the main objective of learning is for students to have basic reading, writing, and arithmetic skills. The implementation of lower grade learning is coordinated by the teacher using a conceptual, process and contextual approach.

Lower grade students consist of grades I-II in one room, namely room 1, and grade III-IV or class V-VI students who cannot speak English Abreviation in room 2. This is done because of the limited classroom space, which on average is school. in the interior of the district. mappi only has 3 classrooms, so the teacher decided to combine students who have the same problem. The strategy used by the teacher in the classroom in its implementation is to group the sitting positions of students who do not know letters at all with groups of students who already know letters, or who can spell.

The concept approach and the learning process carried out by the teacher utilize a variety of learning media by utilizing the local natural potential, and learning media that are able to support students' understanding of cognitive concepts.

One example of learning media carried out by teachers who move to remote areas is utilizing

natural conditions as learning media, in the form of leaves that are shaped by letters and made herbariums, namely leaves that are preserved and then formed into letter cards that are modified in such a way that students can learn and understand letters and letters easily. number.

The learning method used by the teacher is lecture, direct demonstration, question and answer and peer tutoring. The teacher conducts a question and answer test by motivating students to compete so that if they are able to answer they will be rewarded with various prizes.

Implementation of Upper Class Learning, In the implementation of upper class learning the teacher modifies the achievement of learning objectives from the 2013 curriculum, this is because the ability of students who have the capacity have not been able to receive 100% learning based on the 2013 curriculum, for that the teacher modifies concepts, processes and contextual approaches. The upper class consists of students in grades IV-VI who can definitely read. The teacher combines students in one room, namely room 3, here the teacher separates the sitting positions of students based on class, seeing the average student interior of each school is not too many students,

Based on the results of the study, teachers get a diversity of student abilities. For this reason, the teacher decided to carry out various learning strategies. Suyono and Hariyanto (2011) define learning strategy as "a series of activities related to student management, learning environment management, learning resource management, and assessment to achieve learning objectives". .

From the description above the teacher has implemented a classroom management strategy, then for the management of teacher learning resources using the 2013 curriculum guide book and modified KTSP. Here are some examples of learning methods applied by remote area movers (GPDT) by utilizing various natural and cultural learning media as support addition in facilitating learning concepts.

Based on the results of the study, the teacher carried out contextual learning by utilizing sago plants as a learning medium. Where sago is a natural potential that characterizes the uniqueness of the local cultural environment as a basic need of the local community.

The teacher assigns students to take groups of sago sap, then independent group exercises will be carried out as a provision of their knowledge in learning crafts and other lessons. In this case, they know that sago sap is sticky and functions as an adhesive for paper and other objects.

The teacher also carries out the task of cooking various dishes using sago ingredients, where students basically know sago in such a way, but here the teacher guides students to introduce other dishes that are outside the area, this fosters a sense of pride in environmental values. of their natural wealth.

What is characteristic of Remote Area Mobilization Teacher learning is project assignments in the form of NOKEN's work, namely bags made of agarwood which are widely available in Papua, and also the assignment of the Cawat Rok, which is Papuan traditional clothing, here the teacher also learns with students, this is done to grow students' confidence in the knowledge possessed and not owned by the teacher.

*Lecture Method and Peer Tutor.* In terms of learning materials, the teacher also conveys learning in lectures, but if there are several languages that are not understood by students, the teacher forms a peer tutor group, this is done because some teachers who move to remote areas come from different cultures so that the language conveyed by the teacher easy to understand. students and there are also those who have not, for that students who already understand are directed to explain to students using local languages, this learning is only done if the teacher forms groups. Teachers also try to learn from each other to understand local languages to facilitate the process of delivering learning, but if there is no peer tutor learning, the teacher reiterates that they must use good and correct Indonesian so that in the future they will understand and speak Indonesian fluently better.

### *C. Learning Evaluation*

There are two types of learning evaluations carried out by teachers moving to remote areas in Mappi district, namely summative evaluations which are meant by summative evaluations, namely evaluations carried out by teachers in order to find out the results and progress or progress of student learning. , and also in addition to the summative



evaluation of the teacher as well. using formative evaluation, which is an evaluation conducted by the teacher in order to improve and improve the teaching and learning process. The test is carried out with an oral test and a written test. For upper grades, additional tests are in the form of project assignments, namely craft assignments or independent practicums that have been studied previously.

#### *D. Learning Inhibiting Factors*

Based on the findings, there are two factors that inhibit learning, namely the internal factors of the school environment and external factors of the school. The internal inhibiting factors of the school environment are school facilities and infrastructure which are still very far from the National Education Standards (SNP), Lack of Educators, Parents who are less concerned about children's education, so that. External inhibiting factors are telephone and internet network facilities. The factor of community leaders in some places pays less attention to children's education. Mustiningsih (2017) the factors that influence the learning system are as follows: teachers, students, facilities and infrastructure, and environmental factors.

#### *E. Efforts/Solutions for Management of Learning Inhibiting Factors*

Problems with facilities and infrastructure try to overcome these obstacles by involving themselves in administrative management in schools, namely as School Operators or as School Treasurers so that student administration can be managed properly. For the problem of the lack of learning tools such as teacher learning media that utilizes natural and cultural potential, learning resources, and stationery that students do not have, as well as reading books, Remote Area Mobilization Teachers take the solution in the form of online brochures to find donors at funding facilities, uniforms, books. . reading materials and things needed to support the implementation of the learning process properly.

## CONCLUSION

Based on the results of the study, the learning tools used by Remote Area Movers teachers were administratively using the 2013 Curriculum and KTSP, but due to limited facilities and

infrastructure as well as students' abilities, GPDT modified it by looking at the contextual 2013 curriculum. , but in this case the teacher adjusts to the needs and abilities of students. student. GPDT Learning Management consists of Planning, Implementation and Evaluation which is arranged based on the Lower Class and Upper Class groups. In the process of learning approaches, namely concepts, processes and contextual, with learning media utilizing the potential of the local nature.

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