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EXECUTIVE SUMMARY

Understanding Teachers' Pedagogic, Social, and Self-Efficacy Competences: A Qualitative Research

Executive Summary

Ruangguru is the largest technology-based startup company in Indonesia that has been developing educational products and services since April 2014. In the development of its business aspect, we realize that our work has touched upon the social aspect of education and we've been starting on developing this aspect via Yayasan Ruangguru. Yayasan Ruangguru is an integral part of Ruangguru, which aims to amplify social impact of Ruangguru business.

In cooperation with Persada Capital Investama (PCI), Ruangguru with more than 13 million users provides online teacher training scholarships to more than 1800 teachers in 15 cities/districts. The online training scholarship for teachers is packaged under the name **Indonesia Teaching Fellowship (ITF)** where program beneficiaries will get access to **ruangbelajar for teacher** and **ruangbelajar** in the Ruangguru application, UKG tryouts in **ruanguji**, intensive counseling and discussion services through group chat for one (1) year.

The ITF program, which was held from **June 2018 to June 2019**, then received support from the Adaro Foundation in March 2019. After the ITF activities were successfully carried out in 2018 to 2019, PCI and also the Adaro Foundation returned to collaborate with Ruangguru in 2019 to 2020 to improve the quality of education in Indonesia, specifically through increasing teacher competency. In the implementation of ITF activities in 2019/2020, there will be 1500 outstanding teachers in 10 cities / regencies who get this online teacher training scholarship.

As a part of the program, Ruangguru is also conducting qualitative research in order to understand the current situation of teachers' competence in Indonesia specifically in the aspect of pedagogy, social and self-efficacy among teachers in four regions in Indonesia. This phase is important to give an insight of which programs fit the teachers' situation in order to improve teacher competence in managing learning to ultimately produce students who are ready to compete in the industrial era 4.0.

Key Findings

1

Constantly trying new method, strategy, and approach in the class activities, proving teachers in small district understand about the theory and learning process

Because of the K13 curriculum, where teaching materials are often suggested to be finished within 1-2 sessions and students no longer be the recipient ends, teachers are often challenged to apply new methods or strategies in class to improve students' critical thinking. Using a visible concrete materials or student's own experience as examples can help students understand the learning materials better.



Other ways that often used by teachers are peer tutors; **using games (Jigsaw and brain exercises), Ice breaking, and Kahoot**; practice in laboratory and field class; questions and answers cards; and even using violence to discipline students.

2

Senior teachers with years of experience tend to self-doubt their competencies.

When asked whether they are confidence about their level of competencies, most teachers mentioned that they were confident in terms of knowledge and skills, but **less confident about the pedagogic level because they felt that they couldn't keep up with today's students and technology.**



Most of them still use the same method they have been using for years.

Key Findings

3

Students in Magelang have low motivation due to social circumstances and parents' influence.



In Magelang, specifically, the highlight is about the parents' perception towards their children. **Since most parents are farmers, they think of children as an additional farming worker since they cannot afford to hire an assistant.**

Besides, parents' separation or parents going abroad for work are also mentioned as the factor that affect students' lack of motivation to study.

4

Teachers work in rural areas of Rejang Lebong are at particularly high-risk of robbery and thuggery.

Teachers' safety is one of the major issue found during the FGD and In-depth Interview session in Rejang Lebong. Most rural areas in Rejang Lebong are still fall behind in terms of social and culture life. Most of the residents still use native language to communicate with each other and affects the teacher-students communication since teachers are mostly immigrants and speak Bahasa. Difficult access causes criminality and students delinquency as common instances.

One of the teachers interviewed mentioned she was once in a near-death situation and facing an angry student holding a knife is like a regular occasion. Another teacher mentioned he could not bring his laptop to school for fear of robbery.

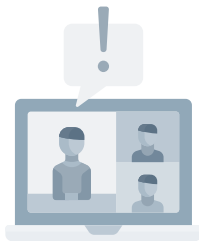


Key Findings

5

Facilities for the improvement of students' learning are often limited for use.

For some reason, one school in Rejang Lebong cannot use the the school facilities, such as projector because the headmaster only allows it to be used during the school events. This school has a laptop, however it is only used by the school's administrator for management purpose.



Other teachers in Magelang and Rejang Lebong we interviewed mentioned about this limitation of facilities usage in their schools as well. **It is often difficult for teachers to show examples in form of video or pictures related to the subject materials taught in class to students.** It causes teachers to be reluctant in developing the new strategy or method that could be interesting for students.

6

Students in the regular class are more vulnerable and insecure to class division system.

Class division system is one of the method used in school to acknowledge students' potential. The school often separate students and place the alike into superior and regular classes. Superior class is where students with high grade and IQ study and compete together, where students with low grade are gathered into the regular classes. While it was initiated for a good purpose, this could also create gaps among students where teachers often treat students differently.



Teachers admit they feel more challenged when teaching the superior class students, while in regular class, teachers often have low motivation.

Key Findings

7

Senior and junior teachers have different perspectives towards MGMP and KKG



Teacher Working Group or KKG (*Kelompok Kerja Guru*) is a forum for discussion where teachers usually share about Learning Implementation Plan (RPP), since writing an almost 40-pages RPP alone is difficult and time consuming.

Teachers use this forum for friendship, sharing about teaching materials, learning media, and even requirements for promotions. **Senior teachers find it useful, however young teachers seemingly not interested yet about the promotion requirements.** The junior teachers confessed that they often avoid coming to the forum because of this issue. Another problem related to KKG is teachers often ask for compensation and benefits for coming to the meeting.

8

Hope in joining ITF program.

In regards of pedagogic competency, teachers wish to:

- Increase the quality of teaching
- Develop learning strategies to improve students' motivation and understanding
- Gain knowledge related to growth mindset
- Understand the characteristics of students
- Increase the ability to use digital learning media



THANK YOU

Yayasan Ruangguru, 2020