

RISE PROGRAMME IN INDONESIA

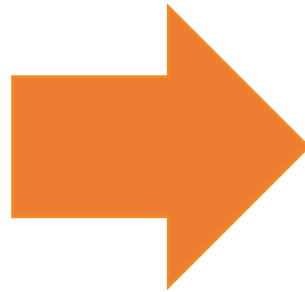
The Journey of Beginning Teachers in Indonesia: The Early Stories

RISE Indonesia

28 January 2020



What is the issue at hand?



PISA SCORES	Reading	Math	Sciences
2015	397	386	403
2018	371	379	396

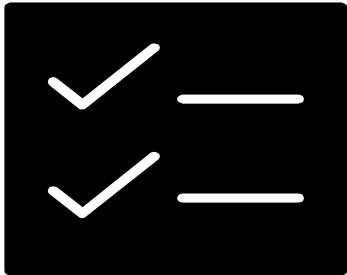


20% OF
STATE'S
BUDGET



TEACHER
TRAINING

Research design - Objective



Capturing the experiences of Indonesian beginning teachers

The transformation of beginning teachers during major events or transition: within-person and between-person.

Research design – Research questions



1. **Why do young Indonesians want to become a teacher?**
2. **What does it take to become a teacher in Indonesia?**

Our teacher-participants



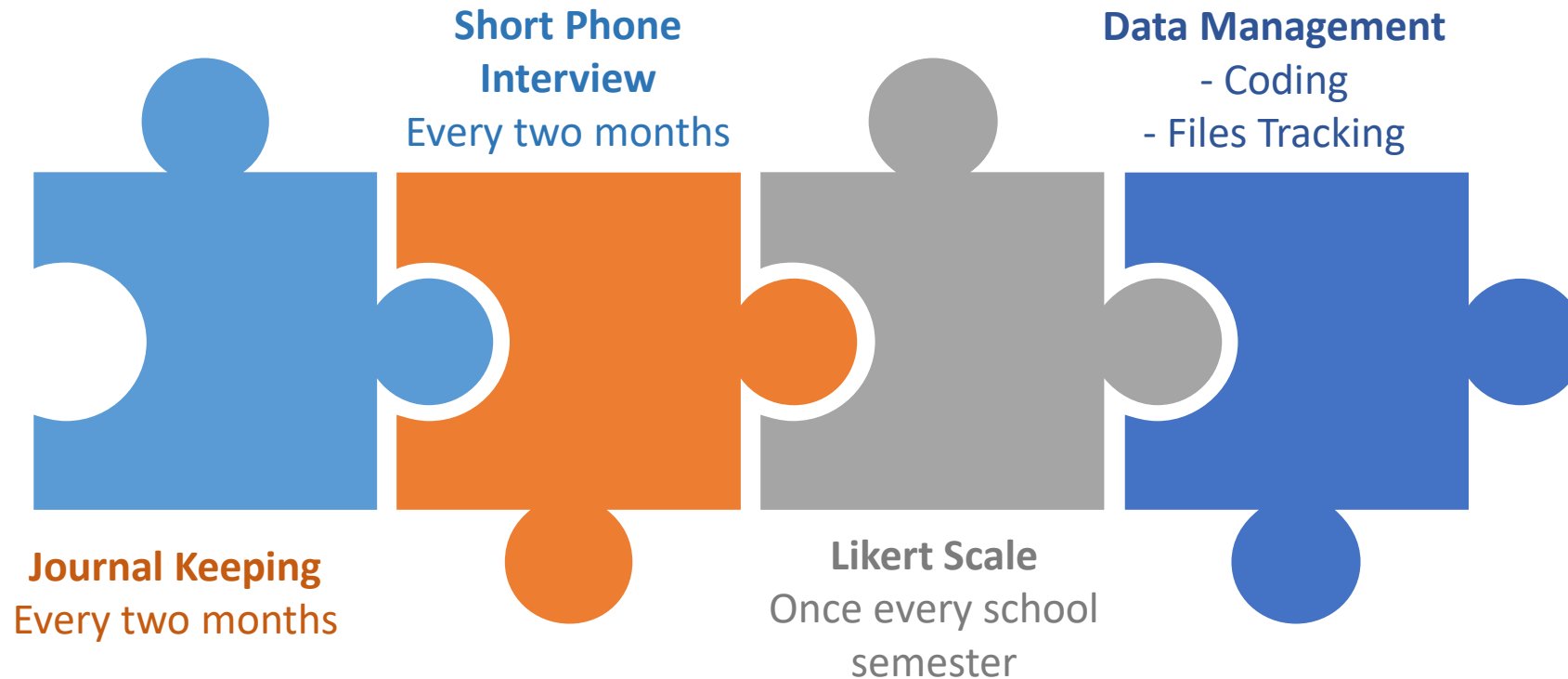
Scattered around Java Island

8 females 8 males

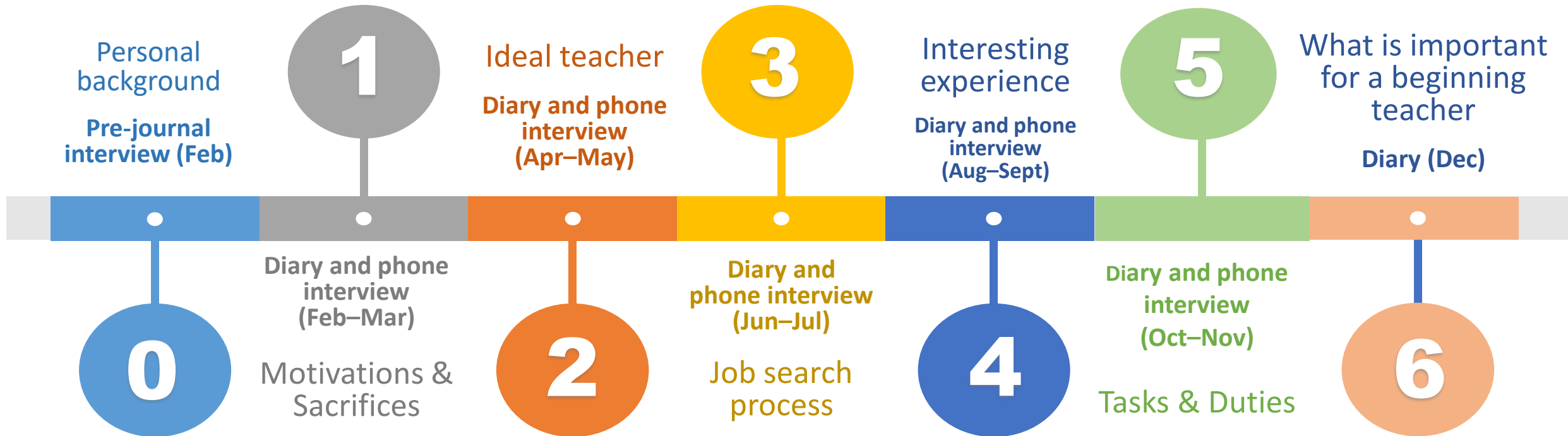
Between 23-27 years old

Teacher experience of 0-4 years

Research design - Methods

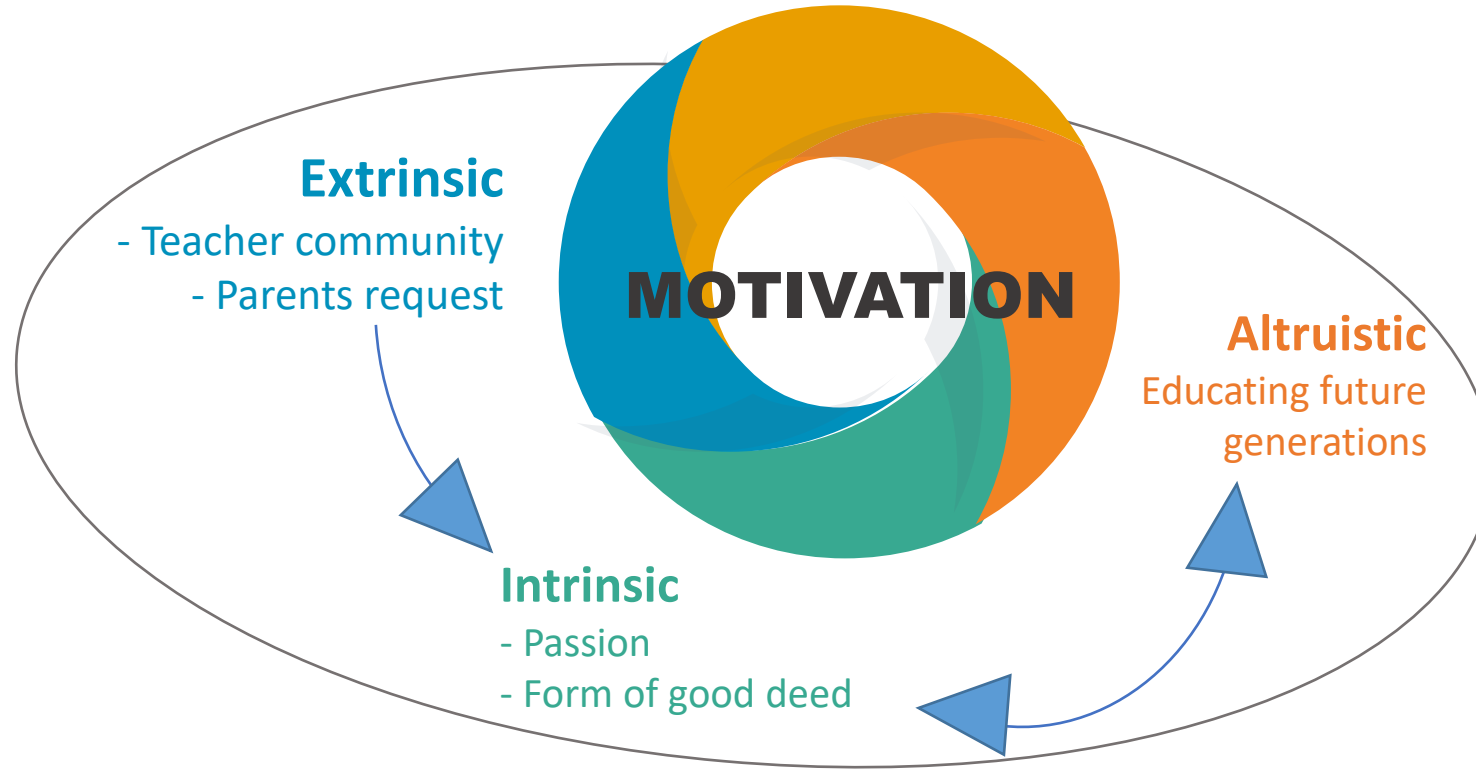


What we have done



Documentation: 6 diaries, 5 phone interviews, 1 visit

“Why did I become a teacher?”



Financial gain



Social status



Job stability

The process of getting there

Civil servant teacher

- Permanent position
- Hired by the Central Government
- Teaches in public school

- Permanent position
- Hired by the designated school
- Teaches at the designated private school

Private school teacher

- Contract-based position
- Hired by the designated public school

Honorary contract teacher



Financial gain



Social status



Job stability



Two roads with an option to transit

Civil servant
teacher

- Administration completion
- Basic competence test
- Field specific competence test

- Administration completion
- Basic competence test
- Islamic/religious/language-based test
- Microteaching
- Interview with senior teacher/principal

Private
school
teacher

Honorary
contract
teacher

Interview with
principal



But efforts are greater in becoming a civil servant

Civil servant
teacher

- Prioritised over college's exam
- Additional allocation of time, money and energy
- Establishing a study group

- Wide distribution of application

Private
school
teacher

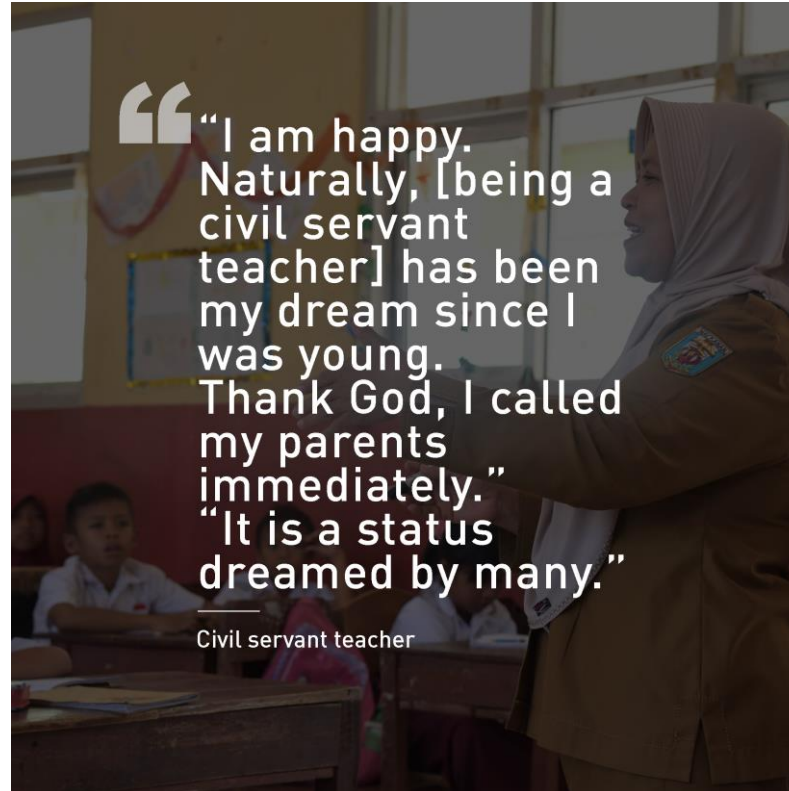
Honorary
contract
teacher



“I’m in!” - But is it an achievement?



Private school teacher

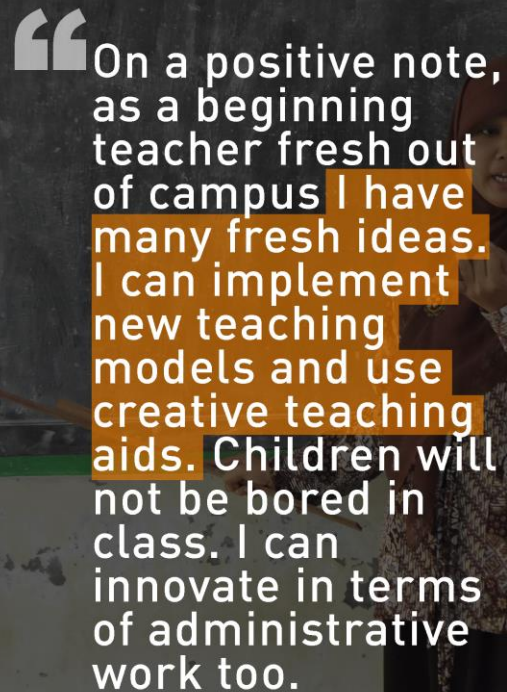


Civil servant teacher

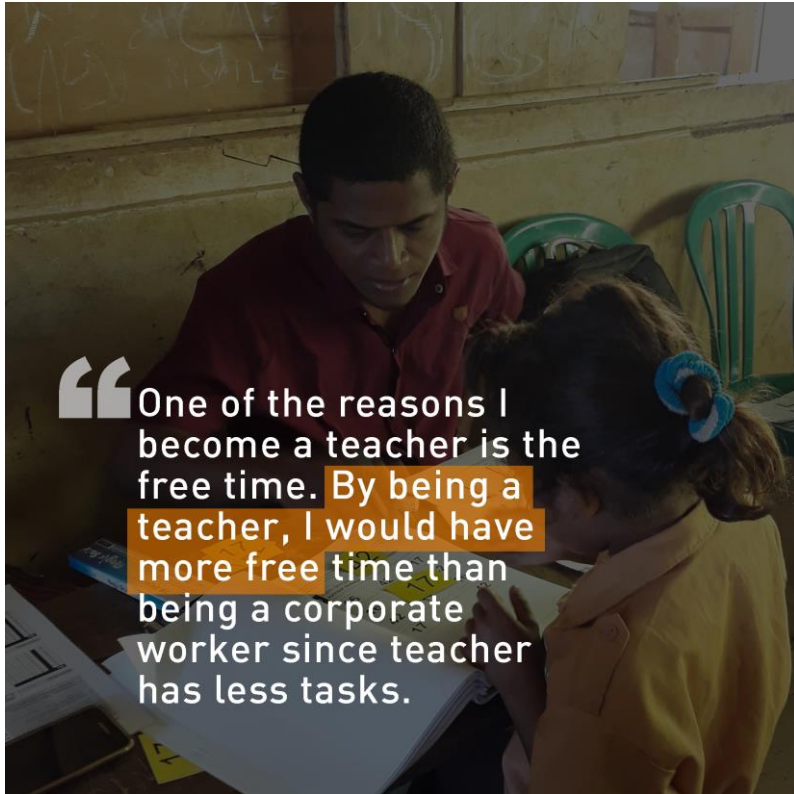


Honorary contract teacher

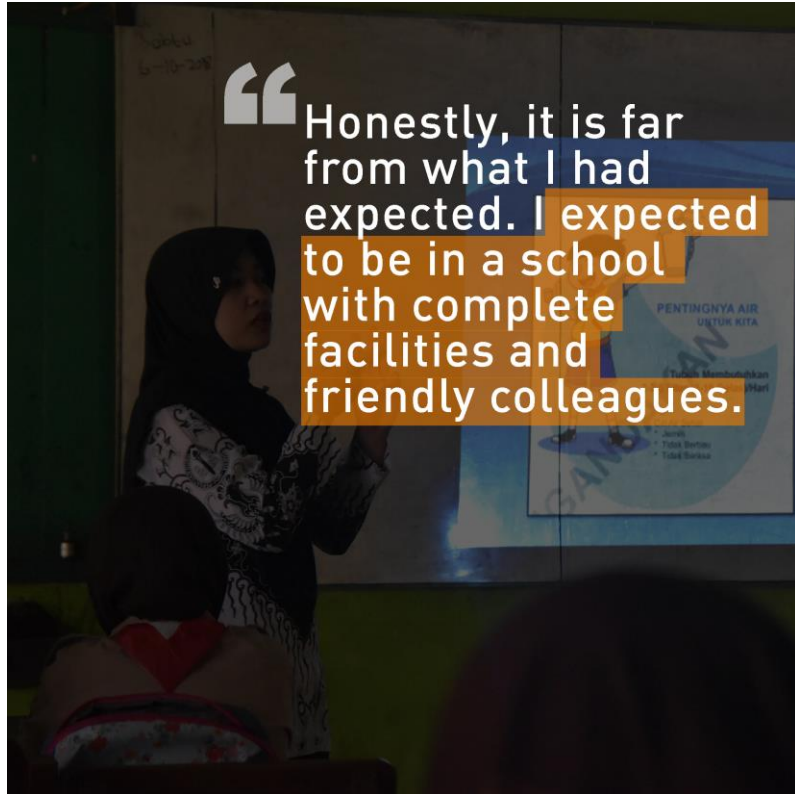
“I am a teacher now, so I’ll be ...”



“On a positive note, as a beginning teacher fresh out of campus I have many fresh ideas. I can implement new teaching models and use creative teaching aids. Children will not be bored in class. I can innovate in terms of administrative work too.”

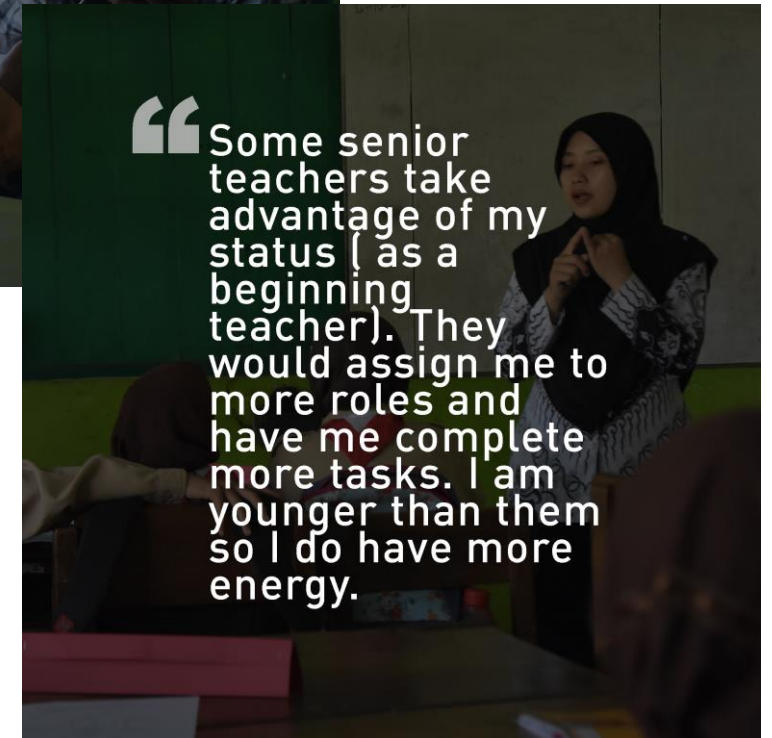
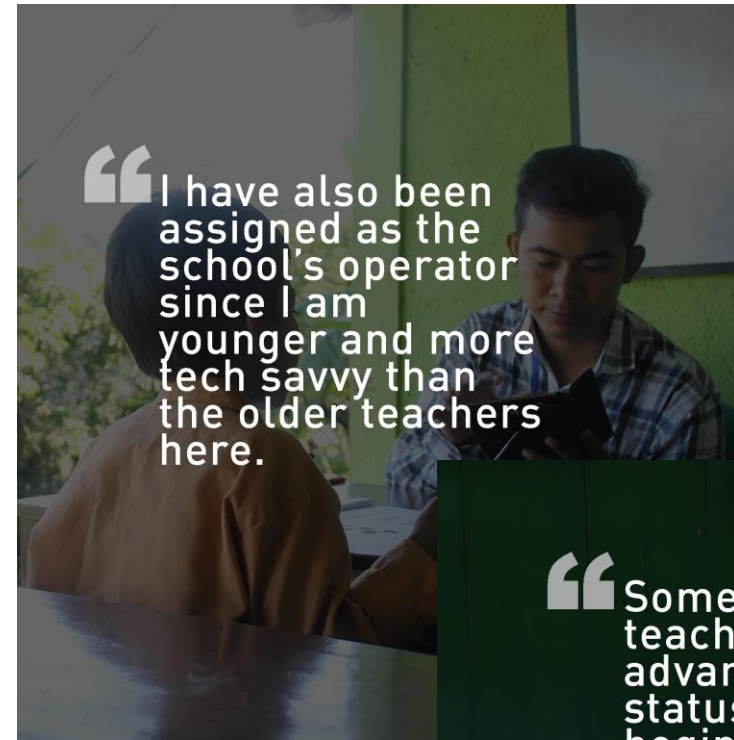
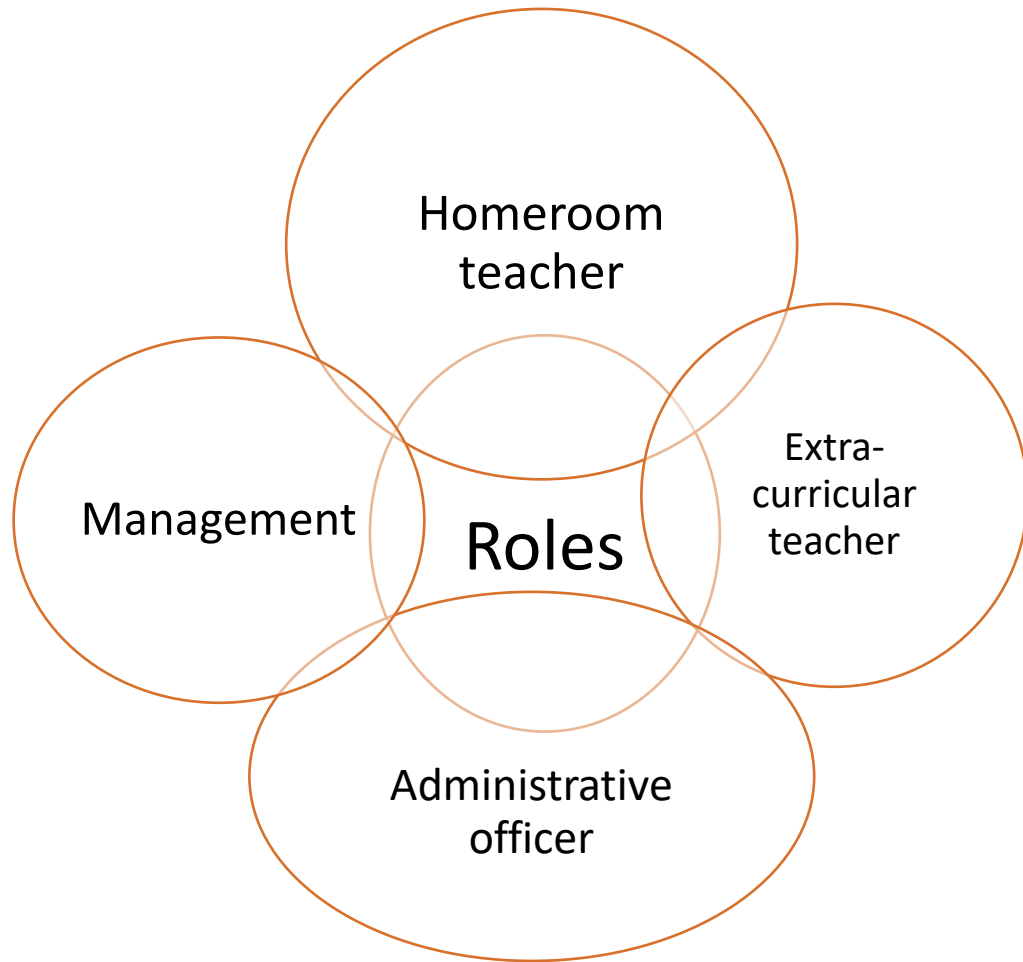


“One of the reasons I become a teacher is the free time. By being a teacher, I would have more free time than being a corporate worker since teacher has less tasks.”



“Honestly, it is far from what I had expected. I expected to be in a school with complete facilities and friendly colleagues.”

“We are bogged down by roles, yes multiple”



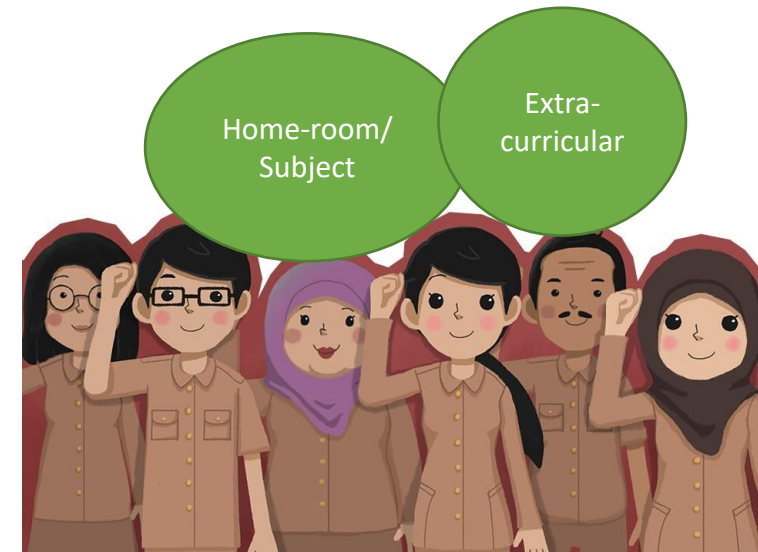
“Where’s my systematic and formal induction?”

PUBLIC SCHOOL



Discussion

PRIVATE SCHOOL



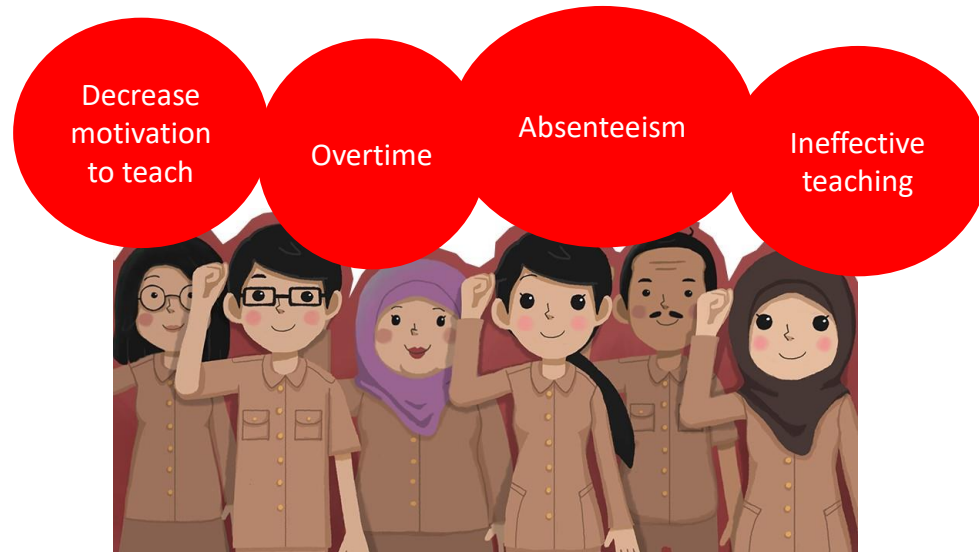
Teacher duties

School values

Discussion

“Where’s my systematic and formal induction?”

PUBLIC SCHOOL



Discussion

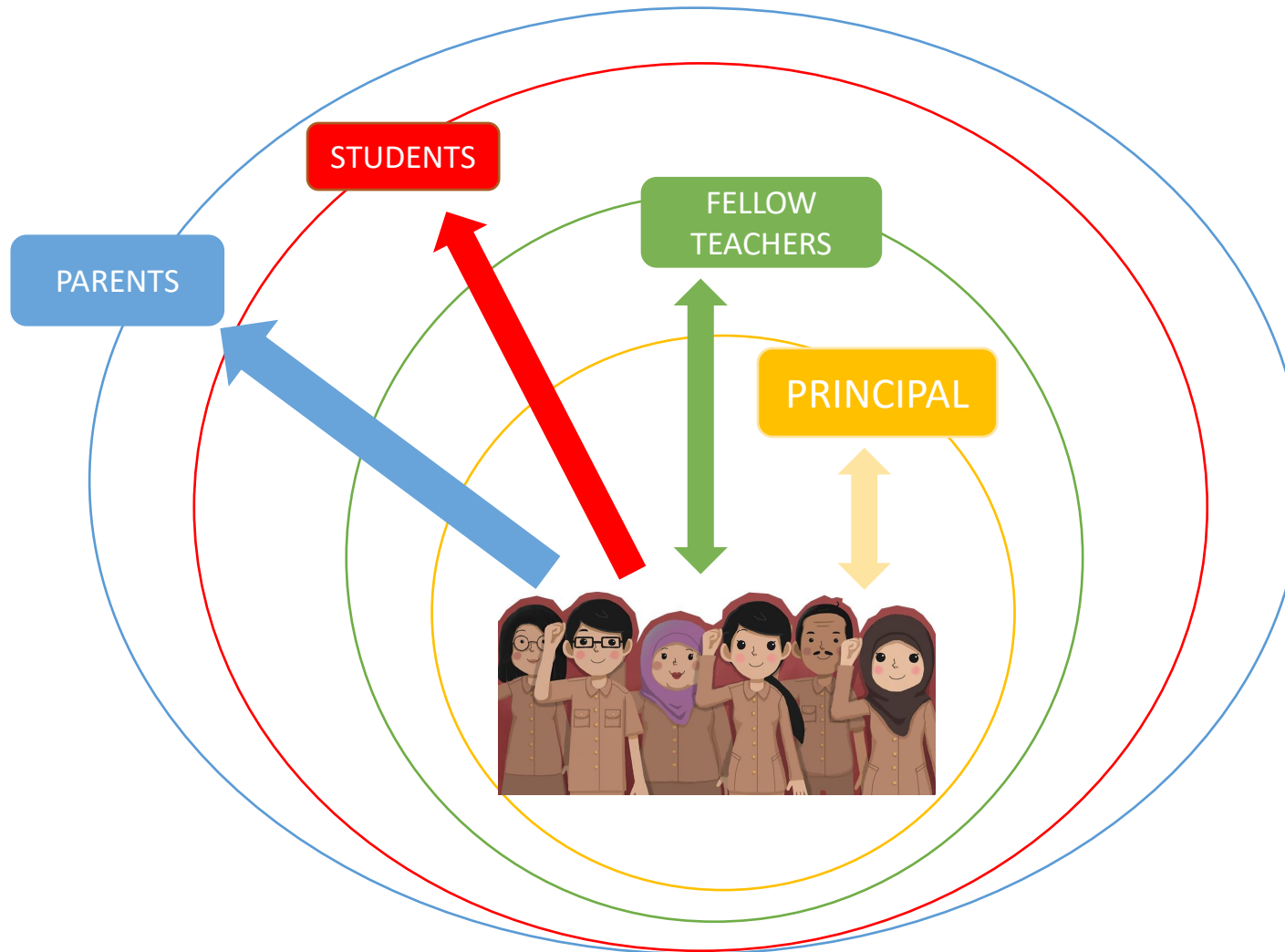
PRIVATE SCHOOL



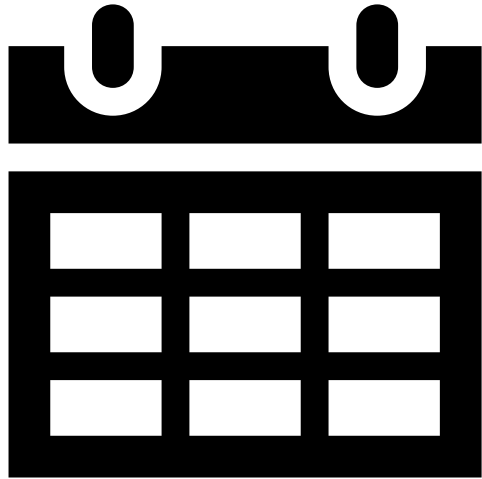
Teacher duties
School values

Discussion

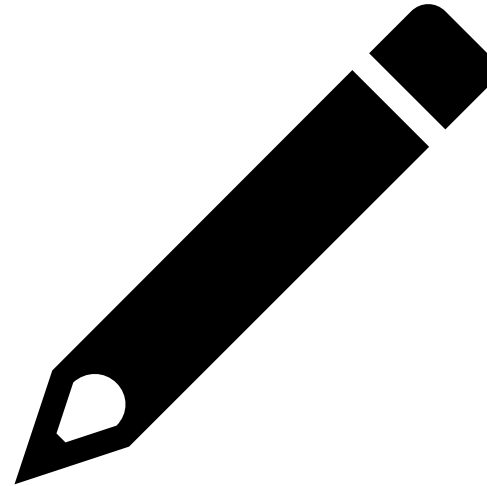
“Thus, my top priority relationships are ...”



Research road-blocks

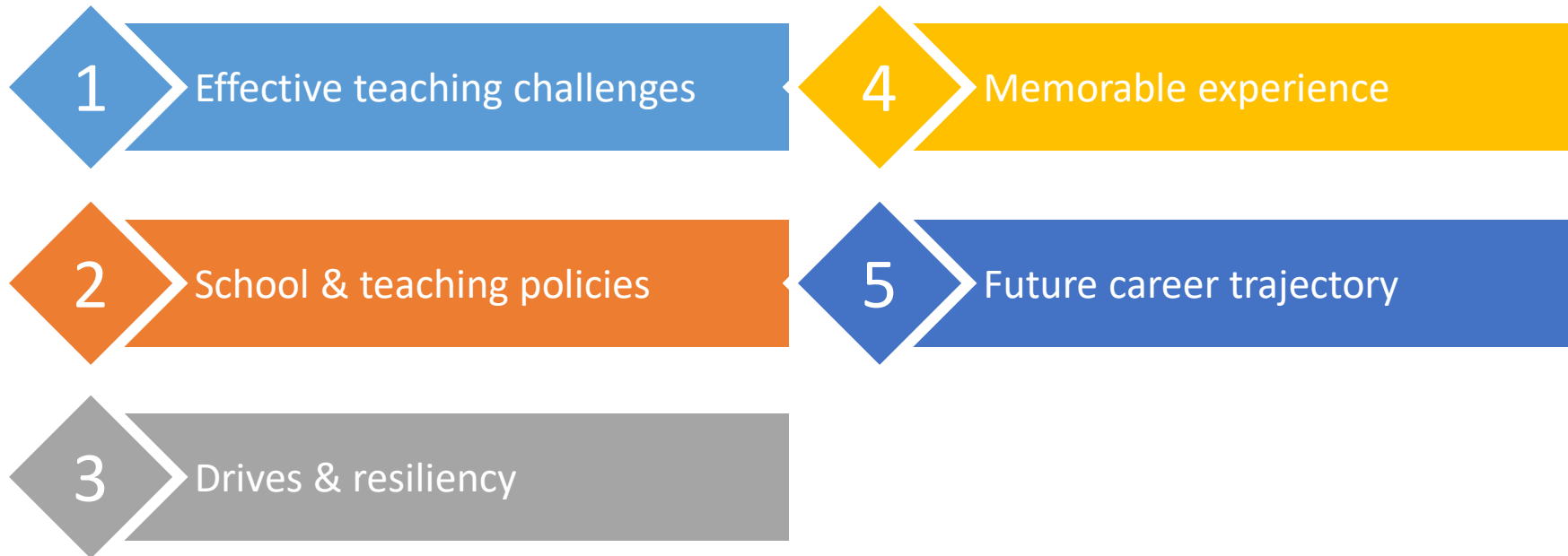


Timeliness of
writing submission



Writing reflectively

Upcoming (potential) diary themes



Thank You

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