

ENRICHMENT PROGRAM FOR SEKOLAH INDONESIA LUAR NEGERI

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Abstract

Sekolah Indonesia Luar Negeri (SILN), a formal school overseas that applies Indonesia's curricula, faces limitations in the number of teachers and facilities. The limited number of teachers causes SILN teachers must teach several subjects at various levels. Moreover, the learning facilities at SILN are not as complete as schools in Indonesia. Therefore, SILN cannot conduct learning activities optimally. Because of those school conditions, the community service program of Universitas Negeri Jakarta runs a webinar to enrich SILN teachers' knowledge and skills. The webinar provided five topics: learning environment, STEAM Education, the Profile of Pelajar Pancasila, quality assurance of teaching performance, and ICT in Education. In addition, we conduct a pretest and posttest for the teacher before and after the webinar. The result showed a significant enhancement in audiences' knowledge after the webinar.

Keywords: *Education, SILN, Enrichment Program*

INTRODUCTION

Sekolah Indonesia Luar Negeri (SILN) is a formal school overseas that is applied Indonesia's curricula (Fitriati, Romdana, & Rosyidi, 2014). There are fourteen SILN around the world: SILN Bangkok (Thailand), SILN Davao City (Thailand), SILN Damaskus (Syria), SILN Den Haag (the Netherlands), SILN Johor Bahru (Malaysia), SILN Kota Kinabalu (Malaysia), SILN Kuala Lumpur (Malaysia); SILN Riyadh, Jeddah (Saudi Arabia), SILN Kairo (Egypt), SILN Moscow (Rusia), SILN Singapura (Singapore), SILN Tokyo (Japan), and SILN Yangon (Myanmar). The SILN is organized by the Indonesian Government at the Indonesian Embassy. Meanwhile, the school management is handled by the Ministry of Foreign Affairs, the Ministry of Education and Culture, and the School Committee. This school serves pre-school, basis school, junior high school, and senior high school.

The number of SILN's students is dynamic every year. It is influenced by the number of Indonesian Embassy staff, Indonesian students, and Indonesian workers who send their children to study in SILN. The SILN has professional teachers, honorary teachers, and voluntary teachers. The professional teachers are teachers from Indonesia recruited by the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, the school hires honorary and voluntary teachers from local areas.

As an Indonesia School overseas, SILN's teachers and facilities are not as complete as a school in Indonesia. SILN only has a small number of professional teachers. Besides, the school facilities are

limited. Consequently, SILN cannot conduct learning and laboratory activities optimally. The other dilemma is SILN students should face new customs and cultures (Lestari, 2022).

SILN faces several problems in professional teachers, teaching material, laboratory facilities, student nationalism. First, SILN has a limited number of professional teachers for a specific field. Consequently, those teachers should teach several subjects at various levels. For example, a teacher in senior high school should teach not only his/her topic expertise but also several other topics. Besides in senior high school, sometime teachers should also teach in junior high school or primary school. However, SILN should wait for teacher recruitment from the ministry of Education and Culture of the Republic of Indonesia to get an appropriate professional teacher. Those problems repeatedly occur because professional teachers from Indonesia only teach at SILN for three years. Second, the learning facilities and laboratory apparatus in SILN are not as complete as a school in Indonesia. Therefore, SILN cannot conduct learning and laboratory activities optimally. Third, abroad Indonesian students will always engage in new customs and cultures. It is potentially eroding the national spirit. Therefore, it is a big challenge to maintain the students' national character at SILN.

Enriching the SILN teachers' skills is an essential issue. Without an enrichment program, there will be a teachers' skill gap. We propose a community service program, "Enrichment program for Sekolah Indonesia Luar Negeri" to enhance the teachers' skill. The program was conducted in a webinar with five topics: learning environment, Here, teachers will learn to engage with students mediated by the moment emotions, emotional energy, and emotional climate during the learning process. The third topic is that teachers update their knowledge to enhance students' national character building (Zandvliet & Straker, 2001). The fourth topic, teachers develop STEM education programs at school. Teachers are pushed to use existing facilities to support the learning process creatively (Huang & Lee, 2015). The fifth topic, teachers apply virtual laboratories for appropriate subjects. The virtual laboratory helps students in scientific practices with virtual experiments by utilizing online simulations. (Sherrer, 2020). This virtual laboratory is safe and low-cost (Bloodgood, 2012). The sixth topic, teacher enhance their knowledge and skill in Information and Computer Technology (Moreira-Fontán, García-Señorán, Conde-Rodríguez, & González, 2019). Here SILN teachers build a simple learning website with Weebly. The learning website help teachers provide the teaching material online. Therefore, the students can access it anytime and anywhere. The seventh topic, teachers develop appropriate assessments on online learning. This online assessment provides immediate feedback of student work. The last topic, teachers develop student feedback instruments for evaluating teacher performance. Through the feedback, teachers should continually evaluate their teaching performance. Therefore, teachers enhance their teaching performance and work based on the feedback (Khan, AlAjmi, & Zubaidy, 2018) (Krammer, Pflanzl, & Mayr, 2018). At the end of the program, teachers develop a STEM program, target and conduct at least two sources of virtual laboratory, build a learning website with Weebly, and develop a standard of student feedback for teacher performance.

THE IMPLEMENTATION AND METHOD

The community service program was conducted in a webinar. UNJ incollaboration with the the Indonesian Embassy of the republic of Indonesia in Singapore UNJ provides the workshop program, workshop material, certificate, and keynote speakers. Here, the workshop provides eight speakers which expertise in their field. One of the speakers, Associate Professor Rekha Koul, is a collaborator from Curtin University, Australia. Rekha will deliver physical and psychological aspects of learning. The details program is shown in the following table. Due to the covid-19 pandemic, the program may not possibly conduct outside Indonesia because of travel restrictions. So, the workshop series program will be held virtually via zoom meeting. Furthermore, the community services program will contact the Cooperation and Public Relations Affairs, the ministry of education and culture of the Republic of Indonesia, to request the workshop audience from Sekolah Indonesia Luar Negeri.

OUTPUT AND ACHIEVEMENT

The webinar was participated by 35 teachers. There were nine teachers from Sekolah Indonesia Singapore, one from Sekolah Indonesia Tokyo, five from Sekolah Indonesia Davao, five from Sekolah

Indonesia Jeddah, nine from Sekolah Indonesia Kota Kinabalu, five teachers from Sekolah Indonesia Makkah, and 1 participant from UNJ.

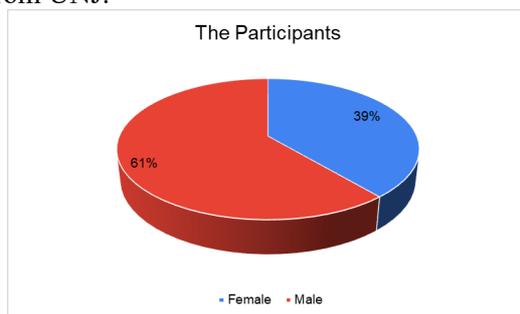


Figure 1. The participants' gender

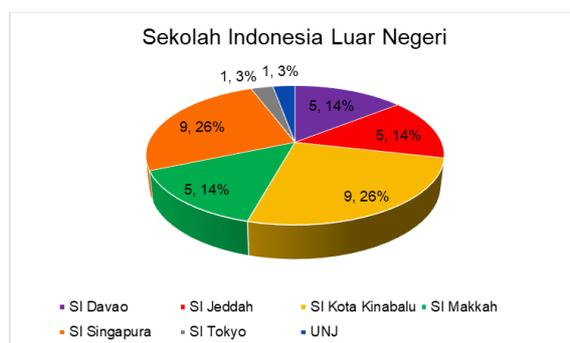


Figure 2. The program's participants

The participants were 14 females and 21 males from five schools and one university. Furthermore, we conduct a pretest before the webinar and a posttest after the webinar. The test measured the teachers' comprehension of the topic before and after the webinar. The test consists of 20 questions, which are questions on the profile of pelajar Pancasila, two questions on STEAM Education, four questions on learning environment, eight questions on quality assurance in teaching performance, and two questions on ICT in Education. The following figures are the pretest and posttest results for questions 1 to 10. The average score of the pretests was 58.5. Meanwhile, the average score of posttests was 76.6. Those scores indicated an enhancement in teachers' comprehension of the webinar topic.

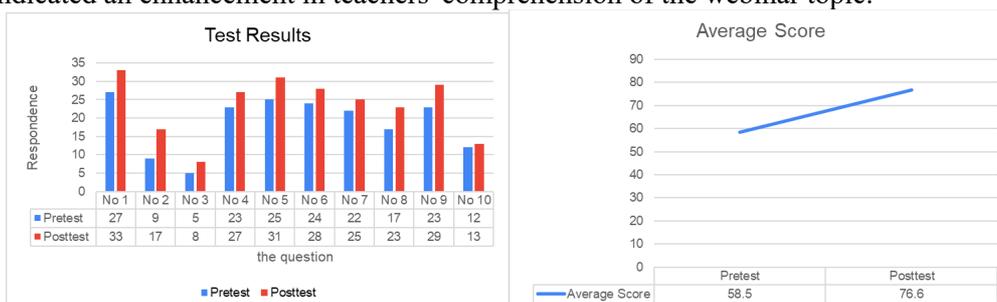


Figure 3. The pretest and posttest result

CLOSING

The enrichment program for Sekolah Indonesia Luar Negeri is essential for SILN's teachers. The program helps teachers develop and update their knowledge and skill on pedagogic and the new curriculum. Therefore, we recommend that the program should be conducted regularly every year.

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