CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to the 'Kampus Mengajar' program and the Remote area.

2.1 'Kampus Mengajar' program

The 'Kampus Mengajar' program is part of the *MBKM* program as an opportunity for the students to learn outside the classroom activities. The *MBKM* program itself includes various programs which help students in preparing their future careers. The program is established by the Indonesian Ministry of Education and Culture which aims to encourage students to master various fields of knowledge and provide opportunities for students to hone their abilities according to their aptitudes and interests (Thanzani, 2022). The students are allowed to decide which program they intended to participate independently.

Most of the *MBKM* programs provide many privileges for the participants. For instance, the participants of 'Kampus Mengajar' program batch II will get 20 credits conversion (Bhakti et al., 2022). It is very helpful for the participants since they have a lot of activities during the program. Moreover, the implementation of this program also receives support from the Education Fund Management Institution (LPDP) (Sitopu, 2022). Hence, the participants also will receive a monthly fee of one million two hundred thousand rupiahs. This fee is aimed to support the participants' daily needs. Besides, the participants will receive a tuition fee payment discount of two million four hundred thousand rupiahs.

The 'Kampus Mengajar' program was launched in 2020 by Minister of Education, Culture, Research, and Technology Nadiem Makarim. This program is an advanced program of the 'Kampus Mengajar Program Perintis' which is intended to provide solutions for elementary and junior high schools affected by the pandemic (Lie et al., 2022) The program provides opportunities for students to become teacher assistants to help to succeed the national education system.

The students can take part and contribute to the development of education in Indonesia through this program. According to Fidesrinur et al. (2022), the contribution of students in the 'Kampus Mengajar' program is expected to improve the quality of learning in the next generation. Hence, this program involves students to help schools conduct pleasant teaching and learning activities, especially during the COVID-19 pandemic (Lestari et al., 2022). Moreover, the role of students is not only as teachers' partners but also as agents of change and social control whether in the school or the social environment.

The 'Kampus Mengajar' program batch II was held for five months or twenty weeks. The participant would be placed in the school target spread in the grade primary and secondary schools. The qualification for the school target of the 'Kampus Mengajar' program were schools with accreditation C or schools that were located in remote areas (Kemendikbud, 2021). There are three main objectives of the 'Kampus Mengajar' program, includes improving literacy and numeracy competence, helping the technology adaptation, and assisting the administration matters. This program also improves students' knowledge, and skills, and inspires primary and secondary schools to expand and achieve their dreams (Kemendikbud, 2021). Participants would not only help with the teaching-learning process but also motivate remote area students and open their minds to continue learning and achieve their dreams.

PRE-DEPLOYMENT > DEPLOYMENT > POST-DEPLOYMENT

Figure 2.1 The stages of 'Kampus Mengajar Progeam' Implementation

The 'Kampus Mengajar' program had three stages of program implementation. According to the field supervisor handbook (2021), there are pre-deployment, deployment, and post- deployment. The pre- deployment was an activity carried out before implementing the duties at the targeted school. These activities include debriefing, coordination with the local Education Office, and coordination with the targeted school. The deployment included the initial activities of the assignment, daily activities, weekly activities, and preparation of the final report. The post- deployment activities include post-

activity stages and sustainability after participating in the program. 'Kampus Mengajar' program participants were expected to develop scientific capacity and dedicate their expertise according to their competence to mobilize the community around their residence and society in general.

The *MBKM* provides many programs and allows students to decide which program they want to participate in independently. The 'Kampus Mengajar' program is one of the programs that focus on education. This program allows students to become teacher assistants to help make the national education system succeed. In addition, the participants will not only help with the teaching-learning process but also encourage students in remote areas to pursue learning and their objectives in the future.

2.1.1 School Description

'Kampus Mengajar' program batch 2 collaborated with around 3,000 schools across Indonesia, consisting of elementary and junior high schools. Partner schools must have C accreditation or the school is located in remote areas (Kemdikbud, 2021). In this respect, the partner school was located in Kuala Tambangan Village, South Kalimantan. My placement school was officially inaugurated in 2017 and is revamped from the first school. The school had 124 students, 9 teachers, and 1 school operator. The school was one elementary school that located in the village. The school building was U-shaped and consists of the principal and teachers' room, six classrooms, one health unit room, one warehouse, two toilets for teachers, and two toilets for students. The school had a large courtyard which is usually used to hold flag ceremonies and sports activities.

2.2 Remote Areas

Remote areas are identified as areas that are far from the main city. In short, it is an area that is underpopulated and further away from the crowds. As defined by Bennett et al. (2019) that the area is considered to be in a frontier or remote region if it is at least 15 minutes away from a city or village with 2,500–9,999 residents and at least an hour away from one with 50,000 or more. In this case, remote areas should be one of the concerns of a country. However, the definition of remote areas may be different based on the area. The OECD

(2018) defines three broad categories of rural areas, that have distinctive characteristics, challenges, and policy requirements:

1. Rural areas within FUAs (Functional Urban Areas)

   These rural growth areas are fully integrated within the FUAs and serve as commuter zones for the metropolitan center.

2. Rural areas close to FUAs (Functional Urban Areas)

   These areas have close links with the surrounding FUAs, although they are not included in their labor markets. There is an exchange of products, environmental services, and other commercial activities.

3. Remote rural areas

   These areas are far from the FUAs. Relationships with the FUA are mostly through the exchange of goods and services in the market. Personal interactions outside the rural areas are limited and infrequent, but there are good relationships within the areas.

   As the location is mostly far from the center of government, the condition of remote areas is often neglected. The condition of these remote areas is in line with the theory of the "Welfare State" by Prof. Mr. R. Kranenburg, which was introduced in the 20th century. The theory explains that the state must take a proactive role in the welfare of society. Therefore, the development must be carried out equally thus the impact can reach the entire community, from urban communities to remote communities.

   The reality in remote areas is contrary to expectations. Many remote areas are still disadvantaged and face complex challenges. People who live in remote areas face various issues and difficulties that make it challenging to manage their living circumstances successfully (Kapur, 2021). The challenges they face are diverse and found in almost all sectors of life. The most essential challenges are the poverty community. According to the European Commission, "rural areas are characterized by higher levels of income poverty" (p. 75). Therefore, economic conditions in remote areas are still low. The income of remote communities is usually only enough to cover their daily needs. Kharas et al. (2020) stated that rural poverty is often caused by a lack of access to markets, education, quality infrastructure, employment, health, and financial services.

This means that challenges from all aspects must be taken more seriously It is necessary to elaborate on the challenges, causes, and ways to overcome them.

As a result, the development of a country must be carried out evenly so that its impact can reach all communities, from urban communities to remote communities. Because the distance of remote areas is usually far from the capital city. In addition, challenges from all aspects must be taken more seriously. Therefore, it is necessary to analyze the challenges, their causes, and solutions. Classroom management deals with the way how teachers organize the teaching and learning process. Richards and Renandya (2015) state classroom management is all conscious effort undertaken by the teacher to achieve learning and the effort to give motivation to students who have no interest in learning, give constraints, and make the teacher's role. It is asserted that classroom management is often referred to ask skills and techniques to keep students organized, orderly, focused, attentive on task, and academically productive that variations of teacher use during ITP (Debreli & Ishanova, 2019). The foundation of any classroom is first and foremost to provide safety and comfort for the student. The classroom must be a learning atmosphere that encourages. In no way should the classroom be intimidating or distracting.

2.2.1 Indonesia Remote Areas

Indonesia is the largest archipelago consisting of many islands separated by ocean waters. Indonesia has more than 17,000 islands, with a population of more than 270 million people (Nur & Shi, 2022). Despite many of the major cities in Indonesia being densely populated and well-developed, there are still remote areas in Indonesia that are underdeveloped and insufficiently served. The gap between rural and urban areas is caused by development biases and distortions that favor the urban economy. This causes underdeveloped areas to become poor and underdeveloped (Syahza & Suarman, 2013). These remote areas present unique challenges for the people who live there and for the Indonesian government in terms of providing access to basic services and opportunities.

Indonesian remote area is well known as disadvantaged, outermost, and frontier (3T) areas. Remote areas in Indonesia are often defined by their

isolation from the rest of the country. This term shows the areas in Indonesia where access and conditions are difficult to reach and many lack facilities. According to Ahmad (2018), remote areas are areas that lack and are very limited in the services of public facilities, education facilities, electricity facilities, health facilities, information and communication facilities, and clean water facilities. The regulation of the criteria for special areas and the provision of special allowances for teachers are referred to by the Ministry of Education and Culture in Regulation Number 34 of 2012. As cited in Rahmadi (2020), the criteria for the remote area is identified as special areas, which are remote or underdeveloped regions, regions with remote conditions of indigenous peoples, border areas with other countries, areas experiencing disasters (natural and social), and areas that are in a state of emergency, and or small outermost island areas. In addition, there are six criteria regarding the determination of disadvantaged areas, as explained in Article 2 No. 63 2020 of the Presidential Regulation:

Article 2 (1) An area is categorized according to the following criteria:

1. community economy

2. human resources

3. facilities and infrastructure

4. regional financial resources

5. accessibility

6. characteristics of the region.

Therefore, remote areas of Indonesia usually face many complex challenges that usually stem from the above categorizations. One of the most significant challenges faced by remote areas in Indonesia is a lack of basic infrastructure. Insufficient access to infrastructure is often identified as a major cause of poverty (Darja et al., 2004). Many of these areas lack access to clean water, electricity, and sanitation facilities, which can lead to a range of health problems. Moreover, the lack of infrastructure can make it difficult for people in these areas to access education, healthcare, and other basic services.

In conclusion, remote areas in Indonesia have unique challenges that require innovative solutions. For example, lack of infrastructure, economic

isolation, and limited access to basic services are important issues that need to be addressed. However, these issues are not just the responsibility of the Indonesian government. Instead, it is a national responsibility and awareness so that these issues can be properly resolved.

2.2.2 Schools in Remote Areas

Education in remote areas of Indonesia still faces challenges in various aspects. It is shown by the condition of education in remote areas in Indonesia is still far from adequate. According to Luschei and Zubaidah (2012), the largest educational challenge facing Indonesia is caused by the vast geography of the country with numerous remote regions. As a wide country, Indonesia consists of thousands of islands from Sabang to Merauke. Therefore, there are various challenges in providing education services for the community (Suraharta, 2021). In this respect, access to reach remote areas is very limited. Hence, the distribution of education support to local governments in remote areas is often obstructed.

The problem leads to inadequate school infrastructure in remote areas, as infrastructure is one of the most crucial aspects of the success of the learning and teaching process. According to Nugroho & Wibowo (2020), school infrastructure are facilities to support the learning process to achieve learning goals. In addition, the role of schools in remote areas is sometimes as the center of village life and as local identity development (Autti & Hyry-Beihammer, 2014). However, the condition of the school infrastructure in remote Indonesian areas is still inequality and far from adequate. For example, there are many outdated school buildings at various levels of school, the ownership and use of facilities that are not properly utilized low learning media, and incomplete library books, which causes the students' low interest in literacy (Wahyuningsih et al., 2021). The lack of electricity in remote areas also became a challenge faced by teachers when preparing teaching materials (Febriana et al., 2018). It can be concluded that school infrastructure and access to the school need to be considered and improved more seriously.

Teachers also play a crucial role in the teaching-learning process. Meanwhile, teachers in remote areas are required to work harder than teachers

in urban areas. Teachers in remote areas still struggle to meet national education expectations by solving the challenges (Febriana et al., 2018). They have to cope and find the solution to the challenges to ensure the continuity of the learning process. Asiska and Nurmahmudah (2022) stated that teachers in the 3T areas lack classroom management, lack of mastery of learning competencies, unsupportive learning facilities and infrastructure in learning, and lack supporting information for student learning. Therefore, teachers in the 3T areas are still lacking in advancing the quality of students and the quality of the school.

Teacher qualifications in remote areas also need to be seriously improved. As teacher quality is also one of the fundamental elements of the education challenges (Rahmadi et al., 2010). According to OECD, Asian Development Bank (2015) remote schools frequently lack quality teachers. This is due to several factors, such as intrinsic motivation and extrinsic motivation, which are faced by teachers. Intrinsic motivation is the motivation that comes from within the teacher themselves, while extrinsic motivation is the motivation that comes from outside themselves. As we know that motivation is highly related to teacher performance (Muhaimin & Kristiawan, 2019). For example, when teachers have high motivation, they will be encouraged and strive to improve their ability to plan, implement and evaluate the curriculum that applies in schools, so that maximum work results are obtained (Purmawanto et al., 2013). Meanwhile, the teacher's role is not only to transfer knowledge to the students. In line with that, Waqif (2015) mentioned that teachers play a crucial strategic role in ending poverty, especially in coastal and remote areas. Hence, teachers are also responsible for motivating students, especially students in remote areas, to remain excited about studying and achieving their goals.

As a result, schools in remote areas are often short of the number of teachers. In this respect, the teachers prefer to teach in urban areas because the schools provide adequate facilities than in remote areas (Febriana et al., 2018). Remote areas are commonly located far from crowded areas and are far from decent. The individual needs of teachers in 3T areas are very important in the world of education, where teachers will feel at home if their personal needs are

satisfied (Asiska & Nurmahmudah, 2022). Hence, many teachers do not necessarily feel comfortable with the learning situation in remote areas and choose to teach in urban areas.

Considering that, the government should be highly concerned about this condition. It is necessary to accelerate the equalization of education, especially in the disadvantaged, outermost, and frontier (3T) areas (Rosmana et al., 2022). Moreover, the management of program education for students in remote areas needs to be implemented and managed properly. According to Asiska and Nurmahmudah (2022), teacher management in remote areas must correctly apply the concepts of recruitment, selection, placement, debriefing, compensation, reward, education, training, and dismissal, which need to be monitored sustainably. The government has made efforts to overcome these problems, but it seems that these efforts are still not effectively implemented (Putera & Rhussary, 2014). The solution to overcome the challenges needs to be personalized based on the condition of each area. Therefore, the efforts can be implemented effectively based on its need.

School in remote areas usually has limited access. It caused inadequate school infrastructure since the distribution of education support to local governments is frequently hindered. Moreover, teachers in the 3T areas are still lacking in advancing the quality of students and the quality of the school, as the role of teachers is to encourage students, especially those in remote areas, to remain excited about studying and achieving their goals. Besides, the limited access to remote areas makes teachers feel uncomfortable and prefer to teach in urban areas. It is necessary to provide the solution to overcome the challenges, which need to be personalized based on the condition of each area. As a result, the efforts can be carried out successfully based on their requirements

2.3 Study of the Relevant Research

Some previous studies are relevant to this research, so I studied relevant studies on the challenges of education in remote areas in Indonesia before deciding to conduct this research. Some of the relevant studies will be discussed in the following order:

Febriana et al. (2018) conducted a study aimed to find out the challenges faced by English teachers during the SM-3T program in remote Indonesian schools. The study reveals that education in remote Indonesian schools is still far from adequate as the schools still face many challenges such as the infrastructure, the learning source, the language barrier, the mindset of the parents, the inadequate number of teachers, student competencies, and mindset.

Sukmawan (2019) investigated the education of fisherman's children in Kuala Tambangan Village from 2000 to 2015. He revealed that many fishermen's children drop out of school for several reasons, including financial or economic inability, young marriage, and low motivation. However, the previous study only investigated the education condition of fisherman's children.

In addition, Amelia and Istianah (2021) explore the teaching strategies and challenges faced by English junior high school teachers during the online learning process in Indonesia remote areas. The study found location is a major consideration in implementing long-distance learning and remains to be one of the main issues for them. The challenges faced by the participants of this study show that implementing long-distance learning in remote areas requires more consideration and effort.

Moreover, Thanzani (2022) conducted a study during the 'Kampus Mengajar' program batch 2 program in remote areas in North Kalimantan. This study reveals that there are various challenges such as the difficult internet network access which impact the implementation of technology adaptation. In addition, the access road to the school is very difficult to pass and slippery so it can be dangerous if the weather is heavy rain.