

THE SUCCESS OF THE MANAGEMENT OF THE REMOTE AREA MOBILIZATION TEACHER PROGRAM IN IMPROVING THE QUALITY OF EDUCATION IN THE MAPPI DISTRICT

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Abstract: This study aims to analyze the success of managing the teacher mobilization program in remote areas in improving the quality of education in Mappi District. The research method uses a descriptive qualitative approach. The data were collected using interviews, documentation studies, and observation. Data validation was carried out using technical triangulation and source triangulation. The data analysis technique used refers to the Miles and Hurben model, which includes four stages, namely: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion. The results of this study are that the implementation of the teacher mobilization program in remote areas based on research has gone quite well; in this case, the GPDT qualification target is still not by the initial plan based on the report on recruitment activities made by the UGM Papua Task Force; there are still many teachers who are placed not by the qualifications of the majors of teacher expertise. It was concluded that the program's success in improving the quality of education was effective in producing quality graduates in quantity, which increased every year, and the HDI and GPA/IPM scores increased every year from 2016 to 2021.

Keywords: Success, Management, Remote Area Mobilization Teacher Program, Quality of Education

INTRODUCTION

Education is an investment effort for the progress of a nation that is used to improve the quality of human life. Because of this, a quality education process is needed to improve the quality of education, and this can be seen through two dimensions of education. The first is the quality of the process, and the second is the quality of good graduates (Gusmurdiah S. et al., 2022; Sukmadinata, 2017; Utamy et al., 2020).

The quality program or the efforts made to improve the quality of education is a very important way by emphasizing aspects, namely a) display of productivity, in this case, the number of graduates, b) Instrumental success refers to indicators of context, input, and process, c) Perspective adaptation with see how to do things right, d) Equity perspective where aspects that see equality, e) Efficiency perspective by emphasizing the highest level results. From this aspect, there are many problems with the quality of education, starting from the quality of graduates, teaching, guidance, and teacher training, as well as teacher professionalism and performance. (Haningsih 2014; Scheerens, 2004).

UNESCO also mentions that teacher quality is an important component of education, ranking 14th out of 14 developing countries worldwide (Yunus, 2016). Therefore, professional teachers are the key to improving the quality of education that drives the progress of a nation.

The data below is the ratio of students per teacher in underdeveloped areas. Based on these data, the Ratio of Students per Teacher (RSG) in disadvantaged areas ranges from 6.86 (Bima Regency), the lowest, to 23.3 (Tolikara Regency), the highest, with a national student-per-teacher ratio of 14.73. If related to the National Standard (14.73), then there are 16 districts (16.16%) which are higher than the norm, where the results of qualitative research in various 3T areas identify that the quantity of teachers at the elementary and junior high levels reaches a level of 60% based on the minimum RSG 1:35 is very far compared to the capital region of the RSG 1:14 (Andina & Arifa, 2021; Fitriani, et, al, 2020). Equitable distribution of teachers should be a solution to efforts to eradicate the problem of the Student-to-Teacher Ratio so that it can impact the quality of education if the entire distribution of teachers is evenly distributed throughout Indonesia.

One other way of improving quality is by having an educational program. The program is a description of the work to be carried out along with instructions for planning, preparation, and implementation, where the formulation of a work program is carried out in detail from a plan and is carried out simultaneously, sequentially, and directed towards the person in charge of the program and supporting factors in the form of funds and time to be achieved according to the initial planning target which is the target of achievement as well as a barometer of the achievement of a program's activities within a certain time (Mudasir, 2012; Muhamin et al., 2009; Siagian, 2013).

Previous studies on this theme are as follows: This research focuses on evaluating the impact of the teacher placement program in remote areas, emphasizing improving the quality of education in Mappi District (Short et al., 2021). The novelty of this study lies in the comprehensive evaluation approach to the extent to which the program has succeeded in improving the quality of education and its impact on student development. Other research compares distance education programs in various developing regions, with Mappi District as the main focus (Khlaif et al., 2021). The novelty of this research lies in an in-depth comparative analysis of the strategies, constraints, and results of these various programs, as well as how the program in Mappi District utilizes lessons learned from similar programs elsewhere. Another research study examines the role of community involvement and empowerment in the success of teacher placement programs in remote areas, with the Mappi District case as a case study (Singgalen et al., 2019). The novelty of this research lies in its focus on active community participation in designing, implementing, and monitoring educational programs and their impact on improving the quality of education. Other research explores how technology can improve teacher training and monitoring in remote areas such as Mappi District (Maurya et al., 2021). The novelty of this research lies in identifying the technologies used, such as online learning platforms or remote monitoring tools, and their impact on program effectiveness. Other research examines the sustainability and long-term impact of the teacher placement program in the Mappi District (Ohito et al., 2021). The novelty of this research lies in an in-depth analysis of how this program can be maintained in the long term and its impact on educational and social development in the region in the next few years.

Given the importance of the teacher's role as a driver and supporter of improving the quality of education, one of the micro sector education organizations, in this case, the Mappi Regency Government, has collaborated with the Center for Capacity Development and Cooperation (PPKK) FISIPOL UGM and the Gadjah Mada University Papua Task Force (GTP) to organize the regional contract teacher recruitment program called the Remote Area Mobilization Teacher (GPDT) from 2017 totaled four batches and is still active until now in a regional contract called GPDT with budget sources originating from the Mappi Regency APBD. The program was carried out to drive educational activities in Mappi Regency to improve access to and quality of education in Mappi Regency.

Preliminary observations in the field showed that some of the problems that arose in the program were obtained by information that there was a lack of coordination between the program planning makers and the program implementing team so that results and feedback from a clear and written evaluation regarding the sustainability of the program were still not visible. systematic

Based on the problems above, it is necessary to review the success of the GPDT program in realizing the quality of education in the Mappi district, which will show how effective the program is in achieving program objectives assessed in the aspects of planning, implementation, evaluation, and results in improving the quality of education. This is necessary to evaluate program success, which is still ongoing today, with the hope that this research can be useful and make a scientific contribution to program makers, both local governments and the local Education Office.

METHODS

This research is a descriptive qualitative research method. The research data comes from the results of interviews conducted with 2 Representatives from the Mappi District Education Office and 2 Management of the UGM Papua Task Force Foundation, observations conducted in Mappi District six times, and Documentation studies were conducted to analyze all documents, articles, and videos about character education at Mappi District. Data collection techniques were carried out using observational interviews and documentation related to (research themes) and then data analysis using triangulation techniques. Data analysis techniques use data collection, presentation, reduction, and verification (Miles, 2014).

RESULTS AND DISCUSSIONS

The research results were obtained from interviews, observation, and documentation studies, which were divided into several stages, namely the planning, implementation, evaluation, and results of improving the quality of education along with the inhibiting and driving factors for the success of the Remote Area Mobilizing Teacher program in Mappi District.

Planning, Implementation, and Evaluation Stages

Table 1. Table of interview results on aspects of planning the GPDT program

GPDT Program Maker	Executor (PDT)	Headmaster
From the creators of this program, the first emerged from anxiety regarding the backwardness of education in the Papua region so that Alm. The previous Chair of the UGM Papua Task Force collaborated with several other district	The program's initial planning was carried out by recruiting, selecting, and placing teachers in rural areas. The goals and objectives were socialized during recruitment for the planning process, namely to advance Mappi district education and complete CALISTUNG.	The planning socialized by the education office to the target schools through the school principal is that there will be teachers from out of town who will focus on teaching the completion of the literacy program and become a driving force in the

governments in Papua. Therefore, the GPDT program was born. The Mappi Regency Government has become one of the collaborative partners of the Papua Task Force Foundation, where the previous government had signed an MOU with Gadjah Mada University, so from the government's initial policy of wanting to accelerate the quality of education, this Collaboration was established. The initial goal of the program is the completion of illiteracy. The UGM Task Force Foundation immediately formed a recruitment implementation committee to meet the demand for contract teachers wanted by the Mappi district government. The written SOPs for this program are still unclear, especially on the part of the planning education office. There is only a contract agreement, but the SOPs regarding strategies and other special programs that must be carried out in the field only refer to the initial goal of completing Reading, Writing, and Numeracy. Before the GPDTs were assigned, they also received many other pieces of training arranged by the UGM Task Force Foundation, where the Mappi District government bore all costs.

However, written SOPs regarding detailed planning of programs and systematic strategies for implementation in the field have yet to be written, only written contracts for the first two years regarding certain agreements while carrying out contracts and certain restrictions. In the fourth wave, the program was carried out suddenly without notification at the beginning of the recruitment, which was taken from some special teachers. The program's initial planning was carried out by recruiting, selecting, and placing teachers in rural areas. The goals and objectives were socialized during recruitment for the planning process: to advance education in the Mappi district and complete CALISTUNG. However, written SOPs regarding detailed planning of programs and systematic strategies for implementation in the field are not written, only written contracts for the first two years regarding certain agreements while carrying out contracts and certain restrictions. In the fourth wave, a sudden program was carried out without notification at the start of the recruitment, which was taken from several special English and mathematics teachers called the "SMART HOME" additional learning program. However, written SOPs regarding detailed planning of programs and systematic strategies for

educational environment in the target schools. There needed to be a specific draft strategy from the program organizers. Still, the strategies emerged from the teacher himself by collaborating with the school principal and making several rules and plans for the school's vision and mission that did not exist before.

The SOP is only in the work contract agreement, which explains the rules of the cooperation agreement between the GPDT and the Mappi Regency education office. In school, the rules are only verbal according to the code of ethics of duties and responsibilities of teachers in general. This rule applies to all batches from the first to the fourth. Still, in the fourth program, some of the GPDT 50 teachers are distributed in district cities spread over the five biggest districts in Mappi District, which focus on completing the fields of English and mathematics, this learning outside of school.

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Table 2. Table of interview results on aspects of GPDT program implementation

GPDT Program Maker	Executor (PDT)	Headmaster
The Collaboration is carried out between the regional government and the UGM Papua Task Force; in the process of implementation, the UGM Task Force has a special implementation SOP for recruiting teachers from batches 1-4 and from the local government, in this	The implementation of the placement is done after the initial planning for recruitment. From batches 1 and 2, all Remote Area Mobilization Teachers were assigned to an Elementary School (SD) education unit, which differed from the initial enrollment	The implementation in distributing the number of Remote Area Mobilization Teachers which was socialized in planning to schools according to the number, namely 2-3 Teachers in each school; the total recruitment was carried out in 4 batches until the last 2019

case, as a program policy maker, it issues rules. In terms of recruitment needs, in the recruitment process, the needs did not match the targets the UGM Papua Task Force recruitment committee achieved. In the special programs for the GPDT, the policymakers see that it is implemented well, although many GPDTs need to carry out their duties and responsibilities with satisfactory results. A special program from the government itself is only about improving education in Mappi district and being able to act as an activator for other teachers, but being an activator for local teachers is still far from enough. The budget distribution is carried out according to the basic salary agreement. In contrast, salary deductions not by the initial budget are followed up in the following year, and life insurance is distributed according to the system that regulates it.

by the teacher concerned. None of the GPDT 1 and 2 study field teachers were placed according to the field applied for by the teacher concerned.

The implementation of the distribution of the salary budget received in the GPDT batch 1-2 contract was not by the initial agreement, but for batch 3-4, the salary deduction was only in the first year of the contract because GPDT had previously conducted an evaluation together with the program policymakers.

Furthermore, in the agreement, there is written life insurance as long as the work contract in the distribution is carried out; for example, one or several GPDTs die, and there is a budget for repatriation costs or the like, but for accident life insurance for management difficulties when claiming to the Papua Task Force Foundation or the Education Office because confused which regulation is responsible for this.

The programs implemented by the Remote Area Mobilization Teachers are not specified by the program policymakers as long as they do not violate the contract, complete students' reading, writing, and arithmetic knowledge, and can become mobilizers. GPDT The fourth batch of the SMART HOME program from the MACEBERTA education office, but not yet, as well as the GPDT sharing program

recruitment, then for the program it is extended every year after the initial two years of recruitment. Implementation for the distribution of the budget is going well. However, for the budget for teacher housing in remote areas, there are still many teacher houses that are not facilitated by the local government, so from the school side, the community and village government officials in several schools work together to provide temporary accommodation in the 2-year contract GPDT.

for each district and each class,
 and so far, the program is running
 well.

Table 3. Table of interview results on aspects of the evaluation of the GPDT program

GPDT Program Maker	Executor (PDT)	Headmaster
<p>The positive impact is that learning is running more actively than in the years before Remote Area Mobilization Teachers existed. Parents and the surrounding community are increasingly concerned about education. Increase in primary school graduation in reading, writing, and arithmetic.</p> <p>The positive impact that can be seen is that this program is quite effective when viewed in the development of Human Resources carried out by teachers. Still, there is also a negative impact; this program has not been able to cure laziness ailments for native teachers and teachers previously registered as either PNS, PKD, or honorary teachers. The arrival of this program has made the old teachers' illnesses lazier than before, and they have yet to become a driving force for fellow educators who are at the old assignment at the school. The evaluation was done by looking at the diasporic data on the increase in APK and APM. Still, for special criteria for an evaluation in the form of a written draft, there were no written drafts, but looking at the</p>	<p>The positive impact is for the teachers to learn many things from the school environment and the hinterland, as well as an increase in the number of students. The facilities and infrastructure are also better because, in some schools, the GPDT has made a book donation program and other educational support.</p> <p>The negative impact is that because the remoteness is far from the network, teachers increasingly fail in technology and are late for information for themselves and to support learning progress.</p> <p>For the assessment draft by the Papua Service and Task Force at the beginning of the contracting, an evaluation of success and failure was carried out, as well as the obstacles encountered, but after the next contract extension was not carried out intensely, only monitoring by the Head of the SD-SMP Sector Subdivision directly communicated to the school principal and teachers involved. Concerned. For sanctions for violating the contract, some were carried out, but some were not by the</p>	<p>The positive impact of this program is an increase in the number of graduates who can read, write, and do arithmetic, students' interest in school is increasing, and parents and village people are increasingly concerned about education. Facilities and infrastructure have also improved in administrative management and deposit, and several GPDT schools have held donation programs outside the government environment.</p> <p>The negative impact on some schools is that school principals are quite disturbed by the presence of Remote Area Mobilization Teachers because many have disturbed the transparency of school finances, which have been managed by school principals so far.</p> <p>For the self-evaluation assessment draft, the education office does not have a systematic assessment instrument, only evaluation through school monitoring, as well as asking directly or indirectly about the performance and achievements of the GPDT in the respective placement schools.</p>

extent to which the success of the program and the GPDT of each batch where the SMART HOME program was seen as less successful, so the program was abolished. Other teachers were assigned to schools that still needed subject matter teachers. The UGM task force also only conducts monitoring via group and direct field supervision, which is carried out only in the first year of each batch, but direct supervision has been stopped since there was COVID-19 in 2021. From the education office, monitoring evaluations have been carried out, as well as several meetings with the district head in 2020-2021; for the current year, there has not been an open evaluation carried out, only the signing of a contract extension by the current PJ regent in 2023.

The Success of the Remote Area Mobilization Teacher Program in Improving the Quality of Education

From the results of the research, it can be said that the Remote Area Mobilization Teacher program can improve the quality of education as seen from the process and quality of student graduates; there is a change which, although not significant in terms of data, can be said to be progress for areas that are still very underdeveloped, but have potential themselves to improve and improve quality even better. The above results are then proven by a documentary study regarding APK data, HDI, National Examination Scores, and several other categories from the year before the 2016-2021 GPDT. The following is summarized in Table 4.

Table 4. Mappi District Education Balance

School year	IPM	APK (%)	APM (%)	Students (SD / SMP)	Teacher Qualification
2015/2016	56,11	SD:37,8 Junior High School: 28.0	SD:62,2 Middle School: 68.6	SD: 20,458 JUNIOR HIGH SCHOOL. 4,502	SD; 26.7% Junior High School: 87.4%
2016/2017	56.5	SD:86,7 Middle School: 64,5	SD:61,8 Middle School: 31,8	SD: 24,863 Middle School: 5.113	SD; 66.9% Junior High School: 12.6%
2017/2018	57,10	SD:93,4 Junior High School: 69.9	SD:65, 6 Junior High School: 36.6	SD:24,400 Junior High School: 5,197	SD:37.8% Junior High School: 28.0%
2018/2019	57,72	SD: 93.92 Middle School: 63.09	SD: 64.05 Middle School: 35.10	SD: 24,155 Junior: 5.197	SD: 48.1% Junior High School:85.8%
2019/2020	58.30	SD: 95.59 Junior: 63,32	SD: 63.32 Junior: 23,47	SD: 25,337 SMP: 5,995	SD: 34.8% Junior High School:83.3%
2020/2021	58,70	SD: 95.42 Junior: 72,44	SD: 65.09 Junior: 72,44	SD: 25,876 Junior: 6.193	SD: 73.3% Junior High School:94.1%

Source table 1. <https://npd.kemdikbud.go.id/>

This table presents information regarding the educational indicators in the Mappi District over six school years. The table contains data on the Human Development Index (IPM), Gross Participation Rate for Primary Education (APK), Gross Participation Rate for Junior High School (APM), the number of students enrolled in primary (SD) and junior high school (SMP), and the percentage of qualified teachers. School Year: The academic years are listed from 2015/2016 to 2020/2021, showing a progression over time. IPM (Human Development Index): This indicator reflects the overall development and well-being of the district. The values increased slightly from 56.11 in 2015/2016 to 58.70 in 2020/2021. APK (Gross Participation Rate for Primary Education): This percentage indicates the proportion of children of primary school age who are enrolled in primary school. It varies yearly, from 86.7% in 2016/2017 to 95.42% in 2020/2021. APM (Gross Participation Rate for Junior High School): This percentage represents the proportion of children of junior high school age who are enrolled in junior high school. It also fluctuates over the years, with values ranging from 28.0% to 72.44%. Students (SD / SMP): The number of students enrolled in primary school (SD) and junior high school (SMP) is provided for each year. The data shows changes in enrollment, with higher numbers for junior high school compared to primary school. Teacher

Qualification: This section indicates the percentage of qualified primary and junior high school teachers. Teacher qualification rates vary across the years and between the two levels of education. The table highlights trends in enrollment rates, teacher qualifications, and overall development indicators in the Mappi District over the six years. The fluctuations in participation rates and teacher qualifications could be attributed to the data suggesting that efforts have been made to improve education access and quality, as evidenced by the increasing enrollment rates and improving Human Development Index values.

Discussion

Planning, Implementation, and Evaluation Stages

Evaluation of the success of a program must be carried out to determine the extent to which the impact or benefits generated by the program have been implemented. It can be measured using variables, namely the accuracy of program targets, program outreach, program objectives, and program monitoring so that through measuring success, it can be material for program consideration (Anis, I., Usman, J., & Arfah, S. R., 2021; Gaddafi & Mutiarin, 2017).

1. Planning Stages

Planning is a very important aspect of making a program run well and achieve the goals expected by a particular organization. Planning is the beginning of a program. Planning has a very important role in determining the direction of an organization.

In this study, based on the results of the interviews, it was shown that the goals and objectives of this program were carried out; this was stated in the report on recruitment activities carried out by the UGM Papua Task Force. The purpose of this program is made from waves one to four, namely. (1) Fulfill the availability of elementary school teachers according to the qualifications of the field of study. (2) Building and increasing awareness of schooling, especially for school-age children. (3) Building growing awareness of the importance of education for the community in Mappi District as a new autonomous region. (4) Increasing the quality of human resources in the Mappi Regency community. Educational Administration Lecturer Team (2015, page 93) explained that "planning is making a target to be achieved or achieved in the future." Planning is a very important condition for educational institutions to predict what they will achieve and achieve within a predetermined timeframe. The Educational Administration Lecturer Team (2015, p. 93) explains the functions of planning as follows: (1) Explain and detail the objectives to be achieved; (2) Provide guidance and set goals to be achieved; (3) The organization obtains standards source Power best And utilize it by the main tasks and functions that have been determined; (4) Become a reference for members of

the organization in carrying out activities that are consistent with procedures and objectives; (5) Provide limits on authority and responsibility for all executors; (6) Monitor and measure various successes intensively so that deviations can be found and corrected early; (7) Allows for the maintenance of compatibility between internal activities and external situations. (8) Avoiding waste.

This is in line with the opinion (Fattah, 2013) that formulating plans can be carried out through three main activities, namely (1) formulating goals to be achieved, (2) selecting programs to achieve goals, and (3) identifying and deploying resources by limited quantity. As with planning objectives, namely determining goals, policies, procedures, and programs and providing guidelines for effective implementation methods to achieve goals (Hasibuan, 2009). This is also in line with the opinion (Terry, 1986) that program planning is formulated based on a comprehensive plan that includes utilizing resources for the future through an integrated pattern and establishing the necessary procedures to achieve the goals that have been set.

Meanwhile, according to Suandy (2017, p. 2), planning can be setting organizational or institutional goals and clearly articulating the strategies, tactics, and actions needed to achieve overall organizational goals. The results of the research show that the program planning is good. Still, several written documents form the basis for further completeness, such as the opinions of several experts above, and based on several studies regarding planning that are carried out properly, it is hoped that this can become the basis for the direction of implementing a program that can run well in accordance goal to be achieved.

2. Implementation Stages

Implementation is a very important component in a particular program or institution to achieve the goals that have been set. Implementation of what is called actuating is defined by GR Terry (in Badrudin, 2017, p. 152) as "Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts." From the definition above, implementation is the arrangement of all members in the group to achieve the goals that have been planned. According to Wiestra et al. (2014, p. 12), implementation is the efforts made to carry out previously selected and determined plans or policies, prepare all needs, personnel who will work on them,

Meanwhile, according to Abdullah (2014, p. 151), implementation is a series of activity processes that are a follow-up to a school program or from a predetermined decision, which consists of making decisions, strategic or even operational ways to make policies come true, for the sake of achieving predetermined goals.

Based on research, the implementation of the teacher mobilization program in remote areas has gone quite well; in this case, the GPDT qualification target is still not by the initial plan based on the recruitment activity report made by the UGM Papua Task Force. Many teachers are still placed not according to the qualifications of the majors of teacher expertise. Based on data, this program was managed in Collaboration between the Education Office and the UGM Papua Task Force in 4 batches. The first batch was planned for a quota of 60 teachers, but only 40 teachers were implemented; the second wave was initially planned for 200 teachers, but only 92 teachers were implemented; the third batch was 200 teachers, 104 were implemented; and in the fourth wave, there were 208 teachers, only 186 teachers were implemented. Teachers from various departments in the field of education studies, where previously it was planned that the initial recruitment plans for batch 1-2 teachers would be placed according to their field of study expertise. Meeting the needs of PGSD graduates, which are needed a lot in planning, has yet to be met in recruitment. Therefore, the education office has a policy to first meet the needs of elementary school teachers for batches 1-2. Then, batches 3-4 were recruited again to fill the shortage of elementary and junior high school level study teachers. Planning for a large number of teachers and implementation in the field is a decrease in the number of teachers due to the delegation of teachers to attend training and the placement of many teachers who need to be on time in providing available information. As the recruitment committee, the GTP did not have the opportunity to provide information on replacing teachers in remote areas. This made it possible that they could still meet the qualifications and were willing to participate in this program according to the valid contract period. For this reason, corrective actions carried out by the team as the education office when irregularities outside the plan are detected are ensured by several considerations, one of which is that the qualifications of teachers placed in the field of elementary schools, in fact, also have a bachelor of education qualifications even though the fields of study are not the same, this is in line with the opinion Yuniarsih & Suwanto (in Arifa, BN page 173) states that several factors need to be considered in the placement of workers, namely education, work knowledge, skills, and work experience (Yuniarsih & Suwanto)

Especially the same planning for each batch, but in practice, the 3rd and 4th programs get different placements. That is, many of them are in urban or suburban areas. The distribution of basic salaries is the same as the previous batch. This is especially the budget distribution that is different from the demands and different placements that make some teachers in remote areas from urban areas quite unmotivated to continue the contract the following year. For this reason, implementing this program is quite good if the stages of planning and organizing each stakeholder can work well together in carrying out their respective responsibilities for advancing education quality, especially in the Mappi district.

3. Evaluation Stage

Assessment is one component of evaluating an important aspect to see how far the success of a program has reached its pre-planned goals. Program assessment is part of educational evaluation. Evaluation has a different meaning from assessment, measurement, or test. Stufflebeam (2003) suggests that Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impact to guide decision-making, serve needs for accountability and promote understanding of the involved phenomena. Evaluation provides information that can be used to determine prices and services (the worth and merit) of the objectives achieved, design, implementation, and impact to help make decisions, assist accountability, and improve understanding of phenomena. According to this formulation, the essence of evaluation is providing information that can be used as material for making decisions.

Evaluation determines conditions for achieving a goal (Firdos Mujahidin, 2017, p. 105). Based on the research on program implementation, an evaluation process was carried out by looking at the program's results or outputs and outcomes. The program results have positive and negative impacts according to several sectors, both in the education office, schools, and the community environment. The positive impact of the program is to assist in the administration system for student data collection and community concern for education, especially for indigenous Papuans; the enthusiasm for student learning motivation increases due to the presence of more creative and innovative learning teachers, the principal is greatly assisted in coordinating classes and matters relating to learning at school. The negative impact is that it is not uncommon for native Papuan teachers to be increasingly lazy to come to school because there is GPDT; teachers think they have no more responsibilities. The drawbacks of this program are not the ability to coordinate Remote Area Mobilization Teachers to facilitate the influence and mobilize native or non-native teachers outside the GPDT. This happened in several places because fear of interference made the GPDT dare not interfere beyond their duties. The evaluation stage is carried out directly and indirectly.

The education office and GTP have yet to conduct written and systematic evaluations using structured and consistent instruments. Direct evaluations that had been carried out only orally and at the beginning of the contract were discussed with the education office and the Mappi Regent previously in a meeting, but for now, there has been no re-evaluation; the education office and the GTP have made direct visits to several schools to see progress and check the discipline of the GPDT in the hinterland. The GTP itself also conducted the indirect evaluation at the beginning of the contract to carry out supervision, in this case, only in the form of written reports formed in wave groups.

Several GPDTs also conduct sharing and discussion forums concerning the development of students and regarding good learning models to support teacher references to improve student development, which automatically hopes that the quality of education will increase. According to Hasibuan (inAsriadi, A., Sobri, AY, & Sultoni, S.pp 104-109), there are three types of supervision: direct, indirect, and supervision based on exceptions. Direct supervision is an effort the leader or manager makes to check the work being carried out to determine conformity with the plan. In contrast, indirect supervision is remote supervision through reports given by members both verbally and in writing about the implementation of the work and the results that have been achieved.

The Success of the Remote Area Mobilization Teacher Program in Improving the Quality of Education

Talking about improving the quality of learning means discussing improving the quality of education. According to Somatri (2014) in Johar Permana et al. (2019, p. 70), increasing the quality of education can be seen through two dimensions. According to Nanang Fattah (2017, p. 2), quality is the ability of a product or service to meet customers' needs, expectations, and satisfaction. Where in the world of education can be grouped into two, namely internal and external customers. Internal customers consist of students or students as learners, and external customers comprise the community and the industrial world. The research results show that the Remote Area Mobilization Teacher program effectively improves the quality of education; in this case, it can be seen especially in the quality of schools in several areas of Mappi Regency. This is supported by the results obtained by schools that have GPDT; with the arrival of teachers, there has been a significant change in education improvement, especially in terms of (1) community concern for education is seen by the community and village government support both in terms of personnel, to material related to activities in schools, (2) parents who increasingly trust education which is very important for achieving welfare and quality human beings, (3) student enthusiasm for school has increased since the presence of teachers, (4) the DAPODIK administration system for schools is better coordinated according to field data.

Referring to Qihuan's opinion (inAsriadi, A., Sobri, AY, & Sultoni, S.pp 104-109) that a school can be called of good quality if the goal is directed at internalizing the value of nationalism as the focus of learning, as well as involving parents. The presence of teachers can provide a movement for change in terms of school financial administration in several schools that can be well coordinated so that in some schools, the facilities and infrastructure are much better; this makes the school's image good in the community and more confident in motivating their children to come to school with these facilities, which is sufficient than before. Kus Mintardjo (2010) states a strong relationship exists between schools, families, and communities actively supporting the implementation of education and

student development to impact education positively. Likewise, Qihuan (2014) states that strategies for achieving educational goals include (1) developing learning patterns in the classroom as the main education, (2) facilitating students through talent development activities, (3) utilizing the surrounding environment as a source of education, and (4) involving parents in educational development. Therefore, the openness of schools to elements of society through programs that improve the quality of schools is very necessary. Schools not only act as recipients of programs or assistance, but schools can act as initiators of creating cooperative relations with the community to improve school quality. (3) utilizing the surrounding environment as a source of education, and (4) involving parents in educational development. Therefore, the openness of schools to elements of society through programs that improve the quality of schools is very necessary. Schools not only act as recipients of programs or assistance, but schools can act as initiators of creating cooperative relations with the community to improve school quality. (3) utilizing the surrounding environment as a source of education, and (4) involving parents in educational development. Therefore, the openness of schools to elements of society through programs that improve the quality of schools is very necessary. Schools not only act as recipients of programs or assistance, but schools can act as initiators of creating cooperative relations with the community to improve school quality.

According to the research results in Table 4.2. The data shows that there has been an increase in the quality of education as indicated by the HDI score; APK/APM has increased every year before the GPDT program until after, from 2016-2021. The Human Development Index (IPM) is one of the macro indicators that describe the condition of human development in a region. The Human Development Index consists of three factors to achieve this condition: Economic, Health, and Education. Gross Enrollment Rate - Net Enrollment Rate (APK-APM) is one of the macro indicators of education that describes the participation of the school-age population enrolled in the Education System (Formal or Non-Formal), where the school-age population is recorded in one of the Education Units. HDI and APK/APM are macro indicators when juxtaposed to show an overview of an area, which can then be used as a reference or background for planning and fostering education (specifically for the education sector) to find out more in detail about problems in the learning process in each unit education or regional by using other educational indicators. GER is the ratio between students at a certain level of education and the school-age population and is expressed as a percentage.

NER is the ratio between students of a certain school age at an educational level and the population of the appropriate age and is expressed as a percentage. (which can then be used as a reference or background for planning and fostering education (specifically for the education sector) to find out in more detail the problems in the learning process in each educational unit or region by using other educational indicators. GER is the ratio between students at a certain level of education

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The results of the HDI data, along with the number of graduates at the elementary and junior high levels, show an increase every year, although not significantly; it can be said that this program is very effective in improving the quality of education, especially in Mappi district, this is in line with the opinion Mustikohendro, LM, Sudarwati, S., & Nabila, B. (2020 p. 5) stated

"Qualified human resources determine the success of developing a region. Education is one way to improve the quality of human resources. Therefore, efforts must be made to improve the quality of education, starting with opening the widest opportunity for the population (especially school-age) to receive education and increasing the quality and quantity of educational facilities and infrastructure. To find out how much of the population uses educational facilities, it can be seen from the percentage of the population by school age who are in school. To see school participation in an area, several indicators are commonly known, including School Enrollment Rate (APS), Gross Enrollment Rate (APK), and Pure Enrollment Rate (APM)."

This program is good if continuous improvement is achieved by maximizing good and systematic program management.

CONCLUSION

Based on the analysis results, namely the findings and discussion, this chapter will explain the conclusions drawn based on the research objectives. Anyway, the explanation is as follows:

The planning of the Remote Area Mobilization Teacher program has the following objectives:

(1) Fulfill the availability of elementary school teachers according to the qualifications of the field of study. (2) Building and increasing awareness of schooling, especially for school-age children. (3) Building growing awareness of the importance of education for the people in Mappi District as a new autonomous region. (4) Improving the quality of human resources for the people of Mappi Regency. In program planning, there is no specific draft for written program planning strategies to achieve educational goals or quality; planning and implementing strategies to achieve these goals gives the freedom to be active, creative, and innovative in a responsible way to achieve these goals. There has yet to be a clear written SOP planning, only a work agreement contract between the education office and Remote Area Mobilization Teachers.

Based on research, the implementation of the teacher mobilization program in remote areas has gone quite well; in this case, the GPDT qualification target is still not by the initial plan based on the recruitment activity report made by the UGM Papua Task Force. Many teachers are still placed not according to the qualifications of the majors of teacher expertise. Based on data, this program was managed in Collaboration between the Education Office and the UGM Papua Task Force in 4 batches. The first batch was planned for a quota of 60 teachers, but only 40 teachers were implemented; the second wave was initially planned for 200 teachers, but only 92 teachers were implemented; the third batch was 200 teachers, 104 were implemented; and in the fourth wave, there were 208 teachers, only 186 teachers were implemented. An additional program was also carried out, namely specifically for the fourth batch of SMART HOME programs that specifically completed the ability in Mathematics and English at the junior and senior high school levels. The Program Development Team takes initiating actions in implementing outside the planning if there is a possibility that it may occur outside the planning.

Evaluations carried out are direct and indirect. Focus on output and outcome only. Evaluation is carried out only for Remote Area Mobilization Teachers by fulfilling the successful development of student knowledge and progress of a school; this is carried out not in a structured instrument but only in the form of oral and written reports regarding student development and is carried out only at the beginning of the work contract. The Output Evaluation results show that the Gurur Mobilization Program for Remote Areas has positive and negative impacts on several aspects and certain agencies.

The positive impact of providing increased learning motivation for students, society, and parents increasingly trust education is important.

The program's success in improving the quality of education is effective in producing quality graduates in quantity that increases every year, and the HDI and GPA/IPM scores have increased every year from 2016 to 2021. This is supported by the results obtained by schools that have GPDT; with the arrival of teachers, there has been a significant change in education improvement, especially in terms of (1) community concern for education is seen by the community and village government support both in terms of personnel, to material related to activities in schools, (2) parents who increasingly believe in education which is very important to achieve prosperity and quality human beings, (3) the enthusiasm of students to go to school has increased since the presence of teachers,

The Remote Area Mobilization Teacher Program has internal and external supporting and inhibiting factors. Internal supporting factors, namely from within the teachers and the Mappi district government, have a great desire and responsibility to advance education in the Mappi district; external supporting factors, namely the local community and students. Inhibiting factors, namely facilities and infrastructure factors, some implementers who lack responsibility for work calls, program management that needs to be better coordinated, and some school principals in certain places lack cooperation.

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