Technical Assistance for Improving ICT Competencies' Of Teachers In Remote Area Schools In Indonesia

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Ministry of Education and Culture, Republic of Indonesia
PROGRAMME DESCRIPTION

1. ICT Literacy Training for Teachers
2. Online Learning Resources
3. Internet and ICT Equipments
Pustekkom is one of the support system within the Ministry of Education and Culture that has the task to develop and utilize Information Communication and Technology in education and culture.

Pustekkom report its task directly to the Minister of Education and Culture.

(Ministerial Regulation number 11 Year 2015).
SCOPE OF THE WORK OF THE MINISTRY

Managing a GIANT!
Archipelago nation of 17,000 islands 5,150 km Equivalent from NY to SFO

The Number
34 Provinces 512 District

Population: 260 million (4th largest population in the world)

K-12 School 407 Thousand

K-12 Teacher 3.4 Million

K-12 Student 56 Million

K-12 Student Grade 1-6 37 Million 174,201 Schools

K-12 Student Grade 7-9 10 Million 56,674 Schools

K-12 Student Grade 10-12 9 Million SMA: 22,005, SMK: 13,642

K-12 Number 59 M people in education
1. ICT Literacy Training for Teachers
Based on UNESCO ICT competency framework, Indonesia has already adopted and integrated the framework in Indonesian context.

The ICT framework has been adjusted to fit with Indonesian Education system.

The framework starts with;
- ICT literacy level to awaken the importance of ICT for education,
- Knowledge Deepening to educate teacher integrating ICT in classroom,
- Knowledge Creation to enhance ICT skills to produce content,
- Knowledge sharing to foster collaboration among teacher.
Indonesia has adopted and integrated UNESCO ICT competency framework for teachers.

**ICT Competencies Standards for Teachers**

- **ICT Literacy**
  - Awareness the importance of ICT in Education

- **Knowledge Deepening**
  - Integrating ICT Based Content in Learning
  - Creating Deep Learning for student

- **Knowledge Creation**
  - Integrating ICT Resources to create learning content and environment

- **Knowledge Sharing**
  - Collaborate and share resources, best practice using ICT as tools in publication and information

Source: ICT for Education, Republic of Indonesia
Description of Training

1. Introduction to multimedia devices
2. Introduction to ICT for education softwares/applications (email, docs, slides, sheets)
3. Introduction to Rumah Belajar – Learning House (Online Learning Resources)
4. Using Internet for learning by Enrolling in Online training
5. Developing ICT based multimedia for teaching
2. Online Learning Resources
Learning House Portal is One Stop Service for teachers, students and the general public to get e-learning services based on multimedia and elearning.

belajar.kemdikbud.go.id
tve.kemdikbud.go.id
suaraedukasi.kemdikbud.go.id
m-learning.kemdikbud.go.id
bse.kemdikbud.go.id
Teacher Learning Path in Learning House

01 - registration
Teacher registered in Online Learning Platform, to gain full access to content and tools for learning.

02 – Choose Content
Teacher choose content that suitable for their class, select the content and materials to be used in class.

03 – Create Lesson Plan
Teacher integrating selected content in lesson plan to develop interactive and quality learning.

04 – Choose Feature
Teacher decide the tools that will be used in class, whether it is online class, or offline classroom and to conduct evaluation.

05 – Integrated Instruction
Teacher start the teaching and learning proses using ICT as tools.

06 - Evaluation
Teacher can also use the available assessment tools such as Natl. Exam Bank as a tool for evaluating or creating project for students.
Learning resources provides learning material/media for both teachers and students. The materials created based on current curriculum. Learning materials are created following instructional design. Learning resources are provided in several media: text(web), video, animation and simulation.
Digital Textbook for K-12 Students (BSE)
Continuous Professional Development
https://diklat.belajar.kemdikbud.go.id

Solution to improve ICT competencies of teachers in remote areas using online distance learning (leveling, sustainable, and measurable) due to limited resources

Advantages;
1. Learning Resources Available 24 hours/7 days a week
2. Accessible Smartphone
3. Flexible learning hours
4. Does not reduce teaching hours
5. Report of the study recorded in the system
Monitoring System for Teachers’ Activities

Aplikasi Guru

Selamat Datang, admin

Dashboard

Data Pengawas

Data Guru

Kinerja

Instrumen

Hasil QA

Hasil QI

Hasil CB

15
Jumlah Guru
vanya sudah didaftarkan

3
Pengawas
vanga terdaftar

Download
Report

Pengisian Kinerja Pembelajaran

Jumlah Guru yang Sudah Dinilai

5
Kategori Guru

15

Pengisian Kinerja Penilaian

Jumlah Guru yang Sudah Dinilai

4
Kategori Guru

15

Pengisian Kinerja RPP

Jumlah Guru yang Sudah Dinilai

3
Kategori Guru

15

Sangat Baik

Baik

Cukup

Kurang
Real Time, Accurate and Flexible Assessment
<table>
<thead>
<tr>
<th>Latihan</th>
<th>Ulangan</th>
<th>Ujian</th>
</tr>
</thead>
<tbody>
<tr>
<td>2360</td>
<td>1906</td>
<td>3241</td>
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</tbody>
</table>

Akses berbagai Latihan, Ulangan, dan Ujian sekarang juga, Gratis!
3. The Provision of Internet and ICT Equipments
Ministry of Education and Culture is in collaboration with Ministry of Communication and Information Technology managing the USO (*universal service obligation*) funding which is used to provide internet access for schools in remote areas.

There were 164 schools in 2017 received **ICT equipment's** and **training** on how to develop instructional media using “RUMAH BELAJAR” (web based instructional media)

*) the fund is collected from 1.25% of gross revenue of telecommunication operators
Goal

The program is expected to enhance the quality of teaching and learning of teachers in remote areas 3T (Outermost, Border and Underdeveloped) schools by providing access to sustainable internet.
Schools Distribution of ICT Training and Equipment in 3T Area

is the embodiment of the 3rd Nawacita (9 main priorities of President Program) with the developing education from the 3T (Outermost, Border and Underdeveloped) regions.
To solve connection problem, two mode are assign, online and offline.

Available resources:
- belajar.kemdikbud.go.id
- tve.kemdikbud.go.id
- suaraedukasi.kemdikbud.go.id
- m-learning.kemdikbud.go.id
- bse.kemdikbud.go.id
Ahmad Padiyoi with Ahmad Padiyoi.
February 10

Uda mulai di perkenalkan untuk anak2 kelas 6 SDN 2 tuladenggi, untuk pembelajara dikelas, alhamdulillah, trimkasi pihak Keminfokom, patrakom dan Disdik Kab. Parimo, yg telah membantu sekolah kami, dan juga di sekolah kami ini masi serba kekurangan yaitu laptob untuk anak2 belum ada dan juga infokus, dan harapan kami guru2 SDN 2 tuladenggi mudah2an kedepon bisa terealisasi. .....
### SUMMARY OF THE PROGRAM

<table>
<thead>
<tr>
<th>• ICT literacy Training for Teacher’s Competencies</th>
<th>Learning House Resource Online (Rumah Belajar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (Level 1 and 2 UNESCO ICT Framework for Teachers)</td>
<td><a href="https://belajar.kemdikbud.go.id">https://belajar.kemdikbud.go.id</a></td>
</tr>
</tbody>
</table>

**INDONESIAN TEACHERS IN REMOTE AREAS**

**Internet access** through *Universal Services Obligation (USO)* Programme in collaboration with Ministry of Communication and Information

**ICT equipments** consist of:
- laptop, mini server with pre-installed digital contents, access point, and LCD projector
Thank You