

**SURVIVING TEACHING IN RURAL AREAS:
A PHENOMENOLOGICAL STUDY OF CIVIL SERVANT TEACHERS
OF ENGLISH**

A Thesis by:

ARRIA KHOTIMAH

06012682226019

Magister Program in Language Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2023

**SURVIVING TEACHING IN RURAL AREAS:
A PHENOMENOLOGICAL STUDY OF CIVIL SERVANT TEACHERS
OF ENGLISH**

A THESIS

by

ARRIA KHOTIMAH

06012682226019

Magister Program of Language Education

Approved by:

Advisor 1,



**Prof. Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002**

Advisor 2,



**Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003**

Certified by:

Dean,



Dr. Hartono, M.A.

NIP. 196710171993011001

**Head of Magister Program of
Language Education,**



Sary Silvhiany, M.Pd., M.A., Ph.D.

NIP. 197708112002122003

**SURVIVING TEACHING IN RURAL AREAS:
A PHENOMENOLOGICAL STUDY OF CIVIL SERVANT TEACHERS
OF ENGLISH**

A THESIS

by:

ARRIA KHOTIMAH

06012682226019

Master Program of Language Education

had been examined and passed on:

Day : Wednesday

Date : July 10, 2024

EXAMINATION COMMITTEE

- | | |
|-----------------------|---|
| 1. Chairperson | : Prof. Soni Mirizon, M.A., Ed.D |
| 2. Secretary | : Sary Silvhiany, M.A., Ph.D |
| 3. Member | : Dr. Rita Inderawati, M.Pd |
| 4. Member | : Sary Silvhiany, M.A., Ph.D |

Palembang, July 10, 2024

**Approved by,
Head of Master Program of Language Education**



**Sary Silvhiany, M.A., Ph.D
NIP. 197708112002122003**

DECLARATION

I, the undersigned,

Name : Arria Khotimah

Student's Number : 06012682226019

Study Program : Master Program of Language Education

Certify that the thesis entitled "Surviving Teaching in Rural Areas: A Phenomenological Study of Civil Servant Teachers of English" is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 10th 2024

The Undersigned,



Arria Khotimah
NIM. 06012682226019

DEDICATION

This thesis is sincerely dedicated to:

My beautiful guardian, My parents, (Alm) Ali Rahman & (Almh) Nurhayati
Who always give me the best prayer from the heaven and their encouragement to
me at all times.

MOTTOS

And He has made me blessed wherever I am

Qur'an 19:31

ACKNOWLEDGEMENTS

Alhamdulillah, all praises Alhamdulillah, all praises to Allah SWT for his merciful, blessing, and guidance that has brought me to this phase, to accomplish writing this thesis entitled “Surviving Teaching in Rural Areas: A Phenomenological Study of Civil Servant Teachers of English”. It was written to fulfill one of the requirements for Magister degree in English Language Education major, Sriwijaya University. This thesis would not be done properly without any help and support from a lot of people. Therefore, I would like to deliver the wholehearted gratitude to:

1. My beloved family, my parents, my sister, and my brother. Thank you for always supporting me, believing in me, praying for me, and loving me sincerely, endlessly, and unconditionally. I dedicate this to them.
2. My wonderful advisors, Prof. Soni Mirizon, M.A., Ed.D and Sary Silvhiany, M.A., Ph.D., without their advice, support, and never-ending patience this thesis would hardly have been finished. Their guidance means so much to me until this phase. I'm thankful to have such a motivational, supportive, and patient advisors like them. I would like to express my gratitude to Dr. Hartono, M.A., the Dean of Faculty of Teacher Training and Education, and the Head Magister Program of Language Education, Sary Silvhiany, M.Pd., M.A. Ph.D., for their assistance in administration matters. Then, I also would like to express great gratitude to our lecturers, Eryansyah, M.A., Ph.D. and Machdalena Vianty, M.Ed., M.Pd. Ed.D., as the members of the examination committee who gave suggestions for the revision of this thesis. Next, I would like to express the greatest appreciation to all lecturers who had taught us during our study at Magister Program of Language Education, Sriwijaya University.
3. Thank you also to the Principal of SMA Negeri 1 Babat Supat and SMP Negeri 2 Babat Supat, English teacher, stakeholders, the students, the experts who validated the developed product and the examiners who provided suggestions for improving this thesis.

Palembang, Juni 2024
The writer,

Arria Khotimah

**SURVIVING TEACHING IN RURAL AREAS:
A PHENOMENOLOGICAL STUDY OF CIVIL SERVANT TEACHERS
OF ENGLISH**

ABSTRACT

In the 3T *Tertinggal, Terluar, Terdepan*, (Lagging, Outermost, and Frontier) areas there are many obstacles and difficulties faced by educators in Indonesia in terms of human resources, infrastructure, and environment. This study aims to find out how civil servant teachers of English survive teaching in the 3T areas. This study uses a phenomenological design. The data were collected using observation and interview. Three civil servant teachers of English who commuted regularly from the city to the rural area were involved as the participants of this study. There were four salient themes emerged as the findings of this study, viz, teacher motivation, professional development, survival teaching, and teaching experiences. Teacher motivation was related to their reason and motivation to retain teaching in rural areas. Professional development covered teacher further study, training, learning strategies and source. Survival teaching included challenges teachers of English encountered, strategies applied, and solutions taken. Teaching experiences covered their interesting experience, community bound, and positive contribution to the school and environment. These elements are critical to fostering a sustainable and impactful educational environment in rural communities.

Keywords: *Civil Servants Teacher, English teachers, Rural area*

A thesis by Master Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University

Name : Arria Khotimah

Student Number 06012682226019

Approved by:

Advisor 1

Advisor 2

Prof. Soni Mirizon, M.A., Ed.D

Sary Silvhiany, M.A., Ph.D

Certified by:

The Head of Master Program of Language Education

Sary Silvhiany, M.A., Ph.D

TABLE OF CONTENTS

A Thesis by.....	i
Approved by.....	ii
DECLARATION.....	iv
DEDICATION	v
MOTTOS	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LISTS OF TABLE	ix
LISTS OF APPENDIX.....	x
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 The Background of the Study	1
1.2 The Problems of the Study.....	5
1.3 The Objectives of the Study	5
1.4 The Significance of the Study.....	5
REFERENCES:.....	7

LISTS OF TABLE

Table 1 Themes and Categories of Interviews Data.

LISTS OF APPENDIX

- Appendix A Interview Questions
- Appendix B Interview Transcript
- Appendix C Analysis Data Interview
- Appendix D Observations Checklist
- Appendix E Observations Analysis
- Appendix F Documentation
- Appendix G SK Pembimbing
- Appendix H SK Penelitian
- Appendix I SK Penelitian Korwil Babat Supat
- Appendix J LoA
- Appendix K Thesis Consultation Card

CHAPTER 1

INTRODUCTION

This chapter presents (1) the background of study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 The Background of the Study

Access to high-quality education is essential for young people to acquire the knowledge, skills, attitudes, and values they need to enjoy life and successfully transition to further study, employment, and enterprise (Halsey, 2018). Education is central to their ability to participate fully in a dynamic and increasingly complex world; it is critical for developing and nurturing human agency. Indonesia's education system is always evolving to inspire learners and mentor the country's talented and brilliant young people.

Education is a process that develops the ability and intelligence of students to advance science on an academic, social, and religious level. Many public and private formal schools have been constructed in outlying regions near the Indonesian border to meet educational needs and serve as vehicles or containers for the country's youngsters to succeed. According to Law No. 20 of 2003, education is systematically undertaken to develop learning environments and processes that allow every student to reach their full potential (Hero & Sni, 2018). According to the law's explanation above, students need to learn well as long as they follow the school's teaching and learning routine

Indonesia, particularly the interior, needs more attention, particularly in education. Thus, the government established a program to appoint civil servant teachers who were chosen via several stages to work in a specific location and perform the honourable duty of educating the country's next generation (Fay, 2017). Both civil servant teachers and non-civil servant teachers have enormous duties while at work; the difference is that civil servant teachers are those who have been formally obligated and sworn in by the government, whereas non-civil servant teachers are not (Meiza, 2016). The government appointed numerous public servants as teachers in several Indonesian provinces. Civil servant educators can inspire students in innovative ways to learn and develop their potential.

The government sent many civil servant teachers to teach in the 3T (Lagging, Outermost, and Leading) area because many children in various parts of Indonesia need a decent education; 3 T also includes rural. Rural areas can be classified according to different criteria. Indicators of the region's demographic, administrative, infrastructural, and social development can be divided into general criteria reflecting the problems in rural areas (Surchev, 2010). The rural area is difficult to reach by land and sea transportation and has limited social and economic facilities and infrastructure. Strong motivation is needed to carry out the duties of a teacher who teaches in a remote area. Motivation is one way to convince teachers to continue teaching for a long time, namely more than 5 years and even more than 15 years without interruption. Schools in rural districts in Musi Banyuasin appear to have considerable challenges in attracting and retaining teacher motivation.

Based on the portrayal of teachers in 62 underdeveloped regions in accordance with Presidential Regulation Number 63 of 2020 on the Determination of Underdeveloped Areas for the Year 2020-2024, it is evident that it remains a significant challenge for the government to address the issues of teachers in these 3T areas. Based on Regional Education Balance data, the Ministry of Education and Culture (Kemendikbud) in 2020 shows that education units at elementary, junior, high, and vocational school levels still lack around 21,676 teachers for state schools. The data above is also supported by the results of a survey in the form of a ratio of the regional education balance sheet, which places South Sumatra, especially Musi Banyuasin, as a region that has the number of civil servant teachers with the following distribution ratio: 38 people for elementary school teachers, 57 people for junior high school teachers, 142 people for teachers. SMA, and 78 people for SMK teachers. A survey of teachers in rural areas employment and deployment conducted in 2005 by the World Bank and the Ministry of National Education (2006) found that many teachers worked less than the minimum requirement of 18 hours per week - on average, about 44 percent of teachers at the jun-for secondary level, for example. The report found that the problem was particularly acute in rural and remote areas, where schools were more likely to be small: 53 percent of teachers in rural areas and 59 percent in remote areas worked. less than 18 hours per week, compared with 37 per cent in urban areas. The problem of short working

hours was not confined to secondary schools, however. The survey found that about 28 per cent of primary school teachers in rural areas worked less than 18 hours per week, compared with 18 per cent in urban areas.

Providing equitable education services across all contexts is a priority for many education departments. Education, especially in the frontier, outermost, and least developed regions, often called 3T Indonesia, is famous for its unique variety of complex problems (Rahmadi, 2020). The condition of education in Indonesia, in general, also did not escape the note bad. Based on mapping, the Ministry of Education and Culture of 40,000 schools in Indonesia, 75% of which do not meet the proper standards of minimum education. Besides that, the results in teacher competence of 460,000 teachers get an average rating of 44.5, with the minimum expected standard of 70 (Baswedan, 2014).

Some studies have conducted research related to education in rural areas, including students, teachers, and rural areas. The writer highlighted several central studies used as references, such as for international context (Holguín & Morales, 2016), the study conducted in Colombia. The main objective of this study was to provide teachers and stakeholders with an overview of the challenges teachers may face while teaching in rural areas. These encounters included isolation, cultural adaptation, and misconceptions rural families have about education, motivation, infrastructure, and violence. In another study by Chauhan (2021), teaching the English language to rural students was the need of the hour. They rely on government-run schools due to financial constraints. The state must respect their right to learn a language to maximize their opportunity and career growth. The state should adopt a multi-faceted approach to deal with the problems. Making robust policies with a prime focus on the needs of rural students is the first step to changing the dynamics of teacher training. Sensitization regarding the urban and rural divide is another essential measure to be taken at all levels of administration so their problems and needs can be acknowledged.

(Febriana et al. 2018) Revealed that teachers who teach in rural areas have experienced several challenges dealing with 1) infrastructure, 2) source of learning, 3) language barriers, 4) parent mindset, 5) inadequacy of teachers, 6) student competence, and 7) student mindset. From those challenges, it can be concluded

that education in rural Indonesian schools is still inadequate, as the schools still face many obstacles in the teaching and learning process. Besides, rural Indonesian schools still have far to go to fulfill the expectations of national education because the teachers are still trying to solve the problems faced by teachers. This is also supported by Meldayani (2021) teachers at 3T schools who have ways to increase student motivation in learning, namely as follows. Providing reading material to note down as teaching material, solving problems or student difficulties, and inviting students to solve problems, especially learning problems, reinforces students who successfully overcome learning problems and respect each other and other people. The government selects teachers through various selections, training, and other teacher training activities aimed to convey their dedication to fully educating the entire Indonesian nation's children. Based on the two studies above, every teacher who teaches in rural areas, whether civil servants or not, has challenges, and teachers also have solutions to overcome these challenges.

Although slightly different from the research conducted by Randall (2019), that research confirms that the challenges of teaching in rural areas do not only come from teachers and students but other factors, such as nutrition, adequate housing, family stability, and confidence in their abilities. Students must have Maslow before reaching Bloom, and the sociopolitical domain expects the classroom teacher to provide both. This problem is a cause of stress for teachers who teach in rural areas, so some teachers experience fatigue and do not provide optimal material.

Based on the five studies above, there is no dominant factor that challenges and motivates civil servant teachers to choose to continue teaching English in rural areas. Each of these studies reveals different things. Apart from that, the studies above were carried out in different places and conditions. So this study specifically aims to find out how civil servant teacher of English survive teaching in the 3T areas and will present the life experience from civil servant teachers in teaching English in rural area.

1.2 The Problems of the Study

1. What motivates civil servant teachers of English willing to teach in MUBA rural areas?
2. How do civil servant teachers of English prepare themselves to teach in MUBA rural areas?
3. How do the civil servant teachers of English survive teaching English in rural areas?
4. What life experiences have contributed positively to the development of experienced teachers of English identities so that they stayed in MUBA rural areas?

1.3 The Objectives of the Study

The goals of this study are as follows in relation to the above research problems:

1. To find out the motivation civil servant teachers of English willing to teach in MUBA rural areas.
2. To find out how civil servant teachers of English prepare themselves to teach in MUBA rural areas.
3. To find out the strategy of civil servant teachers of English to survive teaching English in rural areas.
4. To find out what life experiences have contributed positively to the development of experienced civil servant teachers' of English identities so that they stayed in MUBA rural areas.

1.4 The Significance of the Study

The result of the studies is intended to provide a contribution to education theoretically and practically.

Theoretically this study can potentially be utilized as a starting point for future relevant research about the analysis of teachers' challenges in teaching English at rural areas and this study may be used as a resource for learning more about teaching English at rural area especially in Musi Banyuasin rural area, South Sumatera, Indonesia.

Practically, teachers of English can find out what challenges factors affect rural teachers of English in teaching rural areas. Hopefully this study can be beneficial for civil servant teachers who will take placements in rural areas or those currently serving in rural areas as a reference for them regarding education in rural areas. They can get some information regarding the most frequently occurring challenges facing teachers in rural areas, and appropriate follow-up actions in responding to these challenges so that similar challenges can be prevented, as well as how to motivate oneself to persist in teaching in rural areas.

REFERENCES:

- Ali, D. M., Prasojo, E., & Lina, M. J. (2017). The Transformation of Merit System in Indonesian Civil Servant Promotion System. *International Journal of Management and Administrative Sciences*, 5(4), 20-28.
- Alrawashdeh, A. I., & Al-zayed, N. N. (2017). Difficulties That English Teachers Encounter While Teaching Listening Comprehension and Their Attitudes towards Them. *English Language Teaching*, 10(5), 167-178. <http://doi.org/10.5539/elt.v10n5p167>
- Amin, M. (2023). The Effect of Education, Training, and Motivation on the Civil Servant Performance at the City Population and Civil Registration Office, East Seram. *Utsaha (Journal of Entrepreneurship)*, 78-92. <http://doi.org/10.56943/joe.v2i3.356>
- Ashley, C.; Maxwell, S. 2001. "Rethinking rural development". In: Development policy review, 19(4): 365-425.
- Baswedan, A. R. (2014, December). Gawat darurat pendidikan di Indonesia. In *The Emergency of Indonesian Education*. A paper delivered at the meeting between Ministry and Head of Education Offices Indonesia-wide in Jakarta, on December (Vol. 1, pp. 3-4).
- Chang, M. C., Shaeffer, S., Al-Samarrai, S., Ragatz, A. B., De Ree, J., & Stevenson, R. (2013). Teacher reform in Indonesia: The role of politics and evidence in policy making. The World Bank.
- Cordes, M. (2014). A transcendental phenomenological study of developmental math students' experiences and perceptions (Unpublished doctoral dissertation). Liberty University, Lynchburg, Virginia.
- Endriyati, Prabowo, Abasa, & Akmal. (2019). Challenges in Teaching English At Rural and Urban Schools and Their Solutions. *International Journal of Scientific and Technology Research*, 8(10), 3406–3410.
- Fay, D. L. (2017). Pendidikan Multikultural Sekolah Dasar Di Wilayah 3T Daniel. *Angewandte Chemie International Edition*, 6(11), 951–952., 3(April).
- Febriana, M., Nurkamto, J., Rochsantiningih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers' challenges. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 11-20.

- Halsey, J. (2017). *Independent review into regional, rural and remote education: Discussion paper*. Department of Education and Training (Australia).
- Harjantoa, I., Liea, A., Wihardinib, D., Pryorc, L., & Wilson, M. (2017). Communitybased teacher professional development in remote areas in Indonesia. *Journal of Education for Teaching*, 1-20. doi. 10.1080/02607476.2017.1415515.
- Hero, H., & Sni, M. E. (2018). Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Siswa Kelas V Di Sekolah Dasar Inpres Iligetang. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(2), 129–139. <https://doi.org/10.26618/jrpd.v1i2.1568>
- Law No. 5 of 2014 concerning State Civil Apparatus.
- Lau, K. H., Lam, T., Kam, B. H., Nkhoma, M., Richardson, J., & Thomas, S. (2018). The role of textbook learning resources in e-learning: A taxonomic study. *Computers & Education*, 118, 10-24. <https://doi.org/10.1016/j.compedu.2017.11.005>
- Leech, N. L., Haug, C. A., Rodriguez, E., & Gold, M. (2022). Why teachers remain teaching in rural districts: Listening to the voices from the field. *The Rural Educator*, 43(3), 1-9.
- Meiza, C. (2016). Perbedaan Kebahagiaan Pada Guru Berstatus Pns Dan Honorer. *Jurnal Ilmiah Psikologi Gunadarma*, 9(2), 97461. <https://doi.org/10.35760/psi>
- Mulkeen, A. (2005). *Teachers for rural schools: A challenge for Africa*. Rome: FAO.
- Naylor, R., & Sayed, Y. (2014). The office of development effectiveness. Retrieved from <http://www.ode.dfat.gov.au>
- RI, PP. (2008). Peraturan Pemerintah No 74 tahun 2008 tentang Guru.
- Prasojo, E. (2006). Menuju reformasi birokrasi. In *Seminar Towards Bureaucracy Reform. Jakarta July 19th*.
- Pusat Pembinaan, Pendidikan, Pelatihan Perencana (Pusbindiklatren) Bappenas. (2014). *Simpul Perencana Nawa Cita Perjalanan Dua Tahu Nawa Cita di Pusat dan Daerah*. Jakarta, Pusbindiklatren Bappenas.
- Rahayu, V. W. T. (2016). Teacher challenges in teaching English to young learners in rural primary schools in Salatiga (Master's thesis, Universitas Kristen Satya Wacana) (pp. 1-30). Salatiga, Indonesia.

- Rahmadi, I. (2020). Pendidikan di Daerah Kepulauan Terpencil: Potret Siswa, Guru, dan Sumber Belajar. *Jurnal Pendidikan Edutama*, 7(1), 75-84.
- Sabrina, R., Fauzi, F., & Yamin, M. Y. M. (2017). Faktor-faktor penyebab rendahnya motivasi belajar siswa dalam proses pembelajaran matematika di Kelas V SD Negeri Garot Geuceu Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 2(4).
- Shahnaz, M., & Gandana, I. S. S. (2021, April). Teaching English in a rural school. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 334-340). Atlantis Press.
- Setyowati, E. (2016). Merit system in recruitment and selection process of civil servant candidate in Malang Indonesia (Implementation of recruitment and selection of civil servant candidate in 2010). *Journal of Administrative Sciences and Policy Studies*, 4(1), 83-95.
- Showalter, D., Hartman, S. L., Johnson, J., & Klein, R. (2019). Why rural matters 2018-2019: The time is now. Rural School and Community Trust. <https://files.eric.ed.gov/fulltext/ED604580.pdf>
- Skerrett, A. (2008). Biography, identity, and inquiry: The making of teacher, teacher educator, and researcher. *Studying Teacher Education*, 4(2), 143-156. <http://dx.doi.org/10.1080/17425960802433629>
- Siswantari, S. (2013). Tinjauan kritis terhadap Peraturan Bersama Lima Menteri tentang penataan dan pemerataan guru Pegawai Negeri Sipil. *Jurnal Pendidikan Dan Kebudayaan*, 19(3), 421-429.
- Sugiono, S. (2017). Making Rural Schools More Useful For The Community; Prevention Of Brain Drain. *Pedagogik: Jurnal Pendidikan*, 4(1).
- Surchev, P. (2010). Rural areas—problems and opportunities for development. *Trakia Journal of Sciences*, 8(3), 234-239.
- Suryadarma, D., & Jones, G. W. (Eds.). (2013). Education in Indonesia. Institute of Southeast Asian Studies.
- Starrett, A., Yow, J., Lotter, C., Irvin, M. J., & Adams, P. (2021). Teachers connecting with rural students and places: A mixed methods analysis. *Teaching and teacher education*, 97, 103231.
- Wang, J. (2006). Difficulties and countermeasures in the implementation of quality oriented education in rural primary and secondary schools. *Jiayou Yanjiu (Educational Research)*, 11: 41-46.
- Wijaya, A. F., Kartika, R., Zauhar, S., & Mardiyono, M. (2019). Perspective merit system on placement regulation of high level official civil

servants. *HOLISTICA–Journal of Business and Public Administration*, 10(2), 187-206.

Zen, M. P. 2006. Menuju reformasi birokrasi. Jakarta: LKJ PIRAC and Partnership.