

ABSTRACT

Triutami, Teresia Dian. 2020. *Teaching English in the Frontier, Outermost, and Disadvantaged Regions of Indonesia: SM-3T English Language Teachers' Changing Beliefs about the English Language Teaching and Learning*. Yogyakarta: Sanata Dharma University.

This study aims to investigate the contribution of teaching in the frontier, outermost, and disadvantaged (hereinafter called FOD) regions of Indonesia to the SM-3T English language teachers' beliefs about English teaching and learning. The complexity of teaching in regencies of the outermost, frontier, and disadvantaged regions in Indonesia can bring a new perspective or affect their beliefs as teachers. Studies suggest that it is essential to investigate the changes of beliefs experienced by pre-service teachers as such changes can affect their future as teachers. However, the issues related to teachers' beliefs are not well addressed in teacher education debates. It is not well represented in the research about teacher education in Indonesia. Meanwhile, a research on teachers' beliefs about teaching and learning can be useful resources for investigating the teachers' teaching practice, decision-making and agency.

To achieve the objectives of this study, the researcher proposes two research questions, namely (1) what beliefs do the SM-3T English language teachers have about English language teaching and learning after teaching in FOD regions? (2) how did their beliefs change during the teaching practice in the FOD regions?

This research is conducted by a qualitative study to comprehend the depth of emotions and stories, which are hardly represented by the numerical data obtained from, for instance, closed-ended questionnaires. There were 34 former SM-3T English language teachers who participated in this research. In order to have an in-depth data analysis, the researcher chose two participants to be interviewed for the data triangulation. The researcher utilized a semi-structured interview to gather in-depth stories related to their changing beliefs about English language teaching and learning.

The findings show that SM-3T program (*Sarjana Mengajar di Daerah Terdepan, Terluar, dan Tertinggal*/Graduates teaching in Frontier, Outermost, and Disadvantaged Regions) contributes to the change of pre-service teachers' beliefs, particularly to their understandings on contextual learning; how to make English relevant to students in the FOD regions. The qualitative data show that the participants experienced different processes of change during the teaching period, which includes awareness/realization, confirmation/consolidation, disagreement/reversal, elaboration, re-ordering, and no change.

Keywords: teacher belief changes, pre-service teachers, EFL context, teaching practicum, sojourning

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Studi ini bertujuan untuk meneliti kontribusi kegiatan mengajar di daerah terluar, terdepan, dan tertinggal (3T) di Indonesia terhadap keyakinan para calon guru terkait kegiatan belajar-mengajar bahasa Inggris. Kompleksitas yang ditemui di kabupaten-kabupaten 3T dapat melahirkan perspektif baru atau memengaruhi keyakinan mereka sebagai seorang guru. Sejumlah studi menunjukkan pentingnya mendalami perubahan keyakinan para calon guru karena dapat memengaruhi kiprah keguruan mereka di kemudian hari. Namun, dalam berbagai debat tentang pendidikan guru, persoalan terkait keyakinan guru belum dibahas hingga tuntas. Hal ini juga belum banyak dibahas dalam berbagai penelitian tentang pendidikan guru yang tersedia di Indonesia, sementara penelitian terkait keyakinan guru tentang pengajaran dan pembelajaran dapat menjadi sumber bermanfaat untuk mendalami praktik mengajar, pembuatan keputusan, dan agensi para guru.

Guna mencapai tujuan studi ini, peneliti mengajukan dua pertanyaan penelitian, yaitu (1) Apa keyakinan guru Bahasa Inggris SM-3T tentang pengajaran dan pembelajaran Bahasa Inggris setelah mengajar di daerah 3T? (2) Bagaimana proses perubahan keyakinan tentang pengajaran dan pembelajaran Bahasa Inggris yang dialami oleh guru SM-3T?

Penelitian ini menggunakan metode kualitatif untuk memahami kedalaman emosi dan cerita. Aspek ini sering kali tidak dapat terwakili oleh data berupa angka yang diperoleh dari, salah satunya, kuesioner tertutup. Penelitian ini melibatkan 34 calon guru yang pernah mengajar di daerah 3T. Untuk menambah kedalaman analisis data, peneliti memilih 3 dari antara alumni program pengajaran daerah 3T tersebut untuk dijadikan narasumber wawancara mendalam.

Hasil penelitian ini menunjukkan bahwa kegiatan mengajar di daerah 3T memiliki peran dalam perubahan keyakinan para calon guru, terutama terkait pemahaman mereka tentang konsep pembelajaran kontekstual; bagaimana membuat Bahasa Inggris relevan untuk siswa di daerah 3T. Data kualitatif menunjukkan bahwa para partisipan mengalami proses perubahan yang beragam saat mengajar di daerah 3T. Perubahan tersebut meliputi kesadaran/penyadaran, konfirmasi/konsolidasi, menyusun ulang/menguraikan, pertentangan/ penolakan dan tanpa perubahan.

Keywords: *teacher belief changes, pre-service teachers, EFL context, teaching practicum, sojourning*