

## Application of Delegating Model in Mentoring for Teachers in Madrasah Ibtidaiyah, Wonosobo Gunung Kidul Yogyakarta Indonesia

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**ABSTRACT:** 'Delegating' leadership model in mentoring for teachers is applied to Wonosobo Madrasah Ibtidaiyah teacher with 'high' position of capabilities. 'Delegating' mentoring model is a model that notice the uniqueness of the person being mentored (tenant). Based on a very philosophical foundation, the every person has different character. Mentoring should be done individually with facilitation which appropriate tenants problem. 'Delegating' mentoring model is same as the model of Tut Wuri Handayani (the concept of Ki Hadjar Dewantara). This research method is the Community-Based Research with research design O1 X O2 (ONE Group retest – Posttest Design). The condition or position of tenants before mentoring is in determinant one with mean score 3.43, the position of tenants after mentoring is in the determinant one with mean score 3.50. The increasing score of tenant capability is 2.23%. The power of mentoring is 0.98 which means very strong.

**Keywords:** Mentoring, Tenant's Characteristic

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### I. INTRODUCTION

'Delegating' leadership model is a model that give full authority to the tenant. Delegating has the same meaning with *Tut Wuri Handayani* (the concept of Ki Hadjar Dewantara).<sup>1</sup> Based on a very philosophical foundation, every person has different character. Using the same style in leading people with different characteristics is certainly not true. The model of community service should be like that too, it should notice the uniqueness of each person being mentored.

The mentoring which based on the uniqueness of the person being mentored (tenant) with a model called *Among* based mentoring (*Among* comes from Javanese term).<sup>2</sup> *Among* term derived from the word *momong*, *ngemong* (from Javanese term). It means people who follow the situation and circumstances of the person being mentored. *Among* based mentoring model, is very individual approach certainly.

These Community Problem based Research (see Community Based Research) applied in Wonosobo Madrasah Ibtidaiyah, Gunung Kidul, Yogyakarta Indonesia. The research apply at that school because it need mentoring. Some factors that encourage mentoring at this location include: physical condition of school buildings was collapsed, its location close to the location of chicken farms, which caused air pollution, a limited number of teachers and only one civil servant teacher, located in remote areas, etc. The issues raised in this mentoring is scientific learning. Researchers have their own reasons why the issue rised up is scientific learning. The first reason is in order to improve the education quality in Indonesia. Based on the research, the condition of education in Indonesia is very bad.<sup>3</sup> Education in Indonesia is in damage.<sup>4</sup> One of the ways to improve education quality in Indonesia, is by improving the conditions of teachers. Therefore, teachers mentoring is urgent to do.

There are two aspects being mentored namely teachers ability to apply teaching learning process using scientific approach and motivation of teachers in applying this approach. These two aspects, are covered into one terminology which is the ability of teachers. Actually, this ability term, means able and willing to do scientific approach in learning process.

Before *Among* based mentoring models are applied, the researchers mapped the condition of teachers ability. After *Among* based mentoring models are applied, the researcher re-mapped teachers ability. The analyses were also applied to see the strength or power of mentoring that have been done.

The theory expressed by Istiningsih (2008), is based on the thought of Ki Hadjar Dewantara known as *Ing Ngarso Sung Tulodho*, *Ing Madyo Mangun Karso*, and *Tut Wuri Handayani* (from Javanese term). The terms above are well known in Indonesia as *Tri Logi Pendidikan* or Ki Hadjar Dewantara's concept.

The concept of *Ing Ngarso Sung Tulodo* is applied to teachers with low capability. They were given example and telling or instruction models. The concept of *Ing Madyo Mangun Karso* is applied to teachers with medium capability. They were given mentoring by inviting and participating in problem solving of the problem faced by them. The concept of *Tut Wuri Handayani* is applied to teachers with high ability. They were given

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<sup>1</sup> Ki Hadjar Dewantara

<sup>2</sup> Istiningsih. 2008

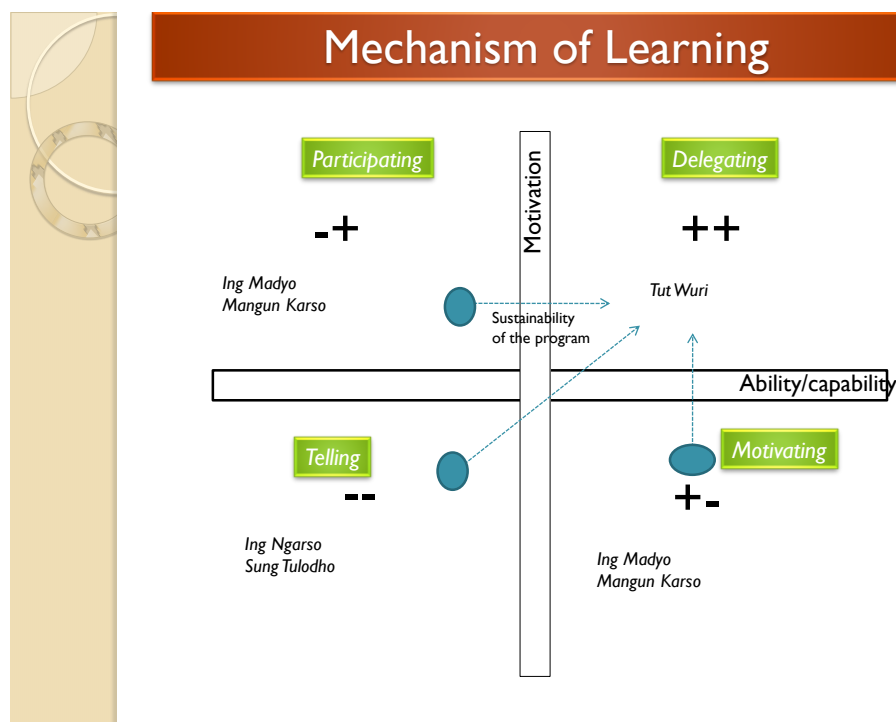
<sup>3</sup> BBC. 2002.

<sup>4</sup> Darmaningtyas.

mentoring by providing delegation or delegating. Teacher with high ability is able to identify the problem and able to solve their own problems. The mentor only show the things that may not have been seen by the teacher.

These *Among* based mentoring concept, analogous to modern leadership style. In modern leadership style, the term of telling, participating, and delegating is known. Telling style is suitable for people with low ability. Participating style is suitable for people with medium ability. Delegating style is suitable for people with high ability.

This study categorizes teacher in four categories. The picture below explains mentoring models which are applied. There are four determinants. Determinant one for the high capability, by delegating style or *Tut Wuri Handayani*. Determinant two for the high capability and low motivation, by motivating style or *Ing Madyo Mangun Karso*. Determinant three, for low capability and high motivation, by participating style or *Ing Madyo Mangun Karso* too. Determinant four, for low capability and motivation, by telling style or *Ing Ngarso Sung Tulodho*.



**Picture 1.** Application of Mentoring Based On *Among*

This study analyzed the mentoring for teachers who are on determinant one, namely teachers with 'high' condition. The applied style is *Tut Wuri* or delegating. The issues raised in the mentoring is scientific learning. Mentoring does not intend to change the position or condition of teachers capability. Mentoring only optimize the capability of teachers. They are already in 'good' position and will be upgraded to the 'top' position.

**Aims of The Research**

1. Describe teachers capability before mentoring by delegating style.
2. Describe teachers capability after mentoring by delegating style.
3. Measure the increasing score of teachers capability in Wonosobo Madrasah Ibtidaiyah Gunung Kidul after mentoring by delegating style.
4. Measure the power of mentoring for teachers in Wonosobo Madrasah Ibtidaiyah Gunung Kidul.

**II. METHOD OF THE RESEARCH**

This study is Community Based Research (CBR). In this research, there is treatment in the form of mentoring from researcher to teacher being mentored. Mentoring or treatment marked as X. The conditions of teachers before mentoring are mapped and marked as O1. The conditions of teachers after mentoring are mapped again and marked as O2, so the design of this study as follows:

O1 X O2

The research design above is known as One Group Pretest – Posttest Design.<sup>5</sup>

<sup>5</sup>Sugiyono.

In this study, the researcher analyse (1) a description of teachers capability before mentoring by displaying the mean score; (2) a description of teachers capability after mentoring by displaying the mean score; (3) the increasing score of teachers capability by displaying increasing percentage; (4) the power of mentoring for teachers.

### III. RESULT AND DISCUSSION

The result of data analysis indicates that the mean score of teachers capability before mentoring is 3.43 in the high category. The result of teachers capability before mentoring in details can be seen in Table 1. The teachers capability after mentoring is 3.50 in the high category too (Table 1).

Based on the result of data analysis above can be interpreted as follows. The increasing capability occurred in the same determinant that is determinant one. From the score 3.43 to score 3.50. Teachers capability in application of scientific learning has increased. Based on the initial mapping, their capability to apply scientific learning is at the 'high' position. 'High' indicates that they are willing and able to apply a scientific approach in teaching learning process well.

**Table 1.** Statistics – Before and After Mentoring

		Total Pre	Total Post	Total Increasing (%)
N	Valid	2	2	2
	Missing	0	0	0
Mean		68.50	70.00	2.2329
Mean Weight		3.43	3.50	
Median		68.50	70.00	2.2329
Mode		65(a)	67(a)	1.39(a)
Std. Deviation		4.950	4.243	1.19362
Minimum		65	67	1.39
Maximum		72	73	3.08
Sum		137	140	4.47

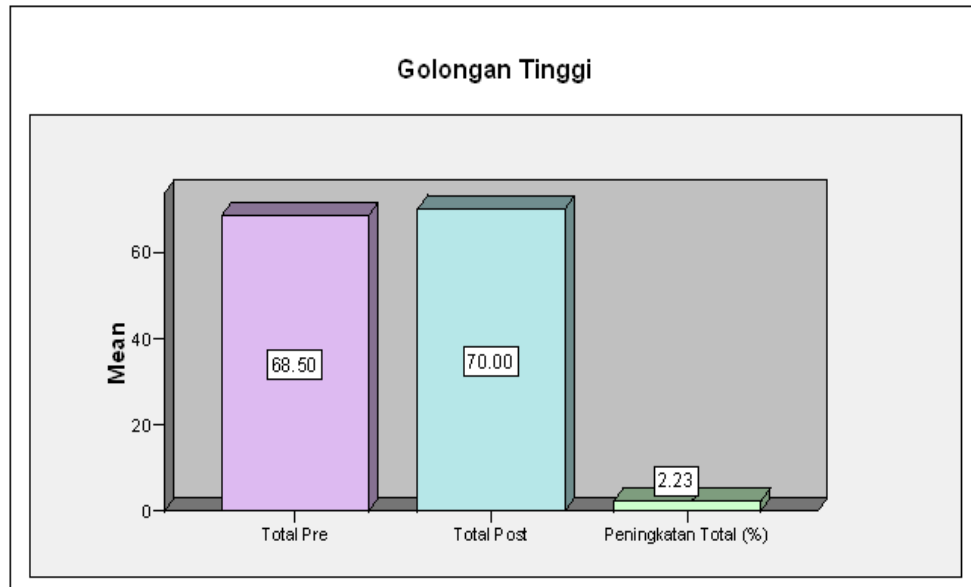
a Multiple modes exist. The smallest value is shown

The indicators of learning by scientific approach are (1) using learning object or learning issues, (2) monitoring, (3) facilitating the students' problems, and (4) evaluating of process. In preparing the object of learning, Wonosobo Madrasah Ibtidaiyah teacher in Gunung Kidul did not do it well. They have been able to monitor the activities of students and facilitated students' problem well, but perform process based evaluation not so well.

Taking look deeply, we know that there are two indicators that have not been well done by teacher at Wonosobo Madrasah Ibtidaiyah Gunung Kidul. First, indicator of learning objects preparation and second, evaluation of process. Those two indicators applied only because of habit. Theoretically, they have been understood that students should interact with objects of learning in teaching learning process. But practically, the lectural method still used in daily learning process. It happens too in process based evaluation. Actually, they are aware and know that the evaluation which should be applied is authentic evaluation or evaluation of 'process'. But, because the government policy obligate them to make mid-term test and end-term test, moreover final test or known as national exams for sixth grade students, it makes them reluctant to apply authentic evaluation or evaluation of process.

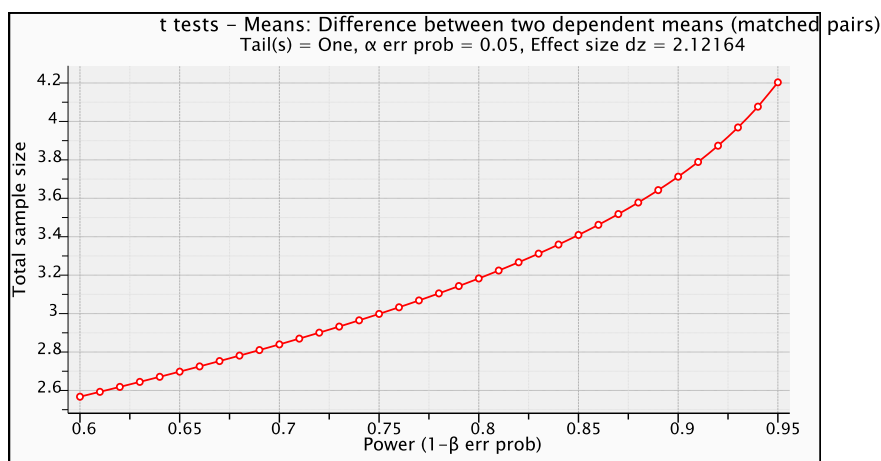
Applied mentoring program in this research is delegating approach or Tut Wuri technique. Mentor just remind teachers to identify the problems faced by them, and the results are as follows: teachers are extremely know and aware that they have to study the curriculum to obtain learning object. But unfortunately, they only practice it occasionally or they not always do it. Researchers who act as mentor at the same time, waiting for tenants' consciousness to make design learning object constantly.

In this study, the object prepared is the theme of counting. The mentor only monitor teachers in preparing object of learning, making medium of learning using manila paper as the medium. Teachers without mentoring prepare a number of activities that should be undertaken by students. From the analysis of the data, it is described that the score of teachers' ability to apply scientific learning is lower than their motivation. This mentoring only improve teachers' capability, not teachers' motivation. It is because teachers' motivation was good or at higher position than teachers' capability. The mentor assumes that teachers' motivation was good enough and do not need to be increased by mentoring. Picture 2 illustrates the increasing of tenant capability.



Picture 2. The Increasing of Teachers' Capability

The result of data analysis of increasing of capability is 2.23%. It is not high because the former condition is already in high position. The results of data analysis of the power of mentoring for teacher is 0.98 in a very strong category. The chart of the power of mentoring can be seen in picture 3 below.



Picture 3. The Power of Mentoring for Teachers Ability

Based on the result of data analysis for mentoring power assestmen, as follow:

<b>Analysis:</b>	A priori: Compute required sample size
<b>Input:</b>	Tail(s) = One
	Effect size dz = 2.1216407
	α err prob = 0.05
	Power (1-β err prob) = 0.95
<b>Output:</b>	Noncentrality parameter δ = 4.7441328
	Critical t = 2.1318468
	Df = 4
	Total sample size = 5
	Actual power = 0.9848293

The power of mentoring for teacher in details can be seen in the following chart.

#### IV. CONCLUSION

1. Some of teachers in Wonosobo Madrasah Ibtidaiyah, Gunung Kidul. Yogyakarta have been in the high position.
2. Although they -the teachers (tenant)- are in the high positions, the mentoring is still needed to remind them to always maintain and optimize their capabilities.
3. Mankind (tenant) is a creature that has unique characteristics.
4. Tenant characteristics should get serious attention from mentor.
5. Mentoring is expected to move the initial position of the tenant to the better position.
6. The Position in determinant one should be maintained, do not move to determinants two, three, moreover determinant four.
7. By individual approach, the mentoring power is expected to be able to move the initial position into the expected position.

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