

*Preparing Teachers for Rural Schools in Indonesia:
A Case Study of Teachers' Professional Development Program*

Munawwarah, Monash University, Australia

The Southeast Asian Conference on Education 2021
Official Conference Proceedings

Abstract

Schools in eastern rural and remote regions in Indonesia continue to face teacher shortages and poor education quality. Complex rural challenges have become the main reason why many urban teachers are reluctant to apply for rural teaching position or consider as future career. Preparing teachers for teaching position across rural regions through government's leading program called Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T) is positively seen as sustainable initiatives. The effectiveness of this program, however, should be interrelated with teachers' professional perceptions and their practical experience. This qualitative case study investigates teacher retention who appointed teaching in four rural and remote districts in West Papua. The respondents were graduate teachers who joined a one-year teaching appointment in Teluk Duairi, Womesa, West Misool and Waigeo. In order to gather data, both individual and collective interview were conducted and followed by a document review. The overall findings revealed that teachers internal aspiration and motivation play a key role in their decision-making to remain in the profession as a rural teacher. Intense socio-cultural integrations also provide significant attributes on teacher retention, motivation and adaptability to rural challenges. The viability of the program, however, seemed to be lacking of its practical theory. Some concerns regarding teachers' initial education, rural placement and its preparatory program along with the sustainable impacts are taken into account.

Keywords: Rural Education, Teaching Placement, Professional Development Program, Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T)

iafor

The International Academic Forum
www.iafor.org

Introduction

Rurality is commonly understood as backward, and often perceived as a static notion. Problems associated with a low socio-economic background, remoteness, social barriers, and diverse cultural situations usually are key points of political debates about the challenges in improving the quality of rural life (Roberts, 2016). In international research, however, definition of rurality provides diverse standpoints associated with three cores; space, place and the society (Cloke, Marsden & Mooney, 2006).

Rural education, particularly, has been often examined from its critical perspectives, presenting it as marginalised, disadvantaged and remote (Stelmach, 2011). Many recommendations have been discussed to tackle rural education complexities. Initial recommendation proposed by the United Nation during the Millennium Declaration; stated that globalization should provide benefits to all regions of the world—that is not only to the most developed and populated or easily accessible ones but also and importantly, to rural areas (United Nation, 2000). The perpetual goals of Education for All 2015 also suggested that education should be equally seen as global needs by expanding early education service particularly for the most disadvantaged children; improving girls' education regardless of ethnic minorities; ensuring the equitable learning access for all young learners; achieving at least 50 percent equitable access to literacy and numeracy; eliminating gender disparities in any education level; and meeting on the excellent quality of education for all.

According to the Acceleration Development of the Underdeveloped Regions-Disadvantaged Rural and Remote Areas in Indonesia (2015-2019), there are about 122 rural regions across 24 provinces, 94 isolated districts in eastern regions and nearly 26 regencies in Papua are still considered as highly disadvantaged in the provision of quality education (The Presidential Regulation on Regional Determination Disadvantaged Regions, 2015-2019). Dealing with the complex condition in eastern rural in Indonesia, many critical concerns appear in the area of the imbalance education standard where learning outcome rates are primarily associated with the disproportion support of qualified and certified teachers, inadequate infrastructure and learning support, lack of standardized curriculum and rural policies.

In response to imbalance learning outcome rates, the World Bank reported that students in Indonesia are performing three years behind the OECD standard and which over 50% of them are fifteen years old who do not master the basic skills in literacy and numeracy (OECD/Asian Development Bank, 2015). The Program International Students Assessment also discovered prominent report that around 70% of children in Indonesia could not demonstrate the basic skill in literacy (PISA, 2018). Raising this problematic condition, thus, Indonesian education status is crucial to meeting the challenge of reaching equitable education quality, and the most prominent priority here is to improve the learning outcomes at all levels and enable students to form basic core skills and understanding.

Many researchers believe that the key success to such problems is relying on a robust teaching support for teachers to develop greater professional capacity by providing more accountable performance in both primary and secondary roles while broadening diverse and inclusive education framework. Many previous studies have also showed that both teachers' basic education and their professional learning are important factor in creating qualified and professional educators. This study, therefore, was proposed to investigate teachers' perception of their personal and professional preparation for work in rural schools in the program named Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T). As the role of SM-3T

program is highly crucial in supporting the government target plan for providing better education quality in rural and remote regions across Indonesia, thus, there is an urgency in exploring the effectiveness of its pedagogical knowledge for preparing new graduates with diverse teaching pathways in more inclusive settings.

Defining Rural Contexts and Its Challenges

There are a number of variables that applies in defining rural contexts. Understanding the scope of these variables is important for the researcher in order to make a valid observation about the challenges and opportunities on the educational development, teachers' professional learning and community revitalisation in rural regions. In international research, rural or rurality provides diverse standpoints associated with space, place and society. However, geographical conditions like location, access and distance offers more relevant and noticeable patterns of how it means to be rural as there is no consistent single definition used to best portrait rurality.

In order to gain better understanding on what aspects might constitute rural concerns and how to solve such complex issues, there is a strong need to incorporate rural knowledge and/or understanding in many aspects of life. Researchers like Danaher, Moriarty & Danaher (2003) Hudson & Hudson (2008a, 2008b) highlighted about the urgency to familiarise the contextual situations on a larger scale such as developing rural understanding and promoting awareness of rural living, values and its multicultural background/beliefs. Besides, a concept of 'Place and Space' was introduced for a rural project in Australia in order to promote rural consciousness and induce teaching participation in rural and remote schools (Adie & Barton, 2012). Additionally, adopting the idea of 'Ruralisation of the mind' have proposed positive perspectives in helping teachers, educators and rural practitioners gain broader insights about rural contexts and practices on a larger scale (Green & Letts, 2007).

Despite the proposed concepts and ideas, global issue of teacher shortages in rural and remote areas, seems to be a worldwide challenges (Hazel & McCallum, 2016 and Reid, Green, Cooper, Hasting, Lock & White, 2010). Among a variety of reasons for this situation, the problematic nature of rural education is related to the challenges of attracting, staffing and retaining well-qualified teachers (Burton & Johnson, 2010). Concerns about teacher shortages mainly associated with the geographical and social isolation, inadequate access to professional and personal supports, lack of specific teacher preparation programs, poor housing condition, multiple working demands, as well as lower salary and incentives (Jimmerson, 2004; White & Reid, 2008; Sharplin, 2002, 2010; Sullivan & Johnson, 2012; Lynch, 2014). These crucial issues have created urgent needs for reviewing past and current efforts in how well teacher education programs prepare teachers to teach in rural schools with strong emphasis on diverse inclusive needs (Trinidad, Broadley, Terry, Boyd, Lock, Byrne, 2012)

Significant review by Lunn (1997) underlining empirical evidence faced by many teachers during their first year of teaching service in rural schools, these are including:

- The desire of returning home/turnover;
- Struggle with professional learning and training;
- Dissatisfaction with rural/remote teaching and living conditions;
- Frustration with low salary and/or inappropriate incentives;
- The absence of teaching and learning supports;
- The longer teaching provision in rural and remote settings.

In the context of social, cultural and professional isolation, Sharplin (2002) found that many teachers were confronted with the “fear of unknown”. Complex feeling of being isolated and limited access to personal and professional supports strongly impacted on teacher motivation and their willingness to consider future rural career.

On the other hand, both geographical condition and isolation become the main the reason why many urban teachers hesitated to consider rural employment (Appleton, 1998; Collins, 1999). Typical misconceptions and negative stereotypes of rural life have strongly influenced teachers’ expectations and form mixed perceptions about rural living (Sharplin, 2002, 2010; Jenkins, Reitano & Taylor, 2011). These misconceptions are including poor housing and settlement, difficult life conditions and multiple demands, social and language barriers, and different socio-cultural background and beliefs (McClure, Redfield, Hammer, 2003; Munsch & Boylan, 2008). A review on project ‘Why Rural Matters’ conducted in 2005 confirmed three vital indicators concerning geographical isolation that affected teachers’ motivation; they are access to transportation, technology and support for both personal necessities and professional learning (Johnson, 2005).

Teaching Placement in Rural Schools

Teaching placement can be a daunting experience for student teacher and new graduates as they start to learn and teach different learning environments, adapt with new responsibilities, juggle multiple roles and develop professional competencies whilst focus on accommodating students’ needs. Teaching placements have consistently believed as prominent and practical opportunities for teachers to gain practical experience, identity development, career enhancement, and personal and professional improvement (Lind, 2004; Peters, 2002). The demand for a global improvement on teaching placement in rural and remote settings has been consistently discussed in international education research. Preliminary study by Woofter (1917) and Guenther & Weible (1983) claimed that many rural educators have long been calling for special preparations for teachers to teach in rural schools. Like in many rural education reports, rural placement is somehow believed to have greater impact on teachers’ perceptions and readiness to teach in more inclusive and diverse teaching domains (White & Reid, 2008).

In attempt to closing the gap between urban and rural schools and prepare high performing educators, some concepts have been addressed including allocating strong teaching support for greater professional capacity (Loughran & Hamilton, 2016); designing and broadening more diverse education frameworks and policies (White & Reid, 2008; Roberts, 2016), providing more accountable performance in both primary and secondary roles (Cochran-Smith & Lytle, 2001), and promoting rural placements in order to enhance sustainable learning for teachers (Orrill & Kittleson, 2015; NCATE, 2010). Proposing (initial) teaching appointments in both socially and culturally diverse settings has also been discussed as essential requirements in early teacher education programs (White, Lock, Green, Reid, Cooper, & Hasting, 2008). Providing teachers with more diverse teaching pathways through placements might induce teachers participation and create accountable learning outcomes for rural schools. With the high demands and challenges found in rural schools, Barker & Beckner (1987) and Monk (2007) suggested the need to incorporate rural teaching contents into teacher preparation program while provide teachers with more diverse teaching pathways through placements. Teachers’ initial education holds critical start for preparing high qualified candidates for more inclusive learning environment and create accountable learning outcomes for rural schools (White & Reid, 2008).

However, when linking to the overwhelming concerns associated with the challenges and opportunities create numerous perspectives on what variables have interfered the viability of teaching placement in the foremost classroom settings. Given the example of learning outcomes dilemma between urban and rural schools, many researchers claim that teacher education alone is not enough to accommodating teachers' clinical training in the field. Teacher education itself cannot accommodate teachers to fully understand and act on schools diverse needs (Bradfield-Kreider, 2001; Irvine, 2003; and Larke, 1990). In addition, Fry & Anderson (2011) and McCallum & Price (2016) highlighted a potent gap between theory and practices in rural settings. They argued that the implementation of professional learning and teacher education programs often seen too general, biased, and/or inappropriate; causing many urban teachers hard to remain in the profession as they continuously experience greater challenges related to resilience, well-being and commitment (Day, Kingston, Stobart & Sammons, 2006).

While many suggestions about placements and teaching practicum have taken place in international research, debates about lack of integration in teacher education between governments and education providers in Indonesia is still becoming trend discussion for wider education sectors. The absence of rural education policies has drawn central attention to broaden understanding about rural placements in both local and national perspectives.

Teachers' Professional Development Programs

Important components of teacher education have been consistently evaluated in the Handbook of Research on Teacher Education; highlighting that all teacher education program should not only endorse the complexity of teachers' work in diverse teaching contexts but also involve contents that focus on both primary and secondary roles rather than just emphasise single specialisation. Linking to the conceptual teacher education framework that proposed integrated learning continuation; The National Council for Accreditation of Teacher Education suggest that teachers regardless of any discipline backgrounds need to be well equipped with better demonstrations of up-to-date knowledge, skills, and characters that linked to diversity and integrated curriculum, instruction, clinical practices, evaluation as well as reflection in wider classroom practices (NCATE, 2010).

The expectation of preparing students for better learning outcomes in diverse settings, however, have not yet been achieved, particularly in rural and remote classrooms (White, 2010). Teachers have to do more than just transferring the educational content. They are not only expected to support students to be creative, think critically, solve problems and make decisions, but more importantly prepare students to be an independent and competent learner. Such expectation is critical, many key attributes of teacher education program have reportedly insufficient to prepare high qualified teachers for meeting complex needs in rural and remote settings.

Extensive learning through professional development programs, hence, has been identified as significant factor in improving education standards and students' learning outcomes (Puhan, Malla & Behera, 2014). Through professional learning, teachers have accessible options to the updated knowledge and information, transformative and applicable approach that support teachers to meet the up-to-date needs and learning standards. Many researchers believed that teachers who received thorough and better preparation throughout their careers are more likely to perform better, cope well with the challenges and stay longer in the profession (Kline, White & Lock, 2013). In other words, high qualified and well experienced teachers seem to be a great

benefit for schools as they might share valuable and constructive examples that promote self-efficacy and self-confidence among novice teachers (Sharplin, 2010).

Similar forms of professional learning like inductions, in-school trainings and workshops, teacher conferences and seminars, focus group discussion, mentoring and/or peer teaching should be taken place in order to stimulate teachers' capabilities with real teaching practices. White & Reid (2008) also suggest that universities and professional learning providers should emphasise on forming inclusive curriculum with a concept of place consciousness. Numerous studies showed that professional development program have gradually helped government in attracting, placing and retaining teachers in the profession. Successful reports from Australian Rural Education Research mentioned the idea of transferring or relocating to rural or remote setting has been identified as a new approach in promoting teaching participation and career enhancement (Adie & Barton, 2012).

Methodology

This research was designed as a qualitative case study to collect data on teachers' experience and their personal and professional perceptions towards the appointed professional development program (SM-3T) which prepared them for teaching appointment in rural and remote schools in West Papua. A qualitative case study mainly selected as it provides best procedures for describing, interpreting a culture-sharing group, shared patterns of behaviour, beliefs and values (Creswell, 2014). In an effort to understand the effectiveness of professional program and discover the pedagogical competencies they have developed from two-week preparatory program prior their teaching placement, semi-structured interview with open-ended questions was formed for addressing the selected research questions. Both individual and collective interview were addressed to collect rich information about participants' experience and gather deep insights about their personal and professional growth.

The selected participants of this study were four new graduate teachers who followed two-week preparatory professional development program called Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T) prior one-year teaching placement in four rural school regions in West Papua named Teluk Duari, West Misool, Wamesa and Waigeo. These teachers gained a 4-year teacher education program at urban university with different disciplines and voluntarily joined rural placement without experiencing any rural placement or practicum before.

Visual materials such as images and videotapes were also used as secondary form of data for this study. Both contents from interview and visual materials used to provide extensive visualization about rural condition, real moments and representations to which participants can easily relate (Creswell, 2014). A qualitative categorical analysis provided similar narratives and reflections towards their first experience of joining rural placement and being a rural teacher. These new graduate teachers were very articulate with their stories and displayed similar insightful patterns of experiences, challenges and outcomes. The gained data shows how some internal and external supports like motivation, personal commitment, perceptions, and personal and/or professional experience have strongly influenced teachers' participation and retention.

Findings

Motivation and Personal Commitment

Significant analysis that can be linked to the reduction of teachers' turnover in this program were the motivation and personal commitment (as perceived by the participants). The participants' resilience in coping with challenges was likely to be influenced by their preconceptions and successful integration within their teaching settings. Participants consistently mentioned that motivation played a significant role in their decision to remain teaching in rural schools in West Papua. The desire to accept teaching appointment through the SM-3T program, however, influenced by incentives of professional award and teaching certification they will receive after the completion of their teaching appointment.

The participants, however, mentioned that relying on the external rewards alone (e.g., certification) was not enough when compared to the everyday challenges in the field. They emphasised that both rewards and incentives were not determining factors that keep them in the profession. In other words, their motivation to remain in the profession as rural teacher was influenced by both internal and external factors. With regard to their successful completion, participants highlighted that challenges and struggles they had to deal with have helped them gain positive commitment in pursuing rural teaching career. Not only personal commitment, strong compassion and determination were also indicated as a factor that encouraged them to perform better. Shortcomings and problems were not perceived as obstacles as they challenged themselves to be more creative and innovative. Many believed that teachers who persistently show strong commitment are more likely to succeed in the program, and these participants showed some empirical evidences associated with motivation and commitment.

Perceptions of Teachers' Initial Preparation

Regarding participants' initial preparation, they had varied perceptions of their preparedness, depending on their actual living and working conditions. The participants stated that this program had successfully recruited teachers to work in rural settings and encouraged new urban teachers to take part in providing more equitable education in Indonesia. Based on the recurring outcomes, most of SM-3T teachers reported their positive intentions to accomplish a one-year teaching appointment, and some even remained up to two years in their previous location.

Apart from the highest number of teachers participating in the program, some empirical findings showed that the overall materials or theories used for the preparation did not meet the actual expectations in the field. Dissatisfaction of the unmatched approach and method caused anxiety and pressure, especially teachers who dealing with multiples roles and duties. The inappropriateness of the curriculum and insufficient knowledge about rural life have caused misunderstanding and disparity between the reality and expectations.

Personal and Professional Experience

One of the critical factors that influenced teachers' life and work were the challenges or pressures they had to deal with in rural and remote schools. All these four participants had different working and living experience, depending on their selected geographical sites. In relation to professional experience, the participants experienced poor working conditions, which strongly influenced their work performance. They commonly mentioned large

classroom sizes, long working hours with heavy workloads, teaching out-of-field, multiple roles and responsibilities that challenged them professionally.

Besides, the absence of professional support like inadequate teaching facilities in rural schools, limited access to teachers' handbooks and teaching materials, the transportation difficulties and remoteness of schools often caused turnover of novel teachers. In terms of working conditions, one participant mentioned, "since I have been appointed for teaching position in rural school, I barely have time to think about my own life, all I need to think about is my work, my new roles and my students". At the same time, two maths teachers felt like they were forced to teach out-of-field and handle multiple disciplines and classrooms.

Although many rural education studies addressed the issue of salaries or incentives as a critical one in career satisfaction, these participants did not mention that low salary/incentives influenced their personal desire to work in rural schools. Being challenged by different circumstances, they felt like their teaching skills were gradually improved and also with multiple social integration made with the community have helped them endure their motivation and willingness to stay. Difficult school conditions forced them to be more innovative and creative teachers. These factors, indeed, were perceived by them as beneficial factors in boosting their aspirations and encouraging them to gain as much experience as they could during their initial placement in rural and remote settings.

Discussion

Factors Contributing to the Retention of Teachers in West Papua

Studies of the perceptions of urban teachers towards their teaching placement in rural and remote settings have been done in several countries with particular focus on teacher recruitment and their retention in rural and remote schools (McCallum & Price, 2016; Trinidad et al., 2012; Clayton & Cuddapah, 2011). All the participants in this study agreed that the proposed program called Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T) has successfully engaged many urban teachers to participate in the provision of better education in 56 rural regencies across Indonesia. However, their perceptions of the program effectiveness was based on anecdotal evidence rather than on research. Despite of the perceived achievement of the program, personal opinions of the participants cannot be used as a measurement of its effectiveness in comparison to other types of teacher preparation and other professional development programs.

There is a need to explore these programs further, beyond teachers' individual accounts of their personal and professional experiences. In respect to rural placement, the four participants in this study emphasised that their initial preparatory course was actually irrelevant to rural contexts. The program did not provide appropriate theoretical tools for teachers to reflect on their personal and professional performance. The participants pointed out that there was a gap between the theory and its practice in terms of the program's curriculum design (Corbett, 2016; Walker-Gibbs, Ludecke & Kline, 2015; White & Kline, 2012). Other points that contributed to the lack of practicalities in the fields are the implementation of metro-centric theories (Green, 2013), the absence of place-based approaches in both curriculum and lesson plans (Gruenewald, 2003; Lamb, Glover & Walstab, 2014), misconceptions of rural representations (Cuervo, 2012), and the inadequate duration of the required practical learning (Halsey, 2006; Roberts, 2004).

These shortcomings, indeed, contributed to the dissatisfaction of participants about their preparation for work and life in West Papua—a geographic area that is still highly considered as the most challenging among other regions listed by the SM-3T program. In terms of the research question about factors contributing to the retention of teachers in rural schools in West Papua, the participants' perceptions of their adjustment and adaptation to multiple challenges, opportunities to experience local values and life styles, collegial relationships, awareness of acceptance and appreciation, as well as opportunities for personal growth seemed to be the dominant factors affecting on teacher retention. Support from a local community, in particular, prompted positive attitudes, aspiration and supports for teachers to remain teaching in rural and remote schools. As stated by White et al. (2010, 2011), Reid et al. (2011) & White & Kline (2012) teachers who consistently experienced broader cultural understanding, learned local values and life-style and made effort for social integration with the community are likely able to cope with any particular circumstances when appointed in unfamiliar teaching and learning locations.

The data from this study showed that the participants remained in their new positions as rural and remote teachers due to their personal ability to cope with adjustment processes and socio-cultural integration they have gained through experiences and lessons from their everyday challenges. These teachers agreed that rural life and teaching experience were more challenging, yet rewarding for them personally and professionally. Equally, this findings showed the importance of motivation to work in rural schools and positive thinking in challenging conditions such as poor living conditions and differences in cultural backgrounds. In difficult times and complex situations, these participants were able to sustain a positive mindset and became more resilient by reinforcing their initial motivation to work in rural schools through daily evaluations and reflections.

Supporting these findings, previous research demonstrated the importance of teachers' motivation, aspiration and positive attitudes in dealing with new living and working environments. Rice, McFarlin, Hunt & Near (1985), for example, explained that the person/individual would bring a supply of abilities to adjust with the environment and demands as the environment satisfies certain personal needs and in turn, the environment makes demands on the person/individual and supplies the person with huge opportunities to improve by getting certain resources from surroundings. As a result, when referring to participants' stories, the internal motivation to remain in the profession was firmly shaped by the opportunity to learn new socio-cultural knowledge and valuable lessons from their surroundings.

Professional Learning through the SM-3T Program

Reflecting on the critical responses about teacher retention earlier, there is a strong need to explore further work and implementation in which the SM-3T program influenced teachers' personal and professional growths in rural settings. For most participants, the professional growths they made have positively impacted on the improvement of their interpersonal skills. They were fully aware that work in rural schools changed their lifestyle, attitudes, and perspectives towards rural life (Lester, 2011; Hudson & Hudson, 2008a, 2008b). The geographical conditions and socio-cultural challenges found in West Papua were considerably seen by them as alternative contexts for teacher to learn. Research also suggests that, unlike in urban schools, working in rural settings can be beneficial for beginning teachers in terms of building their capabilities and skills (Wildy, Siguroardottir & Faulkner, 2014). Hence, many rural education researchers suggest that all teachers and/or educators should be given more

opportunities to apply for rural career through teaching placement and working agreement (Hudson & Hudson, 2008a, 2008b; Lyons, 2009; Jenkins et al., 2011; Jenkins et al., 2015).

Teachers, who were open to local wisdom and/or developed multicultural understanding by learning new cultural values and languages, involved in various community service and religious activities, and established mutual relationships with the local community, were likely to have a higher sense of self-efficacy and commitment in the profession (Hart, 1994; Louis, 1998). Similarly, White et al., (2009) and Hazel and McCallum (2016) emphasised that teachers, who constantly engaged in community service and learned from the everyday challenges, were able to develop a sense of belonging and positive attitudes towards others. Therefore, the challenges and difficulties experienced by participants in this study contributed to their professional and personal formation. These participants added that rural teaching positions have changed their perceptions of local people who remain 'invisible' for most Indonesians. The appreciation and the feeling of being welcomed, and the chance to experience the diverse multicultural images, local hospitality, and strong values of people in West Papua have strongly support teachers' learning process and promote the accountabilities of the program which mainly designed to induce professional learning for teachers and educators.

Conclusion

The overall results from this study, however, are not about making particular judgements about the effectiveness of the professional development program. Rather, the study has sought to understand experiences of teachers that go beyond their preparation and into the lived practices in more diverse and multicultural teaching contexts, particularly in rural and remote schools. The findings of this case study show some positive experiences and reflections on working/living conditions of four urban teachers who taught for twelve months in rural districts of West Papua. The findings provided answers to the following research questions: what factors contribute to the retention of teachers in West Papua, and what factors impact on teachers' personal and professional growths. Although many studies have mentioned that most urban teachers are reluctant to work in rural schools and are likely to experience turnover during their first placement, teachers who participated in this study stated that professional aspiration and personal motivation play an important key role in their decision-making for choosing rural career and staying in the profession. Well conceived initial preparation prior rural teaching placement with more relevant content, specialised pedagogical knowledge and more contextualised life skills about rural living would benefit these teachers perform better as the would feel more prepared and competent with their new role. Promoting rural and remote placement and employment opportunities can be a successful pathway for building a highly dedicated teaching workforce for diverse and multicultural areas in Indonesia and would help closing the education barrier between urban and rural remote school. Finally, this study identified some factors contributing to positive experiences and retention of teachers in rural and remote schools of West Papua. Further research is needed to explore experiences of teachers on a larger scale in order to address shortages of quality teachers, reduce their attrition and ultimately improve education of children in rural and remote Indonesian schools.

References

- Adie, L., & Barton, G. (2012). Urban pre-service teachers' conceptions of teaching in rural communities. *Australian Journal of Teacher Education*, 37(6).
- Appleton, K. (1998). Putting rurality on the agenda: Beginning teachers in rural schools. *Paper presented at The Australian Association for Research in Education Annual Conference*, Adelaide: Australia, 29 November to 4 December 1998.
- Barker, B. O., & Beckner, W. E. (1987). *Preserve training for rural teachers: A survey*. *Rural Educator*, 8(3), 1–4.
- Burton, M., & Johnson, A. S. (2010). Where Else Would We Teach?: Portraits of Two Teachers in the Rural South. *Journal of Teacher Education*, 61(4), 376-386.
- Clayton, C., & Cuddapah, J. (2011). Using Wenger's communities of practice to explore a new teacher cohort. *Journal of Teacher Education*, 62(1), 62–75.
- Cloke, P. J. & Marsden, T., & Mooney, P. H. (2006). *Handbook of rural studies*. London; Thousand Oaks, Calif: SAGE.
- Cochran-Smith, M., & Lytle, S. (2001). Beyond certainty: Taking an inquiry stance on practice. In A. Liebermann & L. Miller (Eds.), *Teachers caught in the action: Professional development that matter* (pp. 45-58). New York: Teachers' College Press.
- Corbett, M. (2016). Reading Lefebvre from the periphery: Thinking globally about the rural. In A. Shulte & B. Walker-Gibbs (Eds.), *Self-studies in rural teacher education* (pp. 141–156). Switzerland: Springer.
- Collins, T. (1999). *Attracting and retaining teachers in rural areas*. Charleston, West Virginia: ERIC Clearinghouse on Rural Education and Small Schools.
- Creswell, R. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Pearson: Sydney, Australia.
- Day, C., Kingston, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4), 601-616.
- EFA Steering Committee Technical Advisory Group. (2014). *Towards Indicators for a Post-2015 Education Framework*. UNESCO Institute for Statistics, Montreal.
- Fry, S., & Anderson, H. (2011). Career changers as first-year teachers in rural schools. *Journal of Research in Rural Education*, 26(12), 1–15.
- Green, B. (2013). Literacy, rurality, education: A partial mapping. In B. Green & M. Corbett (Eds.), *Rethinking rural literacies: Transnational perspectives* (pp. 17–34). New York: Palgrave, Macmillan.

- Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place conscious education. *American Educational Research Journal*, 40(3), 619–654.
- Guenther, J., & Weible T. (1983). Preparing teachers for rural schools. *Research in Rural Education*, 1(2), 59–61.
- Halsey, R. J. (2006). Towards a spatial self-help map for teaching and living in a rural context. *International Education Journal*, 7(4), 490-498.
- Hart, P. (1994). Teacher quality of work life: Integrating work experiences, psychological distress and morale. *Journal of Occupational and Organizational Psychology*, 67(2), 109-132.
- Hazel, S., & McCallum, F. (2016). The experience is in the journey: An appreciative case study investigating early career teachers' employment in rural schools. *Australian and International Journal of Rural Education*, 26(2), 19-33.
- Hudson, P., & Hudson, S. (2008a). Changing preservice teachers' attitudes for teaching in rural schools. *Australian Journal of Teacher Education*, 33(4), 67-77.
- Hudson, P., & Hudson, S. (2008b, December). Sustainable futures for rural education: Changing preservice teachers' attitudes for teaching in rural schools. Paper presented at the Australian Association of Research in Education (AARE) Conference, 30th November - 4th December, Brisbane.
- Jenkins, K., Taylor, N., & Reitano, P. (2011). Teachers in the bush: Supports, challenges and professional learning. *Education in Rural Australia*, 21(2), 71-85.
- Jenkins, K., Taylor, N., & Reitano, P. (2015). Listening to teachers in the 'bush'. In L. Graham & J. Miller (Eds.), *Bush Tracks: The Opportunities and Challenges of Rural Teaching and Leadership* (pp. 41-55). The Netherlands: Sense Publishers.
- Jimerson, L. (2004). *Teachers and teaching conditions in rural Texas (Policy Brief)*. Washington, DC: Rural School and Community Trust.
- Johnson, J. Ed.D. (2005). *Why rural matters 2005: The facts about rural education in the 50 states*. The United States of America: Rural School and Community Trust.
- Lamb, S., Glover, S., & Walstab, A. (2014). *Educational disadvantage in regional and rural schools. Quality and equity: What does research tell us?* Conference Proceedings (pp. 65–74). Victoria: ACER.
- Lester, N. C. (2011). Relationship building: Understanding the extent and value. *Education in Rural Australia*, 21(1), 79-92.
- Louis, K. S. (1998). Effects of teacher quality of work life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement* 9(1), 1-27.

- Loughran, J., & Hamilton, M. (2016). Developing an understanding of teacher education. In J. Loughran & M. Hamilton (Eds.), *International handbook of teacher education* (Vol. 1, pp. 3–22). Dordrecht: Springer.
- Lunn, S. (1997). *Rural strategies project*. Brisbane: Priority Country Area Program.
- Lynch, T. (2014). A Resource Package Training Framework for Producing Quality Graduates to Work in Rural, Regional and Remote Australia: A Global Perspective. *Australian and International Journal of Rural Education*, 24(2), 1-14.
- Lyons, T. (2009). Teachers' motivations for working in rural schools. In T. Lyons, J-L Choi, & G. McPhan (Eds.), *Improving equity in rural education: Proceedings of the International Symposium for Innovation in Rural Education (ISFIRE)* (pp. 167-177). Armidale, NSW: University of New England.
- McClure, C. T., Redfield, D., & Hammer, P. C. (2003). *Recruiting and retaining high-quality teachers in rural areas*. Charleston, West Virginia: AEL Policy Briefs.
- McCallum, F., & Price, D. (2016) *Nurturing wellbeing development in education: From little things, big things grow*. Routledge: NY.
- Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future Children*, 17(1), 155-174.
- Munsch, T. R., & Boylan, C. R. (2008). Can a week make a difference? Changing perceptions about teaching and living in rural Alaska. *The Rural Educator*, 29(2), 14-23.
- OECD/Asian Development Bank. (2015). *Education in Indonesia: Rising to the Challenge*. OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264230750-en>
- Orrill, C. H., & Kittleson, J. M. (2015). Tracing professional development to practice: Connection making and content knowledge in one teacher's experience. *Journal of Mathematics Teacher Education*, 18(3), 273–297.
- PISA 2018 Results (Volume I): *What Students Know and Can Do*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/5f07c754-en>
- Puhan, R. R., Malla, L., & Behera, S. (2014). Current ethical issues in teacher education: A critical analysis on pre-service and in-service emerging teachers. *American Journal of Educational Research*, 2(12A).
- Reid, J. A., Green, B., Cooper, M., Hastings, W., Lock, G., & White, S. (2010). Regenerating Rural Social Space? Teacher Education for Rural—Regional Sustainability. *Australian Journal of Education*, 54(3), 262-276.
- Roberts, P. (2004). *Staffing an empty schoolhouse: Attracting and retaining teachers in rural, remote and isolated communities*. Surry Hills, NSW: New South Wales Teachers Federation.

- Roberts, P. (2016). *Place, rural education and social justice: A study of rural teaching and curriculum politics*. Unpublished PhD dissertation, Charles Sturt University.
- Rice, R. W., McFarlin, D. B., Hunt, R. G., & Near, J. P. (1985). Organizational work and the perceived quality of life: Toward a conceptual model. *Academy of Management Review* 10(2), 296-310.
- Sharplin, E. (2002). Rural retreat or outback hell: Pre-service teachers' expectations of rural and remote teaching. *Issues in Educational Research*, 12(1), 49-63.
- Sharplin, E. (2010). A taste of country: A pre-service teacher rural field trip. *Education in Rural Australia*, 20(1), 17-27.
- Sullivan, A., & Johnson, B. (2012). Questionable Practices? Relying on Individual Teacher Resilience in Remote Schools. *Australian and International Journal of Rural Education*, 22(3), 101-116.
- Stelmach, B. L. (2011). A Synthesis of International Rural Education Issues and Responses. *Rural Educator*, 32(2), 32-42.
- The National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Retrieved from <http://www.ncate.org>.
- The Presidential Regulation on Regional Determination Disadvantaged Regions 2015-2019. http://satudata.semarangkota.go.id/adm/file/20170927150424PERPRES_131_2015.Pdf
- The United Nations. General Assembly. (2000). United Nations millennium declaration. General Assembly, 18.
- Trinidad, S., Broadley, T., Terry, E., Boyd, D., Lock, G., Byrne, M., Sharplin, E., & Ledger, S. (2012). Going Bush: Preparing Pre-Service Teachers to Teach in Regional Western Australia. *Australian and International Journal of Rural Education*, 22(1), 39-55.
- Walker-Gibbs, B., Ludecke, M., & Kline, J. (2015). Pedagogy of the Rural: implications of size on conceptualisations of rural. *International Journal of Pedagogies and Learning*, 10(1), 81-89.
- White, S., & Reid, J. A. (2008). Placing teachers? Sustaining rural schooling through place consciousness in teacher education. *Journal of Research in Rural Education*, 23(7), 1-11.
- White, S., Lock, G., Hastings, W., Cooper, M., Reid, J. A., & Green, B. (2008). Teacher education for rural communities: A focus on 'incentives'. Paper presented at the Australian Teachers Education Association Conference.
- White, S., & Kline, J. (2012). Developing a Rural Teacher Education Curriculum Package. *Rural Educator*, 33(2), 36-43.

Wildy, H., Siguroardottir, S. M., & Faulkner, R. (2014). Leading the small rural school in Iceland & Australia: Building leadership capacity. *Educational Management, Administration & Leadership*, 42(4s), 104-118.

Woofter, T. J. (1917). *Teaching in rural schools*. Boston, MA: Houghton-Mifflin.