

ABSTRAK

Penelitian ini di satu pihak dilatarbelakangi peran Pemerintah untuk memberikan pelayanan pendidikan kepada masyarakat, di lain pihak masih tampak berbagai kesenjangan dalam penyelenggaraan pendidikan termasuk kepada masyarakat yang tinggal di daerah terpencil. Kesenjangan ini menyebabkan tidak terselenggaranya proses belajar-mengajar di sekolah serta berakibat tingginya angka putus sekolah masyarakat di daerah terpencil.

Tujuan penelitian ini untuk mengkaji implementasi kebijakan penempatan guru di daerah tugas terpencil. Fokus penelitian diarahkan pada upaya untuk menjawab pertanyaan tentang penelitian bagaimana implementasi kebijakan penempatan guru pada sekolah-sekolah di daerah terpencil di Kabupaten Pulang Pisau Provinsi Kalimantan Tengah.

Penelitian ini dilakukan dengan pendekatan metode kualitatif, dimana peneliti sebagai instrumen penelitian mengumpulkan, mengolah, menganalisis, menginterpretasikan serta memverifikasi setiap data dan informasi yang diperoleh dari hasil observasi partisipatoris terhadap fenomena yang menjadi masalah melalui informan dan pengamatan.

Data dan informasi yang diperoleh melalui observasi partisipatoris selanjutnya diperkaya, dilengkapi dan disempurnakan melalui wawancara bebas tak berstruktur kepada para nara sumber yang kompeten, sekaligus melakukan validitas dan reliabilitas data dan informasi dengan klarifikasi, deskripsi dan ekplanasi serta teori-teori ilmu sosial serta pengetahuan peneliti untuk merumuskan jawaban terhadap pertanyaan penelitian.

Hasil penelitian menunjukkan bahwa implementasi kebijakan penempatan guru pada sekolah-sekolah di daerah terpencil di Kabupaten Pulang Pisau Provinsi Kalimantan Tengah belum berjalan sebagaimana mestinya karena faktor ketidakjelasan rincian program dan teknis pelaksanaan, ketidaksesuaian budaya dan kebiasaan hidup sehari-hari, serta kurangnya kesungguhan para implementor menaati seluruh ketentuan dan belum bisa objektif dalam memberikan penilaian terhadap kelayakan permohonan guru pindah daerah tempat tugas.

Kata-kata kunci: penempatan daerah tugas guru, pendidikan tingkat dasar di daerah terpencil.

ABSTRACT

The background of this research was, in one hand, the role of Government to provide educational service to people and, in the other hand, there still appears some discrepancies in the implementation of education including to the underdeveloped communities in remote areas. The discrepancies result in the lack of teaching-learning process in schools and lead to the high dropout rate of people in remote areas.

The purpose of this research was to study the implementation of the policy of teacher placement in remote working areas. The focus of this research was on the measures of answering the research question on how is the implementation of the policy of teacher placement in remote working areas in Pulang Pisau District, Central Kalimantan Province.

The research was conducted by a qualitative approach, where the researcher as the main research instrument collected, processed, analyzed, interpreted, and verified all data and information obtained from the result of participatory observation on the phenomenon that became the research problem through informants and observation. The data and information obtained from the result of participatory observation were then enriched, completed, and perfected by unstructured free interviews of competent source persons, and moreover the data and information validity and reliability were carried out by clarification, description, and explanation and also social science theories and the researcher's knowledge so as to formulate the answer of the research question.

The research results showed that the implementation of the policy of teacher placement in remote working areas in Pulang Pisau District, Central Kalimantan Province, has not been going on properly due to some factors, namely, obscure details of program and implementing technique, discrepancy in culture and daily life practices, and the less seriousness of implementers in complying with all rules and the fact that the implementers could not be objective yet in making assessments to the feasibility of teachers' application for a working area movement.

Keywords: teacher working area placement, elementary education in remote areas.