A PROPOSAL TO EVALUATE TRAINING MATERIAL OF GERAKAN INDONESIA MENGAJAR (INDONESIA EDUCATION PROGRAM) CASE STUDY: TRAINING FOR PENGAJAR MUDA BATCH FOURTH

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Abstract-PM's workplace condition is very dynamic so IM need to evaluate the intensive training implementation periodically in order to the trained material to PM appropriate with the needs. This research aim to evaluate intensive training implementation which was gave to PM batch fourth. This research focus on evaluation of training PM batch fourth. Result from the research will be recommend to IM to be a consideration for the next training design. This research use qualitative method which use primary and secondary data. The primary data was gathered by interview and the secondary data was gathered from journal published, internet and data from IM which related with the research. Based on the data analysis, the results showed that there is a gap between the materials needed with the material that has been given at the intensive training. There are several competencies need more training, those are pedagogical understanding, knowledge about condition of the placement, survival skills, and leadership skills. To cover this gap, IM need to add the necessary materials and remove the less important training material.

Keywords: education, training, competency, evaluation, IM, PM

Introduction

Education is a key success of a nation. To develop Indonesia is needed a high quality formal and non-formal education to enlarge the knowledge and skills include competency, behavior, and ethics. The intellectual who have good skills, behavior, and ethics will be a leader to develop Indonesia. IM comes as a pioneer to open the way towards a better changes. IM makes a school of leadership program for Indonesian youth. Selected youths will be PM (young educator) for community. They are assigned to go to a region directly to provide learning curricular, extra-curricular learning, learning communities, as well as networking and advocacy. Based on introduction interview with some alumnus PM, researcher found a symptom that there is some skills and knowledge needed which were not gave in training. They find some problem which out of their prediction before. PM's experience could be a consideration for IM to improve training method. Therefore, researcher want to evaluate the training for PM. This research will focus on training PM batch fourth. The results of the study are expected to be considered in designing the next training. PM batch fourth is young educator who served in period June 2012 to June 2013.

Objective of this research are to find out the materials needed for the training of PM batch fourth based on their experience in the workplace, to know the congruency between materials have been given in the training and the needs and to recommend the appropriate training material for PM and how to deliver the materials. This final project will be done by analyzing the training program for PM batch fourth in IM Institution. The focus of this research is going to discuss about the training material gave to PM batch fourth and the training material needed based on their experience while they worked. The analysis won't discuss about training facility, training tools, and training budget.

Literature Review

Human Resource Management
Human resource management is the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relation, health and safety, and fairness concern (Dessler, 2011).

Competency definition
According to New Oxford Learner's Pocket Dictionary "*Competence is ability to do something well; competent is having the ability, skill, knowledge, etc to do something wellThe "power, ability, capacity to do for a task"* (Bull, 2008). According to Boyatziz (1982) and Klemp (1980), "*A competency is an underlying characteristic (motive, trait, skill, aspect of self-image, social role, body of knowledge) that an employee uses and that results in effective or superior performance"* (Boyatzis & Klemp, 1982; 1980). Dessler said that, "*Competencies are demonstrable characteristics of the person that make performance possible. Competency-based job analysis means describing the job in term of measurable, observable, behavioral competencies (knowledge, skills, and/or behaviors) that an employee doing that job must exhibit to do the job well"* (Dessler, 2011). Some practitioners simply make the distinction between technical and non-technical competencies: "*Technical competencies are specific to certain roles, and non-technical competencies are more generic in nature"* (William J. Rothwell, 2000).

Training
Rothwell and Sredl (2000) describe training as "*a short-term learning intervention. It is intended to build on individual knowledge, skills, and attitudes to meet present or future work requirement"* (Rothwell & Sredl, 2000)

Need Assessment
"*Training needs assessment is the process of identifying what employees need to learn in order for them to successfully perform their jobs; in order to for them to grow their careers; in order for the organization to carry out its plans and achieve its performance goals"* (Bridget N. O'Connor, 2002).

Analyzing training needs and designing the program
Before you design the training, you should analyze what the trainee needs'. And how to find the trainees needs is by analyze the company or organization's goal, the task of the employee, and the competency needed to do the job and achieve the organization goal.

Organization/company objective
Objective is a specific result that a person or system aims to achieve within a time frame and with available resources. In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Some examples of business objectives include minimizing expenses, expanding internationally, or making a profit (businessdictionary.com, 2013)
A company objective is a goal or outcome an organization would like to achieve. Company objectives are measurable (Scott, 2013).

Task analysis
According to Dessler in book *Human Resource Management* (2005), "Task analysis is a detailed study of the job to determine what specific skill the job requires. Job descriptions and job specifications are important here. These list of the job's specific duties and skills, which are the basic reference points in determining the training required. You can also uncover training needs by reviewing performance standards, performing the job, and questioning current job holders and the supervisors" (Dessler, 2005).

Competency-based training

Competency-based training is an approach to learning where emphasis is placed on what a learner can do in the workplace as a result of their training. Learners who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace (Jasper, 2013).

Methodology

This research use qualitative data. The data was gathered from two sources, which were primary and secondary data. The primary was gathered by interviewing HR department in IM, training coordinator, and some alumni of PM in IM. The questions of interview were structured and different for each participant's position. The secondary data was gathered from literatures (journal published), internet, and internal data related the research (objective of training, current training methods, and content or material of the training). Data about organization objectives and problems identification was taken by direct interview with Senior Program Officer of IM Foundation. Data about training process and method used was taken by interview Training Coordinator. Data about competencies needed for PM was taken by interview alumnus of PM batch fourth based on their experience in placement area. Total of alumnus PM batch fourth are 71 which divided in 10 area. For this research, the sample would be taken minimum 1 alumnus of PM batch fourth for each area.

There are four steps in data analyzing.
1. Analyze the data about organization objective, tasks of PM and training design for PM batch fourth.
2. Summarize the data gathered from interview. List the competence needed base on PM's experiences and suggestions. Then choose the training material which appropriate.
3. Compare the training needs with the current training design. In this step, researcher will state the degree of importance of the training material and evaluate the congruency between training material needed and the material in training for PM batch fourth. The degree of importance of the training material will be stated based on evaluation from alumnus PM batch fourth. If there are material which isn't urgent, it should be replaced with other material which more important but haven't given in training yet.
4. If there is a gap, researcher will discuss how to fulfill it.

Data Analysis

This is the analysis of the data gathered from HR Manager, Training Coordinator an alumnus of PM batch fourth.

Interview with HR Manager
Organization objectives

IM Foundation make a social action/movement which named as *Gerakan* IM (GIM). This movement have two objectives, those are to fill the lack of teacher in Indonesia and to prepare future leader. In Indonesia, especially in rural, there are many elementary schools which lack of teacher. IM Foundation want to initiate Indonesian people to be more care about education for young generation. Therefore, GIM facilitate Indonesian youth to be a teacher in rural elementary schools. The second objective of GIM is to prepare future leader in Indonesia. After finish their duty, PM should come back to their prior occupation and can be a strong leader for their community. Basically, work as a teacher is a practicing to be a leader. If someone can lead and manage a class, it is make possible she/he can manage and lead community.

Task of PM (PM)

Tasks of PM, there are 4 categories of task to be implemented at schools or in the community around.

1. Curricular learning : organize and implement the curricular learning activities by creative approach and method
2. Extracurricular learning: initiate and organize a variety of learning activity through school extracurricular activities. For example Scout, PMR, etc. These all are tools of student's leadership development.
3. Community learning: Encourage and organize community's learning activities informally for empowerment aspect.
4. Networking and advocacy for education: participate actively and supportively in rural education stakeholder networking and give suggestion to local government.

Interview with Training Coordinator

Training Purpose

PM holds a very important role in Gerakan IM. So, it is very important to make sure that PM success in class, school, and society. Therefore IM conduct a training for give them a motivation, pedagogical knowledge and skills, management and leadership, and adaptability in society. The intensive training was conduct for facilitate Candidate of *Pengajar Muda* (CPM) that continuous the previous PM.

Training Objective

To reach the goal, PM need to have some pedagogical and leadership competencies. The most important is the current PM will replace the former PM, they must continue and reach the goal. The target include IM's teaching activities in the next 5 years. There are also competencies which have to be reached, it will be included in the interview result with PM 4.

Training Material

1. Orientation material is including training orientation, introduction of Gerakan IM (GIM), introduction of education issue in Indonesia, self-comprehension, physic activity to build team enthusiasm and versed the field, task orientation, writing tips, leadership orientation by some figure.
2. Pedagogy training are including basic material about education concept used in training, those are brain-based learning, multiple intelligence, curriculum(KTSP), learning plan or RPP (learning plan), creative learning method, visiting schools, and microteaching.
3. PPM (Teaching Experience Practice). PPM is a teaching practice activity in elementary around training place. The activity is including preparation, implementation and review the teaching experience practice at elementary school. The preparation including assessment and school approach, and arrange a RPP.
4. Extra-curricular are non-academic activity. The training is including concept and purpose of extra-curricular, scout and Palang Merah Remaja.
5. Society learning, the material including society learning concept and skill to facilitate in social activity and direct activity with society around training place.
6. Network and advocacy for education are including networking and advocacy approach from GIM, and case study about stakeholder analysis.
7. Culture adaptation, explain about deployment place and tips how to entering new culture.
8. Leadership and others soft skills. Leadership is a competency which integrated with others competencies. Including problem solving, decision making, communication and change management, organize the society, and make a follow up activities plan.

Interview with alumnus of PM batch fourth

Based on interview the alumnus of PM batch fourth, researcher made analysis about competencies needed for PM based on their experience in placement area, the most important material which should be trained for Candidate of PM, the material needed but have not given in training, and the material which need to be added the portion in training.

Analysis of Competencies Needed

The competencies needed for PM based on experience of alumnus PM batch fourth can be categorized to four component as listed below:

1. Knowledge/ technical: orientation, pedagogical understanding, technology, condition of the placement area, regulation and policy about education, psychology condition of children and society.
2. Skills : decision making, network management, technological skill, excellent communication skill, possess negotiation skill, team management, adaptation skill, lobbying, expectation management, problem solving, facilitation skill, able to survive in extreme condition, time management , strong leadership skill and possess written skills.
3. Character: ability to work both independently and team, productive behavior, strong physic and mental, able to perform under pressure, have a stable psychological condition, readiness initiative/ self-motivation, integrity, commitment, resilient, high motivation to learn, venturesome, have a determination, have an open-minded personality, sincere have a determination, humble, flexibility, positive thinking, patient friendly to everyone, self-awareness and lateral thinking smart
4. Others: having organizational experience is an advantage. Flexible of place loving children

Analysis of the most important materials

1. Orientation

   Before carrying out its duties, PM should know in advance about the purpose of teaching Indonesian. Then they have to equate vision with the main vision of IM. PM needs to know the tasks that they know will hold responsibility entrusted during the assignment. And they also need to know what needs to be prepared, the materials that will be gained in the training that they received training well. PM needs to know the placement area, so that they will be not surprised when in the work place and they can prepare themselves.

2. Pedagogy

   Pedagogy material was served to teach the CPM of how to be a good teacher, how to applying an appropriate material and method for learning process, and how to teacher should be a facilitator for students and the other teachers in school.

   Not all the PM has Background in teacher education. They are Indonesian youth with educational backgrounds vary. There are of engineer, accountant, management, etc. Therefore it is very necessary to equip the teacher to enable them to carry out their duties properly.

   Pedagogy material including philosophy of education, learning methods, school visits, RPP (lesson plan), SKKD (Standard of competency and Basic of Competency), socialization BOS (school operation funds from government), and school management.

3. Society learning and Culture adaptation.

   It is including interaction with local people, facilitation skill, culture adaptation, cultural approach, teamwork, a society condition, survive in new environment, make a habit of live without gadget and live in plain, etc. PM should adapt in the new environment. They should follow the culture in they live.

4. Network and advocacy for education.

   Advocacy is an action for the importance of community. While the general purpose of advocacy is to influence the public and policy makers. It is important because PM need to know the stakeholder in school and rural. So, PM can purpose a good idea for make a better education system in the area.

5. Leadership and others soft skills: leadership figures, leadership forum, lobbying, expectation management. The meaning of leadership is not only leading the students in the class, but also need to be able to lead the community. Then, the expected PM, after off duty, they will be able to become a leader in the field in accordance with their respective scientific background. The figure leadership included in leadership forum were figures from the grassroots to the greatest leader.

PM also learn an expectation management, so if there are problems, PM was not disappointed. PM taught to be good at facing problems because the field will be met with a lot of unexpected things. For example, holding an activity in the community, but they still do not know the circumstances. Here, they have to manage expectation.

6. Extra-curricular. This is important for introduce the student to non-academic activities. Therefore, PM need to know about extra-curricular activity. For example: Scout, PMR, etc.

Overall, the material which really used just about 10% because in real condition in deployment area often different from training material. So, the most important thing are training how to the CPM can adapting with new environment and fast learning about everything.

The materials which inapplicable directly

- UU by education ministry and policy of education. It is inapplicable in school directly. These things are need to be known by PM but these aren't too necessary because what is taught by facilitator cannot be directly applied in society. Sometimes, the workplace condition is different from ideal condition which be written in UU. Therefore, in rural, PM didn't need these materials. These materials maybe just need to be given in a book. So, PM can learn it by themselves.
- APBD and APBD distribution. This almost same with UU and other policy. These are not too needed for PM. These materials too abstract and there isn't effect for society directly. And in training process, the method for explain this material almost like a lecture activity. The most important from this point, PM should know about subsidy or other fund from government, etc.
- Session from sponsor. In training program for PM batch 6 there was a session from Indosat. In the session, the facilitator explain about how to make a pulse business. Majority of interview participant said that this material isn't important and isn't appropriate with training objective. During become a PM, they aren't allow to do something out of the duty like doing a business.
- Scout. It is one of an extra-curricular activity. Scout need to be given for student. But there are some school which did the extra-curricular well. So, what PM gave for student was not enough.
- Curriculum. In some schools, there was a problem that the curriculum from government cannot be applied because didn't appropriate with the school condition. So, what PM learned about curriculum wasn't useful.
- A part of session from Kopassus. The material which distributed in a class wasn't too useful. Some interview participant said that it is boring and inapplicable in workplace. For example are the material about radio wireless. In the rural, PM didn't need to radio wireless for communication.
- Sex education for child. Some interview participant said that the elementary student haven't need the sex education yet.
- ABK (inclusion child). Not all school have an inclusion student. So, it is less important for the PM who didn't meet an inclusion student.
- Creative learning method. In some school, creative method was inapplicable because sometimes this method is inappropriate with student.
- *Calistung* (read, write, and count) that too high level. This material was needed but PM should know when and to whom the material can be given.
- Leader figure. There is a PM 4 who said that too many leader figure was not good for training. It is because some training participant didn't know the orientation of the leader. Maybe will be better if the leader figure did not just sharing about their experience but also help the CPM by giving an example of a case the how to solve it.
- Materials which just given in few portion. For example about sanitation. This material not to important, and PM can learn it by themselves.

All of material is important, but there are some material which aren't useful directly. For example, the material about policy and regulated, these are too abstract but it is can help the CPM to know

and understand about the rules. There are some material which inapplicable but some of PM 4 thought that it's all important, just different urgency. For example, leader figure, it is not affect CPM directly, but it can motivated the CPM do something.

Material needed but wasn't trained and material which need added portion.
- Some specific skills. For example rowing a boat and take a bath in a river using "*kemban*" (breast cloth; wrapped around the upper part of a woman's body).
- *Calistung* (read, write, and count) for student which different language with PM and for inclusion students.
- Positive discipline, this was given in training but not enough. Positive discipline needed to make a positive behavior.
- Society learning. In the first month, some PM stress because they need to adapt with the society. This material was given in the training. CPM was given a chance to interact with society directly by visited to people's home. It was for train their socialization skills. But some interview participant said that the portion of this activity was not enough.
- School management. PM need to know about school management. That is manage the school. It is important because there are some school which have teacher less than the total of class. So some teacher have to teach a double class. In some case also there are a teacher which have to teach in other schools.
- Psychology of children. It is about how to make a child happy, quiet, and pay attention during learning process in the class.
- Make a RPP (learning plan) for double or triple class. It is important because there are some school which total of teacher less than total of classes so the teacher should teach some classes in the same time.
- Handling of ABK (inclusion child). In some school there are inclusion child. For example a student which hyperactive, hypoactive, dyslexia, autisms disorder, etc. So PM need to know what the characteristic of the inclusion child and how to handle them.
- In some school, there are some inclusion students. For example hyperactive, hypoactive, dyslexia, or deaf. PM need to know how to handle these student and make a methods to help them study.
- Meet the government and stakeholder of education. During training, CPM need to know how to face the government and stakeholder of education because in the area of placement they will meet them. CPM need to learn about how to make a coordination with them.
- Characteristic of society. CPM need to know the characteristic of society in their placements area before the go to there. It useful to prepare their readiness for work in new environment.
- Culture adaptation and survive in a society. This material was given in training for CPM batch fourth but still not enough. For example about culture in an area. PM need to know in order to always do something not break the rule/culture. In the training, CPM should learn about how to interact with society. CPM should prepare their mental for live in new culture. Interview participant said that the portion is need to be added.
- BOS (school operation fund from government), school administration and teacher administrations. This is needed because teacher's duty not only teach in a class but also make some administrative activity. About BOS, some teacher didn't know about that, so PM have to know the BOS mechanism.
- Knowledge about people character and psychology and conflict management. PM need to know characteristic of the society to be a consideration if they would approach a people. So PM will not take a wrong action.
- Mediation technique for solve a conflict. This important because in some area there were a case that PM faced a conflict between society. In the situation, PM have to can make a solution and solve the conflict.
- Visit to school of *anak jalanan* (some kids which live in street, usually in a city). When training for CPM bath 4, they visited to nature school. But this less appropriate with student

condition in some area of PM placement. Visit to school of *anak jalanan* is more appropriate because the character of the student is almost same with student in placement area.

- Andragogy for society learning. Beside become a teacher for student, PM also become a facilitator for society. So, PM need to know about andragogy. For example teach about how to use computer.
- Evaluation about what they have done. PM need to evaluate their weakness and strength.

Comparison of the training needs and the training design for PM 4

There are so many competencies needed for PM. To develop all of the competencies will need so long time. Whereas, IM only have 8 weeks to train the CPM. Therefore, IM should recruit a youth who already have strong character. Training for CPM just for give some knowledge, train the new skills and develop potential character, it is not for build a new character. So character needed will reach by recruitment process and the skills needed will reach by training process. In this research, we assume that all of the training participant are youth which have strong character. Figure 1 below is the degree of importance matrix.
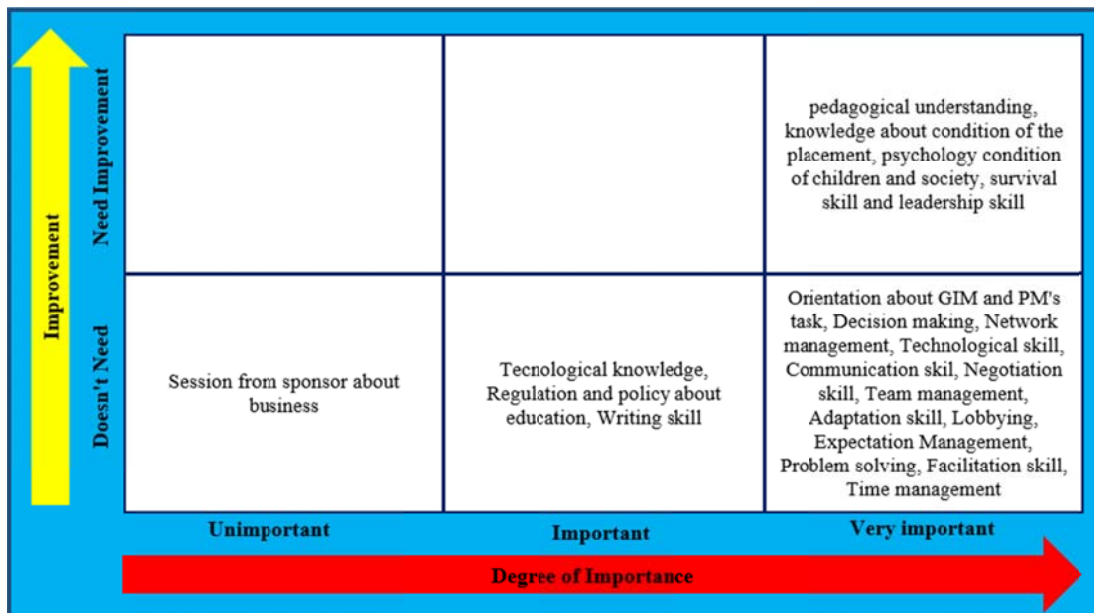
Figure 1. Degree of Importance Matrix

There is a gap between materials have been given in the training and the needs. The material which should be improved is the material which very important and need to improve. There are some materials which need to improve are materials about pedagogical understanding, knowledge about condition of the placement, knowledge about psychology condition of children and society, survival skill and leadership skill. Therefore, IM need to improve some material in the training method to fulfill the gap.

How to fulfill the gap? Based on the suggestion from alumnus of PM batch fourth and the evaluation of PM batch fourth's training activity, the writer gives recommendation as listed below.

1. Pedagogy
   - Expand the learning method session and enlarge the scope of the knowledge. There are some problem in application of learning method. For example, creative can be applied to Elementary School students who are in 6 until 12 years old but it can't applied for teenage student which still in Elementary School. Whereas the fact in several schools is many elementary students who are in 15 until 16 years old. The learning method which should be applied is learning method which is suitable with the object/student. Creativity has to fit with

the situation and condition in the place. Learning method should be specified based on age of students, therefore settlements which fit their age are needed.
- PM also need to know about how to measure student's potency. For example, if there is student who is good in drawing, how to improve his/her skills. This material can be insert in learning method.
- Extend the time of PPM because CPM must be used to teach students more. From some interview participant's point of view, a week of PPM is not enough.
- Add the portion of material about ABK. For deliver the material can used apprenticeship method. Beside explanation about ABK in a class, CPM should be given a chance to meet inclusion children in order to they know how to interact with them and how to teach them.
- CPM also need some technical material, such as school and class administration. Those administrations are RPP, syllabus, semester program, daily exercises, recapitulations, homework, and hand books. In the placement area, PM should become the one who conveys information about the change of curriculum or anything about new information and necessary to be known by the people, especially for the things which support for education. So, in the future, PM should know the curriculum up date when in training and in the placement area.
- Give information about BOS, how to manage it, and how to get it. This material not too much so can be insert in other pedagogical session. For example in school administration.
- Add a session which explain about class management. Giving material about how to face double classes.

2. Cultural Knowledge
   - The area of placement will be better if it is determined sooner, in the second or third week of training. CPM need to know more about their partner because they will be a team and work together for a year. Besides of that, CPM need more time to learn and understand the characteristic of the culture, natural environment, and specific characteristic of the placement area. For example, PM who will be placed in the rural which use water transportation (boat) has chance to learn how to row a boat. Another example, a rural which has habit to take a bath using "*kemben*" oblige PM to prepare her mental and physical.
   - PM need an actual information and photographs about placement area to understand the character of placement area. This material can deliver using a guidance book for PM about placement rural condition.
   - Adaptation session. Give a chance to CPM to know the real condition in rural. An assignment to make a project about introducing their placement area is better than only give an explanation the material in a class.
   - Adding several activities which involve society.PM should mingle with society. Arrange an activity for PM and society. For example, doing sport together.

3. Psychology condition of children and society
   - Add a session about psychology of society to understand its characteristic. It is about knowing the characteristic of students and society based on their psychology condition. It use for identify the appropriate approach method. In some schools were met a student which have age above the average for Elementary School student. For example, 15 year old still in fifth grade. Their psychology is different with general students.

4. Physics and Mental Preparation
   - Improving the survival training. It used for make CPM's mental and physic stronger. PM have some hard duty in their workplace, so IM should make sure that the CPM get a training enough and ready to do their job.
5. Leadership skills
   - Member in a group of placement must be in different characteristic, so each member can support each other.

- Expand the grassroots understanding in inspire class and discussion because it can motivate the CPM and give them insight about many things.
- Conflict management. Give the CPM a technique for solve an internal conflict (in a team) and mediation for society. But, it skill can be learned while the program is running.
- Improve a delivery method for facilitation training because the way to deliver in the training was not effective. Training was developed with role play. The room is too big so it cause the training less conducive. It will be more effective if separated per group.
- After CEO came to the training, it should be better if there is a follow up activity for maintain CPM's motivation.
- Coaching method. In placement rural, PM will need this skill to coach the society.
- Arrange an activity to train negotiation and communication skill.
- Character building of PM candidate. Nowadays, PM is more highlighted by media and it causes the rise of many kinds of motivation. So, training should be a tool for develop a strong character. Ensure that PM done their job as listed in IM programs.

Conclusion and Recommendation
Conclusion

Based on analysis of the data, there are some conclusion in this research.

1. There are some competencies which PM need for do their task in the workplace. The competencies can be divided to 4 categories. The first category is knowledge about pedagogical, placement area, technology, regulation and policy, and characteristic of student and society. The second is technical and non-technical skills. The third is main character which must be owned by PM. The last categories is others, it is including additional value for CPM.

   There are too many competencies needed for PM. To develop all of the competency will needed so long time. Whereas, IM only have 8 weeks to train the CPM. Therefore, IM should recruit a youth who already have strong character. In this research, researcher assume that all of the training participant are youth which have strong character. Training for CPM just for give some knowledge, train the new skills and develop potential character, it is not for build a new character. So character needed will reach by recruitment process and the skills needed will reach by training process.

2. There is a gap between materials have been given in the training and the needs. The material which should be improved is the material which very important and need to improve. There are some materials which need to improve are materials about pedagogical understanding, knowledge about condition of the placement, knowledge about psychology condition of children and society, survival skill and leadership skill. Therefore, IM need to improve some material in the training method to fulfill the gap.

3. To fulfill the gap, IM should add some material in which are needed and remove the material which less important. Overall, the material which really used just about a little because in real condition in deployment area often different from training material. So, the most important thing are training how to the CPM can adapting with new environment and fast learning about everything.

Recommendation

Based on the suggestion from alumnus of PM batch fourth and the evaluation of PM batch fourth's training activity, the writer gives recommendation as listed below:
- Repair the communication system of PM with the IM center, so that all the information is delivered clearly.

- When training is holding, it should be a direct evaluation to CPM. Everything which is lack can be revised immediately.
- Dynamic training is important because PM in every batch has different condition, so it will be more effective if PM is given the right material. For example, the first PM is expert in introduction strategy; the second PM must be expert in evaluation strategy, and so on.

In evaluation after the work period has been end, it will be better if IM accept the suggestion which are given from PM because the suggestion can be used for evaluation to make improvement in next batch.

LIST OF TERMINOLOGY

ABK   : Anak Berkebutuhan Khusus
Anak Jalanan   : Some kids which live in street, usually in a city
APBD   : Anggaran Pendapatan dan Belanja Daerah
APBN   : Anggaran Pendapatan dan Belanja Negara
BOS   : Biaya Operasional Sekolah
Calistung   *:* Baca, Tulis, Hitung
CEO   : Chief Executive Officer
CPM   : Candidate of Pengajar Muda
GIM   : Gerakan Indonesia Mengajar
Kopassus   : Komando Pasukan Khusus
KTSP   : Kurikulum Tigkat Satuan Pendidikan
PM   : Pengajar Muda
PMR   : Palang Merah Remaja
RPP   : Rencana Pelaksanaan Pembelajaran
SKKD   : Standard Kurikulum dan Kompetensi Dasar
UU   : Undang-undang

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