

LIVED EXPERIENCE OF ELEMENTARY SCHOOL TEACHER AT SD MUHAMMADIYAH KLATEN UTARA, INDONESIA

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Abstract

This study explores the five years lived experiences of elementary school teachers at SD Muhammadiyah Klaten Utara. The hermeneutic phenomenological study was used as an approach. The aim of the research was to explore how the elementary school teachers constitute their five years lived experiences at SD Muhammadiyah Klaten Utara. The research used repeated semi-structured in depth-interview as data collection. The data was purposively collected from elementary school teachers at SD Muhammadiyah Klaten Utara. The subsequent transcripts were analyzed using hermeneutic phenomenological approach. The outcomes of the research are

- 1. The practical problems found in implementation of continuously changed curriculum, during the last five years of the participants on teaching practise at SD Muhammadiyah Klaten Utara.*
- 2. The elementary school teacher is intrincating and demanding job.*
- 3. The use of technology in communication between teachers and parents helps the teachers yet it also creates an ethical dilemma.*

Keywords; *Hermeneutic Phenomenology, five years lived experiences, elementary school teachers, SD Muhammadiyah Klaten Utara*

1. INTRODUCTION

Teachers are playing important key in successful teaching learning process. Relatively research conducted in the area of teacher as profession, such as that done by (Manaf, 1996) has indicated that becoming teacher is essentially a unique experience that every teacher might have undergone an unlimited vast of situation and difficulties. Hence, the challenges and difficulties faced by teachers seem to be varied. There is a contested discussion among the researchers on how to address the issue. The job as teacher at early level is profoundly time consuming and demanding at the same time (Baiter, 2011). Looking at the complexity of the nature of the job, it is necessary to have better understanding on the profession. Adressing this issue from the perspective of the teachers themselves as the one who has lived the experiences of becoming teacher in elementary school is little discussed. Teacher is consistently supervised at all level

career by the “external” instruments such as curriculum, lesson plan and the like. This is might be correct but not always informative to understand the teachers as profession. It seems not to be only way to understand the teacher. The existed researches tend to be more focus on the factor from the outside of the teacher themselves such as the teaching style, teaching methodology or teacher experience competence under the general categorisation based on the school level where the teacher teach (van Braak, J., Tondeur, J., & Valcke, M. (2004).). For instance, teacher who teach in elementary school will be named under same categorisation : a teacher of elementary school without regarding wether they teach in full day private elementary school or in state elementary school. Accordingly, there seem to be different situation they may face in the classroom. A difficulty emerging from this perspective manifest in the lived experience of the teacher. For example, lived experience of a teacher at

full day private elementary school with 6 hours school time; from 7.30 in the morning to 2.00 in the afternoon is seem to be different from a teacher at state elementary school which has 5 hours school time but both are categorized as teacher of elementary school. Such a categorisation seem to conflate the diversity in the challenge teachers may face by elementary school teacher with different circumstances. Therefore, the current research tries to explore the lived experiences of teacher of elementary school in a particular school; SD Muhammadiyah Klaten Utara.

2. REVIEW OF LITERATURE

This chapter focuses on examining the review of literature on teacher of elementary school and the existing researches on the current research focus and keys issues related to the topic found from review of literature. The focus of the study is to explore the five years lived experiences of elementary school teacher at SD Muhammadiyah Klaten Utara. Therefore, in this review of literature, the highlights of the previous researches which address the issue of teacher at elementary school level is discussed. Looking at the review of literature, traditionally, teacher are encouraged to be ready to deal and overcome every situation in teaching learning process. They are given a life time job of implementing the curriculum. The quality of the teacher is regularly supervised and graded at all time. Nevertheless, how they experience the job is remain unvoice for long. The nature of the experience from their perspective is little discussed and explored. (See Salem, 2011, Borich, 2004, Hamdalah N, 2005)

3. RESEARCH METHOD

This chapter presents the research design for this study into lived experiences teacher of Elementary School. The chapter begins by outlining the purpose of the study and highlighting the research questions. The theoretical framework for the research design and its appropriateness to the study is explained. Methodological issues and challenges are considered. The purpose of this hermeneutic phenomenological study is to explore the five years lived experiences of

teacher of elementary school at SD Muhammadiyah Klaten Utara.

This study considers the research questions; “How do experiences teacher of Elementary School constitute their five years lived experiences at SD Muhammadiyah Klaten Utara?”.

The focus of this research is the exploration of the lived experiences of elementary school teachers at SD Muhammadiyah Klaten Utara. Given this concern, the research looks for an approach which is appropriate to explore the lived experiences. There are some approaches such as grounded theory Glasser (2007) and narrative (Riesman, 2008). However these were rejected for the reasons outlined below in favor of phenomenological study. The grounded theory is a research design which aims at generating a theory Glasser, (2007). While grounded theory aims at generating theory while the objective of this research is not at generating theory. Rather, the research aims to understand the phenomenon being investigated. Therefore, the grounded theory was rejected. In narrative approach, the structure of the story is the primary attention. Unlike narrative research, the focus of this research is to explore how the participants constitute their lived experiences. For this reason, a hermeneutic phenomenological study is designed to explain a phenomenon through human lived experiences (Van Manen, 1997). Unlike narrative enquiry which interpret the experience merely from the participants’ story, in hermeneutic phenomenology, participants(s) and researcher co-construct the meaning of the experiences being investigated.

4. FINDING AND DISCUSSION

The outcomes of the research are;

- a. The practical problems found in implementation of continuously changed curriculum, during the last five years of the participants on teaching practise at SD Muhammadiyah Klaten Utara.
- b. The elementary school teacher is intrincating and demanding job.
- c. The use of technology in communication between teachers and

parents helps the teachers yet it also creates a ethical dilema.

5. CONCLUSION AND RECOMMENDATION

In this study the writer set out to conclude the study with responses to the research questions. In this chapter the review of what the researcher has applied and learned from the research are reported. The purpose of this hermeneutic phenomenological study is to explore the five years lived experiences of teacher of elementary school at SD Muhammadiyah Surakarta. The findings from the study help me answering my research question in the following ways. The five years lived experiences of elementary school at SD Muhammadiyah Surakarta are constituted in three key issues.

- a. The practical problems found in implementation of continuously changed curriculum, during the last five years of the participants on teaching practise at SD Muhammadiyah Klaten Utara.
- b. The elementary school teacher is intrincating and demanding job.
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Further study focuses on the lived experiences of different elementary school is recommended. However, the replication of the research can be done by expanding the number of sampling and the length of the lived experiences to be investigated. This study raises new questions for areas of future study of understanding the teacher of Elementary School as a profession. The data which is not very descriptive due the greenness of the researcher's interview skill.

6. REFERENCE

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