

# Making a Difference through Civil Society: Result of Five Years Implementation of “Indonesia Mengajar” Movement

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**Abstract**—Indonesia Mengajar (IM) is a pioneer in civil society movement in education issue in Indonesia. The objective of this paper is to examine how IM creates engagement and behavior change within its five years of implementation. The findings show that IM uses Outcome Mapping as basic approach to aim its goals. IM focuses on identifying local facilitator, facilitating capacity building and creating network among facilitatorsto maintain sustainability. Engagement and behavior change are developed through sense of belongings. After five years, IM has reached further than just outcome level, yet at the impact level as shown by the commitment and contributions made by volunteers and partners.

**Keywords**—Behavior Change, Civil Society Movement, Engagement, Impact, Outcome.

## I. INTRODUCTION

SEVENTY years after its independence day, Indonesia is still experiencing problematic situation in education sector. The problem faced is about the distribution of teachers in the last miles area. The geographic situation and diverse living quality drive the unbalance distribution of education resources, including number of teachers and schools. The data shows that 21% of school in urban, 37% rural schools and 66% of schools in remote areas still lacking of teachers [1]

In 2009, Gerakan Indonesia Mengajar was founded as a social initiative whose goals included engaging society to develop education sector in Indonesia. Indonesia Mengajar was stated as a civil society based-movement, not just a program that addressed education issues, further it was expected to drive sustainable behavior change among education actors.

Reaching the fifth year of implementation, Indonesia Mengajar shows prominent position and image as a pioneer in education issue movement. It inspired many initiatives to implement almost similar activities in poor and remote area in Indonesia. Even more, it is recognized as a real movement that inspired other movement, including Teach for Malaysia, to learn from them. Thus, this study wants to examine how Indonesia Mengajar create engagement and behavior change within five years of implementation.

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## II. LITERATURE REVIEW

### A. Civil Society

Globalization drives the phenomena of civil society rising besides the dissatisfaction to political situation in many countries around the world. There are numerous Civil Society Organizations that have been leading in advocating principles of social justice and equity, but there are also ones that targeting intolerance and exclusion.

Hence, Civil Society evokes different meanings, yet the main term are pluralism and social benefit. Both, these ideas reflect myriad interest and identities present in society and the task to improve the condition better [2]. Civil Society has given voice to parts of the public who would otherwise have been largely or completely excluded at the global level [3].

### B. Behavior Change

According to Mc. Kee, behavior is defined as an observable act that determined by several factors such influence, cause and mediation. Research has shown that these factors will vary in importance for different behavior. There are two key internal behavioral determinants, knowledge and attitude that affect how human being act. Furthermore, culture plays a very significant and influential part in determining behavior. People’s behavior is guided by their personal values, governed by the pervading cultural values of their social group [4].

### C. Civic Engagement

The word “civic” according to Ahern and Joyaux refers to the obligations each of us have by belonging to a community. It means people vote and volunteer together to build a stronger community. Around the world, a growing number of people volunteering, that shows a good sign of civic engagement. The non-profit sector plays important role in civic engagement to create a virtuous cycle that happens when positive results continuously reinforce positive results [5].

### D. Indonesia Mengajar

Indonesia Mengajar invites and recruits most competent young people who have potential quality as a leader in all sectors to spend their one year of youth to serve as a primary school teacher in remote location and less living quality area in Indonesia.Indonesia Mengajar focuses on two things, education and leadership. Thus, these selected Young Teacher (Pengajar Muda) are given the opportunity totackle the challenges, obstacles and gain experiences from the grass root view that will shape their leadership skills. The one year

experience is expected to inspire them the whole life. In 2015, Pengajar Muda has reached 9<sup>th</sup> batch [6].

### III. METHODOLOGY

This is a qualitative-descriptive study that uses case study approach. In specific, this is an intrinsic case study, like Denzin and Lincoln (2009:201) said, intrinsic case study is started by interest of researcher(s) to the specific case. In this research, the interesting case is on how Indonesia Mengajar creates engagement and behavior change within five years of implementation. Data collection was done by in-depth interviews and literature study.

### IV. RESEARCH AND FINDINGS

Indonesia Mengajar (IM), founded by Anies Baswedan, has vision to motivate society to be actively involved in any efforts that aim to bring forward education sector in Indonesia. The missions are first, to promote better and sustainable educational behavior change in targeted entities. Second, to develop networking among young leaders who have world class competence and grass root understandings. The last one is to promote social movement on education in Indonesia.

When it was developed in 2009, the design team has constructed Outcome Mapping as basic approach which was in line with the goals. The significant distinction on this approach compares to others framework is the ability to be adjusted based on the field needs. By using the Outcome Mapping, IM will be able to measure not only the quantity aspect of its implementation but furthermore to measures behavior changes based on involved actors. The Outcome Mapping will describe the relations and dependency among Pengajar Muda (Young Teacher), students, teachers, school principal and stakeholders. Sustainability is developed through identifying local facilitator, facilitating capacity building and creating network among facilitators. The organization structure of IM is constructed slim whereas under the Executive Directors are Public Engagement, Sustainability Engagement, Partner Engagement and Internal Engagement. The divisions are named "engagement" to keep the spirit of engaging others.

IM is supported by partners and volunteers. Among the partners are include Bank BNI, Bank Permata, Nutrifood, Wijaya Karya (contractor company), Kompas-Gramedia (media group), Chevron Pacific Indonesia, Citibank, Indosat (telco provider), Blue Bird Group (transportation provider company), etc. Volunteers are include Pengajar Muda, Public Contribution volunteer and any other type of volunteer such as those who are involved in regular and special events. Relawan iuran publik (public contribution volunteer) are those who committed to contribute regularly some amount of money, starting from IDR 50,000 up to maximal of IDR 1 Million per-month. The target are people who have courage to perform real action for better education in Indonesia. So far 1694 volunteers are registered and contribute, coming from various background such civil employees, private employees, students and alumni of Pengajar Muda. By activating this type of volunteers, IM wants to create sense of belonging so that people can feel that this movement are theirs and everyone are involved (engaged) and their behavior will change towards the

education issue.

After four years in implementation, it shows that there is a real collective movement in five supported regions. Productive collaboration appears in all supported regions, showed by interaction among actors. Thus, in the fifth year, IM will exit from these five regions that are firstly supported and identify new regions in needs. Further, initiatives are increasing as actors are committedly provide their support in term of time, skill and even money to take part in the movement. For instance, Inspirasi KG which is initiated by a media company, Kompas Gramedia (KG) that has been in partnership with IM, as media partner, since 2013.

The first concept of Inspirasi KG was inspired by Kelas Inspirasi, one of the program of IM that involve volunteers from professionals to share their knowledge and experiences by telling inspiring stories to elementary school children. Here, people from many different professions are expected to tell about their job, their contributions to society, their struggle or any other interesting experiences and achievements in a way that can be absorbed by and inspired students. In implementing this event, KG includes its corporate values to be shared too, that are caring, credible, competitive, competent and customer delight. It turned out to be a successful event as it involved 140 volunteers coming from different business units of KG, in Jakarta, Bogor, Depok, Tangerang and Bekasi to share their stories in ten elementary schools within those area. Following this success, other companies approached KG to learn from them as they are willing to conduct a similar event.

In the end of 2014, IM conducted Forum Kemajuan Pendidikan Daerah, a forum where all local facilitators will meet and do the mapping. In 2015, IM will conduct Festival Gerakan Indonesia Mengajar in 17 regions that will involve volunteers in managing the event. The objectives of this event are to enhance capacity, to assist local initiatives, information access and networking.

### V. CONCLUSION

Time is needed to see the result of a program. Where are we and are we on track, those are common questions in evaluation. IM put concern on how they will evaluate the result by using outcome mapping. The outcome is defined by Rogers as the likely or achieved short term and medium term effects of a program or policy's outputs. While, output is the immediate effects of program/policy activities, or the direct products or deliverables of program/policy activities [8]. Here, IM focuses not limited to number of regions supported or number of Pengajar Muda sent to the regions but on the quality of interaction and collaboration. Behavior change is shaped by the condition in the field, as described that enabling environment is crucial towards involving people in evolving behavior [4]. Thus IM equipped Pengajar Muda with grass root understanding as well as world class leadership so that they can create the environment in field.

After finishing the first five year of implementation, IM involves all the actors to review and planning further. The tactics used is by conducting event, while the approach is participatory. Guijt described participatory approach means involving stakeholders, particularly the participants in a

program or those affected by a given policy [9]. The lesson learnt from the field will be beneficial for next planning, yet the decision on who are going to be invited in such event should be think carefully as it is supposed to be an evaluation anyhow.

Indonesia Mengajar internally has reached the outcome they planned in the beginning but externally it has reached the impact level. According to Rogers, impact as defined by OECD-DAC definition (2010) is positive and negative, primary and secondary long term effects produced by a development intervention, directly or indirectly, intended or unintended [8]. The blooming of other movement inspired by IM and what was done by partner (KG) are impact of IM movement. The commitment of volunteers in any events conducted and contributions are also an evidence.

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