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Professional “Gotong Royong” Cooperation and Representation
for Teaching “Local Content” in Aceh, Indonesia.**

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Investigating the Potential of Social Media to Facilitate Professional “Gotong Royong” Cooperation and Representation for Teaching “Local Content” in Aceh, Indonesia.

Christine Pheeney¹

ABSTRACT:

This study was designed to investigate the potential of social media to support teacher professional learning for local content studies in Aceh, Indonesia. Data was collected from 381 primary school teachers from both urban and rural teaching locations. Davis’ technology acceptance model and social network theory were used to develop the survey and focus group discussion questions in order to provide knowledge about teachers’ experiences and perceptions. In this mixed method research, teacher responses were analysed through the constructs of current practice, social media readiness, and support preferences. The results show that social media has the potential to empower teachers in undertaking professional learning for local content studies. These results promote that harnessing social media to the traditional culture value of ‘goyong royong’, loosely translated as cooperation and mentoring values, will facilitate teachers’ abilities to professionally interact, collaborate and learn with one another and other stakeholders. However this potential must be activated. Doing so could assist in people-centred support for teachers’ learning and the teaching of local (and cultural) content.

Key words: Indonesia, Social Media, Teachers, Professional Learning, Local Content

Introduction

As an experienced teacher, I volunteered in education capacity building roles with the Australian Volunteer for International Development (AVID) program in Banda Aceh, Indonesia, for over four years. From 2010 to 2012 I was based at Syiah Kuala University, working beside lecturers, teachers and trainee teachers in Teacher Training and In-service Activities.

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I observed teachers both struggling to respond to mandated changes in local content studies and simultaneously actively using Facebook (a social media tool) on their mobile devices. These observations lead to the instigation of the research presented in this paper – to investigate the potential application of social media resources to support teachers’ professional learning in local content or cultural studies.

Representation is a central theme of both the local content curriculum studies and the medium and mode of communication, which could potentially activate effective implementation. This theme of representation is evident in literature. In this paper I present excerpts which convey elements of the context, resource opportunities and current dialogues which shaped the research conducted, with the hope for equitable and functioning cooperative professionalism (or ‘gotong royong profesional’) for teacher learning in local content/cultural studies.

Literature Review

Globalisation is a term widely used to describe the current state of the world, involving interactions of economy, immigration, information and ideas, technology and social relations (Reich, 1998). Although globalisation has existed for centuries, the intensity and acceleration of exchange has increased over the last few decades (Doku & Opong-Asante, 2011). Governments, education departments and researchers internationally struggle to understand changing society and ways of learning, in order to pursue equitable quality education (Cheng, 2004).

Various academics discuss the many and varied effects of globalisation on education (e.g. Kress, 2008; Luke, 2004; Aman, 2013; Cazden, 1996). Amongst them, Shome and Hedge (2002) ask, ‘How does globalisation force us to rethink culture in new ways and through new problematics?’ In their studies, they summarise that globalisation is not a homogenous or uniform phenomena, and that there is no single answer to how globalisation complicates, or even throws into crisis, the notion of culture.

Also grappling with globalisation, Doku and Opong Asante (2011) from Ghana assert that ‘globalization is somehow a vital step toward both a more stable world and better lives for people in it’ (p.1). They explain that, in the borrowing of values, morals, skills and

competencies, a sense of belonging is created in both local and global cultural identities. They are cognisant of globalisation trends and the influence on individual and collective psychological functioning. They stress the need for conscious attention to systems that promote global unity while retaining local identity, and state that cultural identities are not static and that globalisation presents taxing challenges to the human psyche.

The notion of “Bhinneka Tunggal Ika” (Unity in Diversity) is the foundation and philosophy of the nation of Indonesia, which was instated in 1945, when the Indonesian state was declared, consolidating an archipelago of culturally diverse islands into one country. In continuing to strive towards this proclaimed constitutional ideal, recent additions to education law and policy explicitly direct teachers to implement local content studies related to the demographics of the regions (Sari, Fitriana and Susilowati, 2010). These initiatives focus on making learning meaningful by fostering cultural expression appropriate to students’ needs, backgrounds and environment. The task, however, is huge and increasingly complex with growing impacts of globalisation. Proceedings from the Vientianne Seminar (2003) summarise that teacher professional development activities, as well as currently used professional resources, are inadequate for the representation of diverse cultures and teacher preferences and needs, and that, as a resulting, effective implementation of the directives is not widespread.

The *New London Group* (NLG) in 1996, were one of the earliest groups to consider the challenges and opportunities of local diversity and global connectivity in regard to education. They assert that ‘to be relevant, learning processes need to recruit, rather than attempt to ignore and erase the different subjectivities...’ (The New London Group, 1996, p.9). The NLG argue that educational outcome disparities can be perpetuated by traditional programs which are limiting, usually with monolingual and monoculture forms. They argue that ‘issues of differences become critically important in reaching objectives to create learning conditions for full social participation’ and that ‘the proliferation of communications channels and media supports and extends cultural and sub-cultural diversity’ (The New London Group, 1996, p.1).

Following on from the NLG, International response to globalisation challenges includes dialogue from the World Education Forum, in the year 2000, which asserted that

“Information and communication technologies (ICT) must be harnessed” (p.21) to meet collective education goals.

In order to harness ICT and generate change and improvement, education systems are presented with significant opportunities and challenges. In considering practical elements needed to achieve school change, Datnow (2011) argues that teachers must be active, asserting ‘collaboration and collegiality are essential for school improvement’ (p.2) and that ‘capacity building approaches need to be differentiated, and (that) a one-size-fits-all approach certainly does not work’ (2011, p.9).

Further elements were considered by other researchers: Hargreaves (2004) asserts that ‘support systems of training, mentoring, time and dialogue’ are essential (p.288). Clark (1998) argues that both large and small networks are essential for the generation of new ideas and ongoing support.

Concurrently, social media is an emerging resource offering networking strategies and learning tools that facilitate interaction and collaboration in both small and large groups. Cociolo (2009) asserts that use of ‘social media tools promote(s) the formation of participatory cultures by making the cultural, intellectual and creative work of the community visible and that visibility in turn encourages people to participate’ (p. 2). He explains that ICT participatory culture is about sharing widely and drawing people into collaboration. Yamamoto and Karaman (2011, p.5) suggest that social media offers learning tools that facilitate interaction and collaboration, and these can be applied to ‘detangle’ problems, pursue alternative solutions to problems, and design individualised education programs to tailor to population needs. Concurrently, growing bodies of international research report that social media teacher networks have been successful in developing professional learning.

Within the Indonesian context, the use of social media as a personal communications tool has been rapidly embraced, with 74.6 million Indonesian users and projections of 100 million in 2015 (Tech in Asia, October 30, 2013). Opportunities for new learning contexts are being facilitated via expanding network coverage and mobile network providers, giving unlimited social networking access to sites such as *Facebook* and *Twitter* (Sari, 2012). Despite significant challenges in providing professional development to remote, dispersed

Indonesian teachers, the use of ICT and social media for professional teacher development in Indonesia has not yet been harnessed.

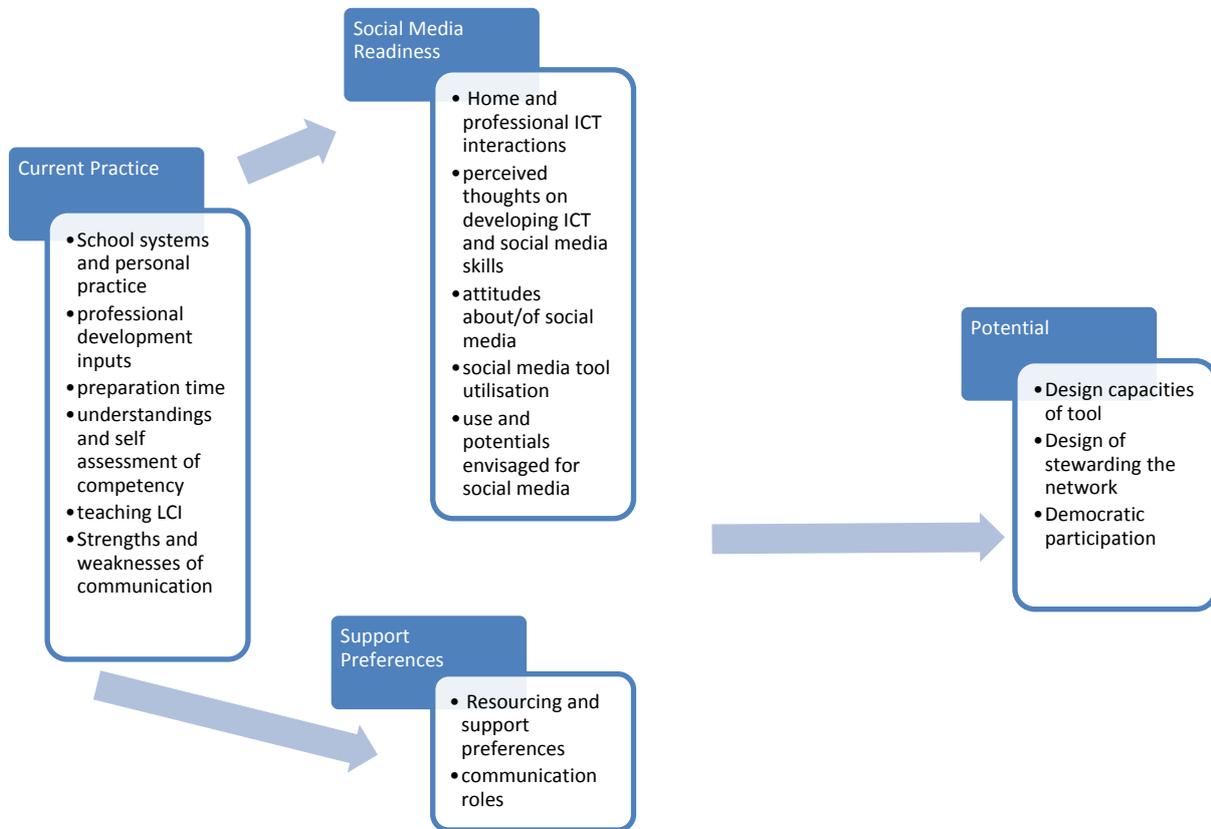
Many studies of social media have been conducted within developed world contexts. Hofstede and Hofstede's (2005) cross-culture research notes that national cultures differ and that these differences have implications in behaviour relating to organisational and management strategies. Similarly, Zhao and Rop's (2001) study of online teacher learning networks notes that an understanding of the issues of the community is essential. Therefore, in working towards opportunities to harness social media for teacher professional learning, study of Indonesian communities is needed.

Methodology

In order to investigate the potential use of social media for teacher professional learning in the task of implementing Local Content studies in Aceh, Indonesia, Davis' technology acceptance model was used – with attention to gathering data about the community of teachers – to develop the survey and focus group discussion questions. Specific questions about teachers' experiences and perceptions were developed to study teacher behaviour and interrelationships. The necessity of collecting data about teacher interrelationships is highlighted in Choi and Chung's (2013) study of social network sites (SNS). They noted that 'Unlike many other TAM study settings, in which a given behavior is largely dependent upon people's internal motivations, accepting and using SNS is inherently related to other people' (p.7).

Therefore, the design of the conceptual framework for this research incorporates TAM and community variables. The conceptual framework, with focus on teachers' experiences and perceptions, which is my adaption of the TAM, is illustrated in Figure 1.

Figure 1: Conceptual Framework Constructs



In this framework, three constructs interact and contribute to the research goal. The constructs relating to the teachers in the community and their task and context are current practice, social media readiness and support preferences, as shown within the white rectangles. Potential, the research goal, is also within a white rectangle, showing that integrated information constructs work towards developing an assessment. Items within the shaded rectangles provide foci for the collection of data on the sample group’s characteristics through the parameters of previous studies. The responses from the current practice construct provide foundational information about teachers’ experiences in the task of implementing local content studies. Further teachers’ experiences relating to the access and utilisation of ICT resources, as well as teachers’ attitudes to social media, are gathered in the social media readiness construct. Within the preferences construct, information on teachers’ perceptions of external structures and supports, as well as individual behaviours and intentions, were collected. The combination of responses from these three constructs

provided trends and themes, enabling assessment of the potential of social media to support teachers in professional learning for local content endeavours.

Research Design

To consider the potential of social media, it was critical to access information about the general activities of teachers related to professional learning in implementing local content and examine their experiences and perceptions. This study, therefore, employed mixed method research design, combining qualitative and quantitative methods to gain a deeper understanding of teachers' practices and perspectives in responding to local content studies.

To explore and describe the teachers' views and experiences within the current practice, their social media readiness, and their support preference, I devised research items under these three constructs, with 'teacher background' items added to provide demographic details. These constructs guided the design of research items and are reflected in both survey and focus group items, as shown in Table 1. Each of the four areas were divided into subgroups, items developed, and assigned collection methods. Two instruments were developed to collect data for this research. These instruments were a survey questionnaire and questions for focus group discussion.

Research Area	Sub-groups of Research Exploration	Data Collection	Purpose
Teacher Background	Age, Gender, Teaching Location, Teacher and Student Ethnicities	Survey: 6 items	Understand different groupings
Teacher Current Practice	School systems and personal practice	Survey: 8 +15 items	Document/measure current practice activities for consideration of what shared understandings exist; levels of benefit in current practice; competencies and understandings needed to develop; what systems are functional
	Professional Development Inputs	Survey: 8 items	
	Preparation Time	Survey: 2 items	
	Understandings and Self Assessment of Competency	Survey Open Response: 2 items	
	About Teaching Local Content	Survey Open Response & Focus Group Discussion	
	Strengths and weaknesses of current communication	Focus Group Discussion	
Teacher Social Media Readiness	Home and Professional ICT interactions	Survey: 8 items	Measure access and interaction; perceived usefulness/attitudes to social media and ease of use; existing skills; scope; mastery and employment of social media that could be expanded
	Perceived thoughts on developing ICT skills	Survey: 8 items	
	Attitudes about/of social media	Survey : 6 items	
	Social media tool utilisation	Survey: 10 items	
	Use and potentials envisaged for social media	Focus Group Discussion	
Teacher Preferences	Resourcing and Support preferences	Survey: 13 items	Perceived usefulness of social media; compare preferences with social media offerings; design elements for potential needs based models
	Communication areas most needed to fulfil your role – socialisation; dissemination; advocacy; support	Focus Group Discussion	

Table 1: Breakdown of Research Areas, Collection Method & Purpose

Data Collection and Ethical Approval

A target sample size of 400 teachers was identified based on research by Leedy and Ormrod (2010), who argue that in identifying a sufficient sample size, where the population is over 5000, a group of 400 is adequate to facilitate reliability of data and equitable representation for background, age, access to resources and training. Within this sample of 400, I

considered that a study of two groups representing the population of primary school teachers in Aceh was appropriate. The sampling groups composed of 200 practising teachers in urban areas, and 200 in rural areas. Working with the Acehese Board of Education within pre-scheduled trainings, teachers were requested to voluntarily respond to a photocopied survey and lead through survey sections.

In studying the characteristics of these groups, I hoped to identify similarities and differences between these groups within the larger investigation of the potential of social media to support teachers in Indonesia in LCI.

To integrate the strengths of quantitative and qualitative research, I was faced with the challenge of integrating the extensive data collected, keeping the balance of detail and statistics and conveying these. Therefore, collection of collaborative reflection from teachers was limited to two smaller groups – one from each sample – participating in focussed group discussions.

Ethical clearance through Griffith University was sought and approved, subject to local permission (Protocol Number EDN/86/12/HREC). Gaining local permission required and was given clearance from multiple groups. Ethical considerations, as set out in the submission to Griffith University, were employed in undertaking the survey and in all communications with participants to protect the rights of the participants, minimise risks, and ensure that the research was conducted in a fair and equitable manner.

Data Management and Analysis

An embedded design analysis was used for this research, with concurrent timing of data collection and equal emphasis given to all the design elements (conducting the survey and focus group discussions back to back with predetermined items). Both quantitative and qualitative data and forms of analysis were used in developing a response to the research question.

Collected quantitative data from the written questionnaires was input into an Excel spreadsheet and SPSS21, a computer statistics program, to assist in statistical analysis of much of the questionnaire data. The frequency of teacher responses is presented as

statistics, displayed with graphs and charts, together with commentary of the highlights of the responses.

Qualitative data was collected in open responses from survey and focus group notes recorded by a local assistant during the discussion. The local assistant made notes during the course of the discussion which I lead. To ensure common understandings within the discussion, the assistant re-read the notes, and asked teachers if these were correct, adjusting if necessary. After the data collection, I met with the assistant to ensure the accuracy of language and cultural understanding in translating the recorded data.

Each response from open response items and discussion groups was analysed. This analysis was used to develop themes. These themes were used to describe teachers' experiences and perceptions related to the constructs of current practice, social media readiness, and support preferences. The themes were also combined through a constant comparative approach to capture elements involved in the teachers' learning and activities in the implementation of LCI. Teachers' quotations were used to elaborate and clarify combined results. Additionally, themes were coded by open coding categories. The codes were based on words contained in responses and were used with their frequencies to create quantitative trends of responses.

Data from the questionnaire and focus group discussions has been integrated within related areas, within the results and discussion sections. The findings of the quantitative and qualitative data were integrated in the results section, as the combination of data allows for the five major features of mixed methods research: triangulation, complementarity, initiation, development and expansion (Johnson and Onwuegbuzie, 2004).

Results

Demographics

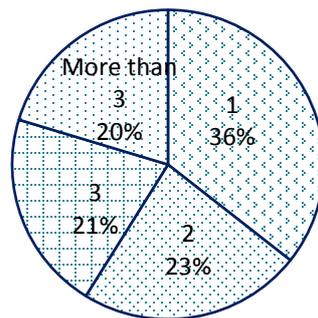
As participation within the survey was voluntary, of the 400 survey forms given out: Questionnaires were provided to 200 teachers working in the city, and to 200 teachers working in rural areas, the response rate was high at 95% (n=383) with 190 from city and 193 from rural locations. The mean age of the city teachers was 38 years (age range 21 to 59 years). The mean age of the rural teachers was 46 years (age range 30 to 58 years). The

combined mean age was 42 years. The gender composition of the teachers was 77% female, 23% male. There was no marked difference noted in comparison of teachers' gender from this study to the overall teacher population in Aceh: provincial gender statistics are 76% female and 24% male. Most of the teachers were Acehnese ethnicity (88%), the second largest teacher ethnic group was Javanese (9%), other ethnicities were Aceh/Arab, Aceh/Java, Aceh/Padang, Arab, Batak, Gayo, Melayu, Minang, Minang/Mandailing, Nias/Batak, Palembang and Sundanese.

Participation in focus group discussions was also voluntary and volunteers from different schools (city) or districts (rural) were engaged.

The number of student ethnicities in classes is presented in a pie chart in Figure 2.

Figure 2 Number of Student Ethnicities in a class



In total, 26 specific groupings of student ethnicities/backgrounds were recorded, with a total of 35 different ethnic/background combinations within classes. Table 2 lists the student ethnicities and background locations. Some teachers, when asked to name the specific cultural groups within their class, recorded up to seven specific groups, others wrote six groups and then added 'and others'. The school classrooms include a very culturally diverse student population.

Table 2 Student Ethnic Groups

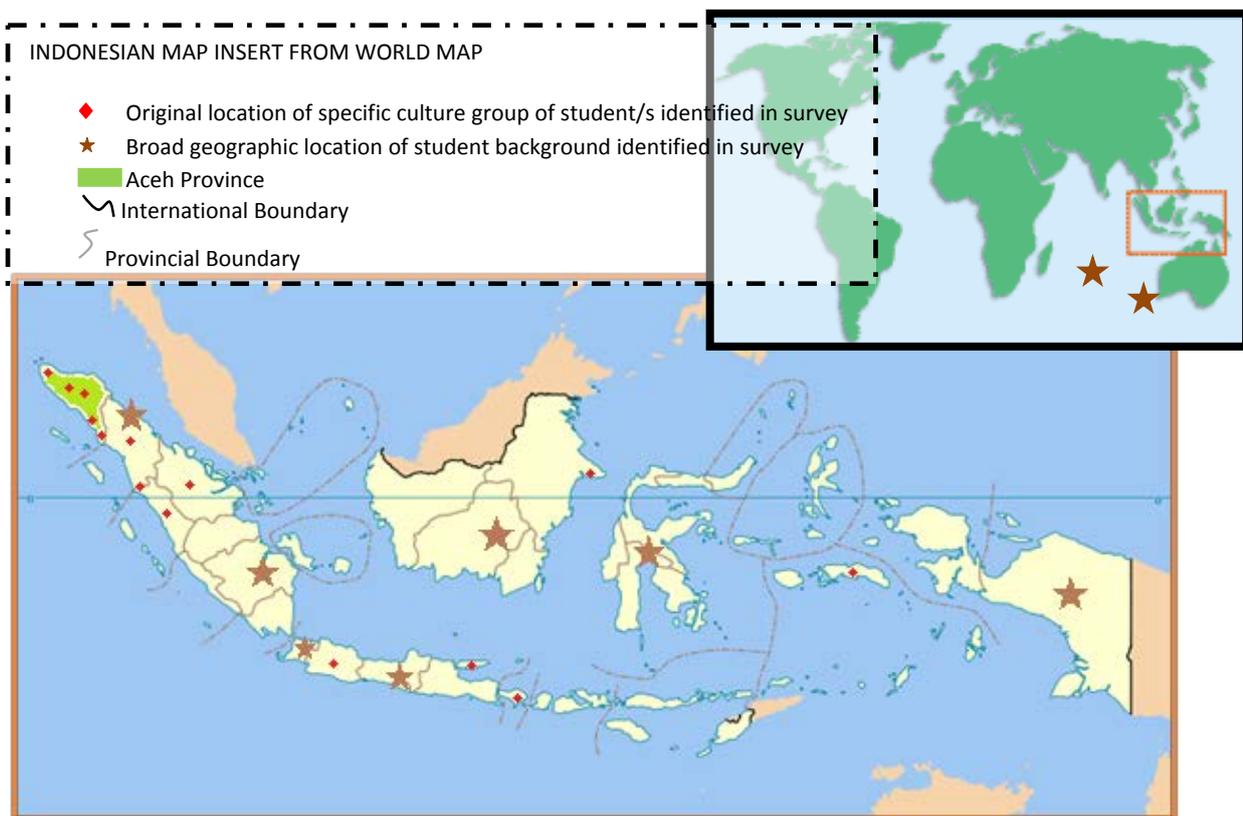
Aceh	Alas	Ambon	Bali	Bantan
Batak	Betawi	Bugis	China	India

Gayo	Gayo Lues	Jame	Java	Kalimantan
Korea	Madura	Mandailing	Melayu	Minang
North Sumatra	Palembang	Papua	Sulawesi	Sunda
Thai	'and others'			

Note: Chinese and Indian groups describe ethnic groups that have resided in Indonesia over multiple generations

Figure 3 displays the identified traditional cultural locations of the students' ethnicity and geographic background locations. The teachers' responses of broad geographic location/s indicate limited depth of ethnic/cultural literacies.

Figure 3 Traditional Cultural and Geographic Locations of Students



As described above, there were numerous items the teachers were asked to respond to. I have selected a few interesting results which enable us to develop discussion and draw conclusions on the potential of social media to support teachers in implementing local

content studies in Aceh, Indonesia, presented under the three constructs: 'Teachers' Current Practice', 'Social Media Readiness' and 'Teacher Preferences'.

Teachers' Current Practice

Teachers currently receive and seek professional development through a variety of inputs and rate these with varying levels of benefit. On reflection of their own practice, teachers shared openly about their activities, challenges, ideas and understandings of mastery. Responses are illustrated in Figures 4 and 5. On average, teachers spent more time in individual preparation than with colleagues, and individually sought professional development within their contexts. Teachers showed a very high level of agreement (94%) to 'I have responsibility to keep learning', including the highest level of 'strongly agree' shown within the survey, at 31.4%. In the 'I struggle to locate resources' item, the teachers also show high overall agreement, at 86.2%. Items relating to benefit and practice in staff collaboration activities also had high overall agreement: 87.3% in the 'benefit from reflection with colleagues' item, and 89.7% in 'I seek advice at meetings'.

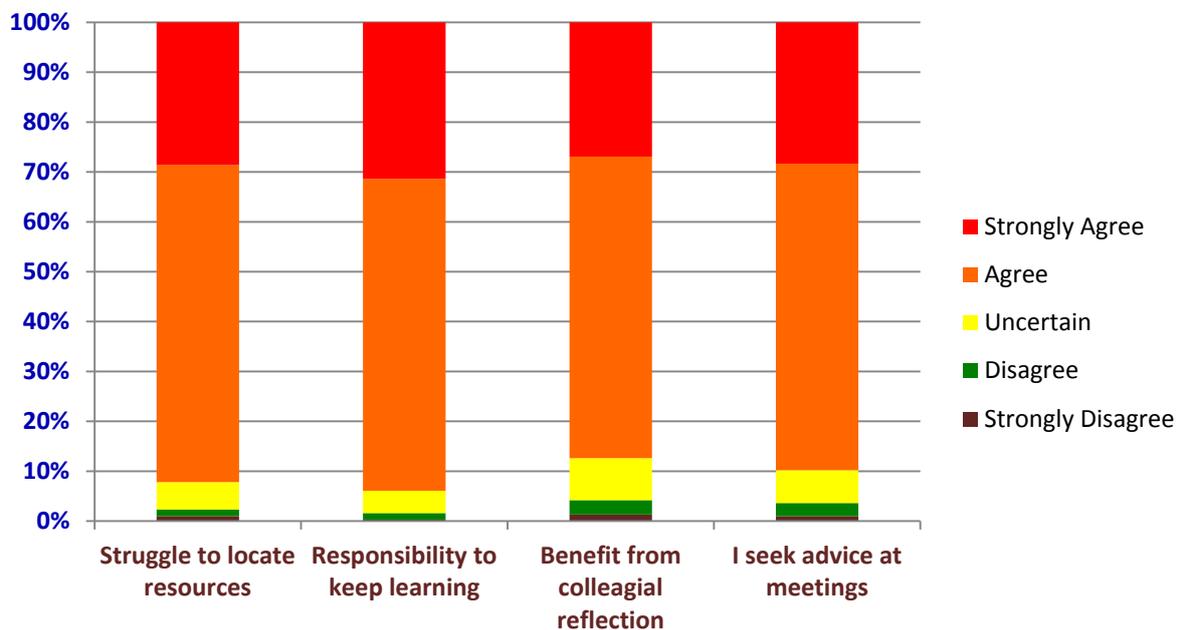


Figure 4 Teachers' Current Practice

In items about the benefit of 'Written Input', quite high responses of benefit were recorded from specific groups. This was highest amongst the 40–49 age group, with 50.8% utilisation;

54.1% of males and 51% of rural teachers (compared to female teachers at 37.6% and city teachers at 31.7%). In the 20–29 age group, 10% rate 'written input' as being of no benefit.

Self-Assessment of Competency – Local Initiative Competencies

In an open response item asking if teachers would describe themselves as competent, results were varied; 52% of the responses were ambiguous.

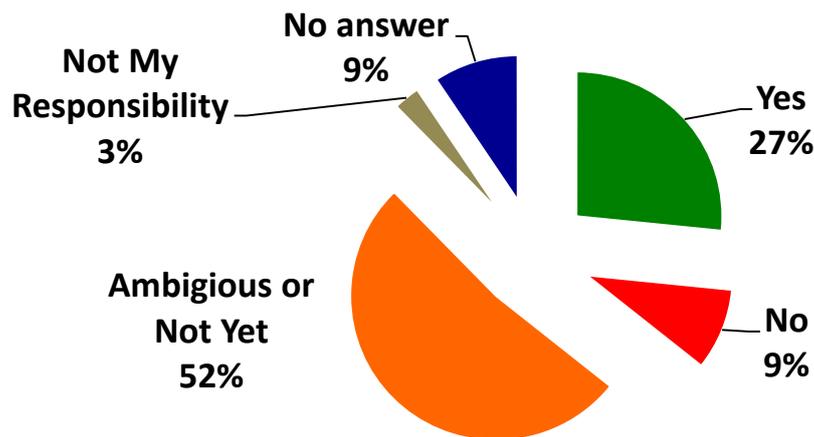


Figure 5 Teachers' Self-Assessed Competency in Local Content

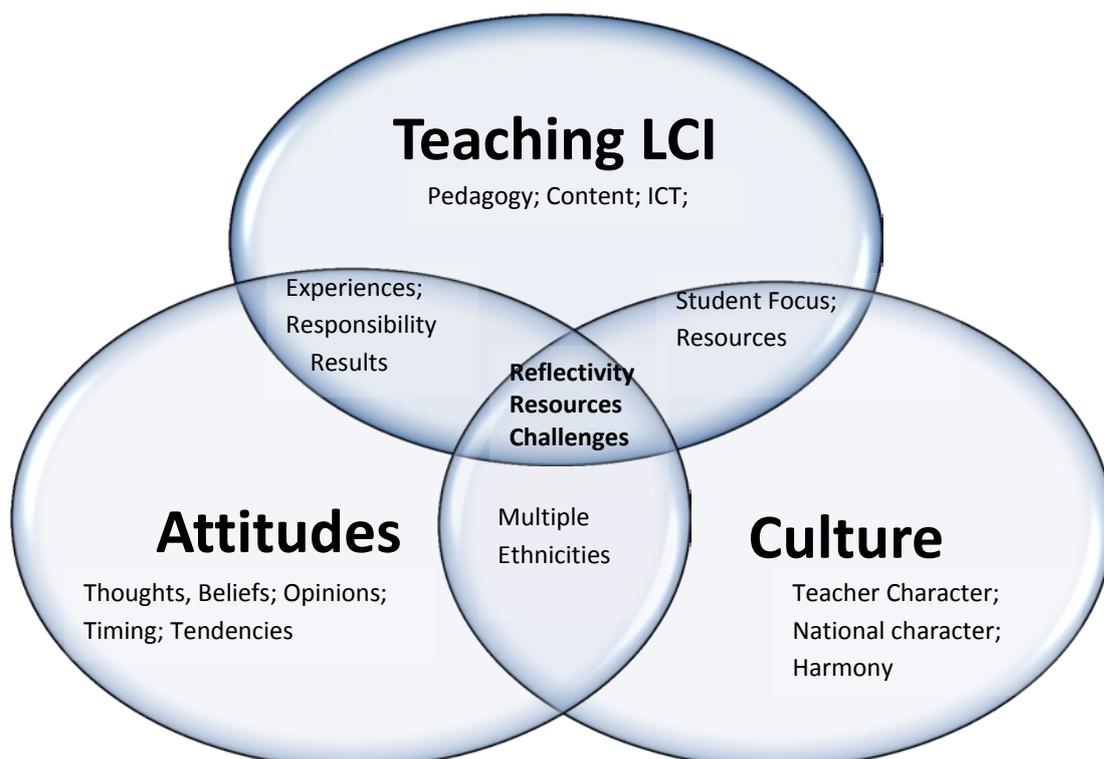
Comments related to LCI not being the teacher's responsibility included remarks about LCI being the responsibility of teachers who teach regional dialects or traditional arts and crafts. The ambiguous responses included an overt 'not yet' within comments, as well as responses where a list of skills or behaviours was given, or comments that measuring competency is not their responsibility but rather it the task of others.

The teachers' responses to open ended questions in the survey provide further insight about their thoughts regarding environmental factors/cause and effects impacting their current practice. For example, one teacher commented: *Our school is not at a desirable level because resources are minimal and we need training.* This response, of requiring further development and resources, was voiced by many teachers and often included specific challenges relating to locating age-appropriate cultural resources.

Teachers' Open Responses to Teaching LCI

The teachers provided rich reflective statements when sharing information about their LCI teaching learning activities, ideas, success stories and challenges, with responses analysed into themes. Twenty themes were assigned, which were then concentrated into three inter-related concepts (see Figure 6). The three concepts are: beliefs, teaching, and culture. The concepts capture the teachers' attitudes, focus, and context in implementing LCI and broadly synchronise with elements arising in social learning theory. The social learning theory elements can be identified as: teachers as learners with beliefs and opinions, as the 'agent', implementing LCI as the 'activity', and culture as 'the world' where the learning takes place. In this study, the focus is on the potential of learning in social media. Responses collated in the diagram show difference facets of teachers' understandings, ideas about, and implementation of, LCI. The variety illustrates the dynamics involved in social learning for the task of implementing LCI. The overlapping aspects of the diagram (figure 10) reveal integrated factors which are pertinent to teachers' learning and the implementation process.

Figure 6 Integrated Themes – Provided Open Responses Regarding Experiences Implementing LCI



Within the 'teaching' concept, themes such as content, pedagogy, results, resources, student focus and motivation, use of ICT, lesson ideas, and challenges were discussed. Some of the teachers' comments aligned directly with content from department documents:

A competent teacher follows principles described in the curriculum.

A competent teacher's students master the characteristics of the physical, social, moral emotional and intellectual learning.

A competent teacher is creative and active and takes advantage of time relevantly.

A teacher must be able to adapt to the situation and the policy.

Teaches with PAKEM (learning that is Active, Creative, Effective and Enjoyable – promoted in trainings).

Someone who follows programs, structures and plans with indicators, lesson plans and assessment.

While other comments asserted the need to supply a curriculum:

To teach there must be a curriculum so that we can teach what is appropriate for our culture.

Some teachers gave detailed responses about specific lessons or activities they have employed in teaching LCI or in finding resources:

Teaching that is appropriate to the area's culture, for example in my area I try to search for ways to weave and install (fish) traps, so I collect resources such as woven objects and traps.

I take children to different historical sites to help them learn local content and use beautiful illustrations.

Other teachers focussed on resourcing. Some voiced challenges, while optimism was often shown once resources become available:

Every teacher should be developed and given training with local content curriculum in order to encourage motivation to continue to work.

Each of us has to make lessons appropriate to the perspectives of the locations, including lots of stories and games.

Our school is not at a desirable level because resources are minimal and we need training.

Responses varied in concepts related to the integration of LCI. Some teachers made statements about increased student motivation influenced through implementing LCI via integration in general teaching and subjects:

LCI is beneficial because it keeps the children on task. It's very clear and easily understood by children.

I would really like to teach local content because it looks like the children would be happy and delighted in learning.

Other teachers stated that they considered that the implementation of LCI should be segregated, limited to teaching regional language and arts timetabled subjects.

Many teachers identified knowledge and use of the Acehnese language as problematic. Some these comments related to their own lack of knowledge of Acehnese, including teachers of Acehnese ethnicity. Language variances within Acehnese and the reality that Acehnese is mostly an oral language were also noted as being a challenge.

Responses given within the 'culture' theme spoke of teachers' characters, location appropriate teaching, language, national character, and harmony with ideas and challenges in teaching LCI. There was a mix of contrasting statements relating to teaching of culture, with some teachers making statements focussed on preservation of Acehnese culture and others emphasising difficulties and the importance of providing resources for multiple ethnicities.

We need to teach for our own cultural perspective.

A teacher that understands what is important, teaching local content to the children

When I teach it is a challenge to teach many ethnic backgrounds appropriately. I try to have active and creative students.

Challenges in locating age-appropriate cultural resources were also noted.

Responses within the 'beliefs' concept provide an insight into teachers' attitudes, opinions, sense of responsibility, understandings, and hopes:

When I think about LCI I am happy, I want to learn and teach local content more.

My opinion and my experiences tell me that LCI will be a great benefit to the community.

Someone who is always trying to improve.

Some teachers focussed specifically on other people related to their role:

The students must be disciplined, diligent and cooperative.

A competent teacher is valued by students and their parents.

A competent teacher can present lessons effectively so that children easily understand.

The unique elements of the learning with which the teachers are engaged in the task of implementing LCI are presented in the themes and teachers comments. The teachers' comments capture their levels of engagement, areas of expertise, their understandings of the task, and the contextual tools they consider to be involved. The teachers' discussion provides insight into factors which are currently hindering and fostering their learning. Hindrances include lack of common understanding of the clarity of the task, responsibility and language conventions, as well as lack of resources and direction. Perceptions of LCI increasing student motivation and the valuing of cultural heritages are considered to contribute to the fostering of some teachers' learning and implementation.

Social Media Readiness

Responses to items relating to teachers' interactions with ICT showed that 80.4% of the teachers have some experience with ICT presentations; over 99% of these teachers noted this as being beneficial overall. Their familiarity, access to, and interactions with ICT were highest when specifically relating to PowerPoint presentations, computers, and mobile phones. About two-thirds of the teachers (64%) have registered that they have access to a computer at work, with 45% listing this as extremely beneficial. Access to the internet at work averaged at 39.2%. Teachers' mobile phone use and ownership was almost ubiquitous, at 97.6%. Social media, using at least one of the survey identified tools, is already being used by 44% of the teachers, with many using the tools daily in their personal or professional activities.

Teachers' responses to items about their perceptions on the ease of use and the ease of developing ICT skills are shown in Table 3. Variation is shown, with some teachers showing confidence in developing ICT skills independently and others responding that they require assistance.

Table 3 Developing New ICT Skills; and Attitudes to Social Media Items

Strategies–	N	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
When it comes to using ICT, I think I could use new software/sites ...						
(Teachers were asked to indicate their feelings/thoughts about each statement by marking the appropriate circle –within a 'likert' scale.)						
Even with no-one to tell me what to do	381	3.2	29.3	22.4	34.8	10.3
If I had a manual to refer to	381	.3	4.0	12.7	58.5	24.5
If I have seen another use it first	379	1.3	7.9	18.8	50.5	21.4
If help is available	379	2.1	5.6	14.3	52.1	25.9
If I was helped to start	379	1.6	2.4	10.8	46.5	38.7
If I have a lot of time	378	.3	3.7	16.1	49.7	30.2
If there's program help	377	.8	3.4	17.2	51.5	27.1
If shown how to	379	1.3	4.5	16.9	43.3	34.0
Attitudes						
Learning social media won't take long	377	4.0	22.3	12.2	43.2	18.3
Social media is flexible	378	.8	4.0	14.3	60.1	20.9
Social media is enjoyable to use	377	0	.3	6.4	68.2	25.2
Use social media for personal communication	376	.5	12	17.3	52.9	17.3
I want to join social media professional group	376	.8	1.3	5.6	56.6	35.6
I want to access resources with social media	377	.3	.8	4.5	54.2	40.2

Generally there is a high level of perceived usefulness (81%) and perceived ease of using social media (93.4%). Most teachers (92.2%) would like to join a social media professional group, with a similar number wanting to access LCI resources via social media (94.4%).

The survey showed variety in the use and frequency of social media. The results are presented in Figure 7 and Table 4. Facebook is the most popularly used tool, with 169 users or 44.4% of the survey participants; 59.6% of these users interact daily or several times daily. YouTube is the second most popular tool, with 106 users, 38.2% of them using YouTube daily or several times daily. Professional websites were utilised by 82 teachers, 55% using them daily or several times daily. There were 76 teachers who interacted with blogs; 73 teachers interacting with Wikipedia, and 65 teachers interacted with Twitter. Use of other social media was mentioned by 31 teachers, but did not specify details. LinkedIn had the lowest number of teachers interacting, although 42% of those noted daily or several times daily interactions. Currently 156 teachers (41.2%) use findings from social media, and 133 () share activities with social media.

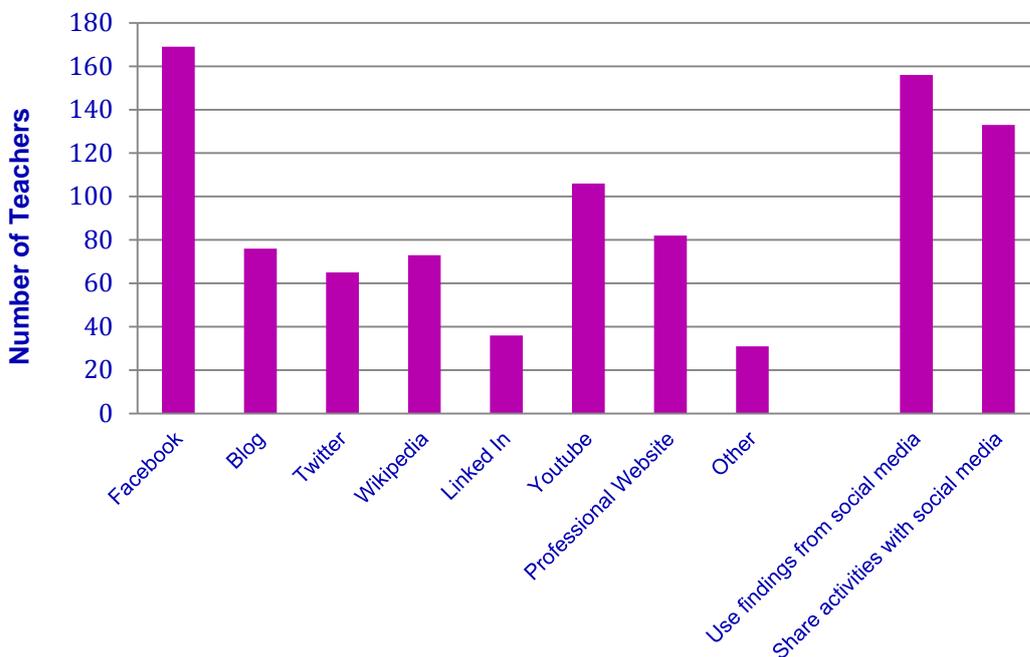


Figure 7 Teacher Current Use of Social Media

Generally, teacher trends show that the most common frequency of interaction is either 'seldom' or 'daily' use. Variations are seen between urban and rural teachers' use of social media, with urban teachers showing higher percentages of people interacting with each tool: urban teachers Facebook 'yes use', at 61.7%, contrasted with the 27.5% of rural teachers.

Overall, teachers showed positive perceptions regarding the ease in developing ICT skills, and noted that being introduced and helped to start such use would facilitate their skill development. Internet network coverage presents as an inhibiting factor to the flexibility of use, as many rural teachers commented that they have limited access outside of school administration offices.

In focus groups, the teachers commented that a lack of knowledge and training and having no obligation under Depdiknas as the reasons for them not being professionally familiar with ICT and social media. They suggested that, given training and knowledge, even teachers over 50 years of age would love to use the internet.

Support Preferences

Teachers' responses to support preferences items show a high preference for working as a community of professionals, learning and sharing with others. This includes high preference for being able to ask questions, discussing, reflecting on and accessing resources and research, and obtaining feedback: teachers noted 88.7% agreement to items asking if they would prefer support within an interactive community, and 'learning from others' and 'sharing their own experiences' also rated very highly, with combined agreements of 92.5% and 95.1% respectively.

Socialisation of information was considered a key need for future communications. This was evident in comments given in focus groups. When teachers were asked '*what area of communication is most needed in their role – socialisation, dissemination; advocacy and teaching support?*', 'Socialisation' was the consensus given by both urban and rural groups. Urban teachers explained that socialisation of information between and among teachers, and also between the teachers and school principals, is needed. Rural teachers explained that socialisation of information is important, stating that communication interaction must appropriately match the amount of integration of new information or directives required.

Discussion

Analysis of the teachers as learners shows that the development of inter-dependent community learning strategies and skills would maximise professional learning, and facilitate teachers and students' representative needs for the implementation of LCI. These activities could be equated with the traditional Indonesian cultural value and practice of collective responsibility mentoring, known as *gotong-royong* (which translates as mutual assistance or synergy).

It is suggested that these support preferences are compatible with the characteristics of social media. Collected research and data suggests that utilising mobile devices to access social media would be optimal in facilitating teachers' agency and flexibility to engage in professional learning. However, the study exposed variations in the information communication technology (ICT) network availability.

Limitations

Research roles and response to task

It is recognised that the role of any researcher is to make decisions in the process of research and that 'the researcher brings certain questions ... values, experiences and priorities to the data' (Cresswell, 2012, p.430).

I recognise that the selection of methods and analysis has been influenced by my subjectivities. In attempting to ensure valid and reliable findings, I carefully planned this research based on literature, receiving and responding to feedback and input from my supervisors, and using reflexive strategies, including self-reflection of my biases. In these activities, and in undertaking mixed research triangulation of methods, subjectivities are minimised.

I have tried to give a clear voice to the teachers and their experiences. The teachers' quotations and statistical data reveal their viewpoints, thoughts, feelings and experiences, and direct discussion and response to the research question.

As assessed by the ethical clearance protocols, no harm or risk to the teachers was anticipated. Teachers voluntarily and anonymously participated in completing and submitting the survey. Evidence of an understanding that participation was voluntary is found in the 95% return rate. It was not considered that teachers were under any pressure to provide biased answers. However, it is possible that the teachers may have perceived pressure from the government. In the explanatory invitation to participate, it was clearly explained to the teachers that the aims of this research were to investigate current practice, social media readiness, and support preferences in implementing LCI. However, it is possible there has been some deliberate bias in their responses of which the teachers may or may not be aware. It is possible that an expatriate researcher external to the education department encouraged the teachers to respond openly, with the thought/hope that donor funds may become available.

Although I have gained cultural knowledge from living in Indonesia for almost 10 years, as well as skills in communicating in the Indonesian language, I am not a native Indonesian speaker. To minimise cultural and language misunderstandings, I used the assistance of bilingual SEDIA staff to translate and provide culturally appropriate questions and a deep understanding of nuanced responses.

6.1.1 Limitations of Sample

As outlined in section 3.5.1, this study accessed and consists of a unique set of data, as the data was collected within externally scheduled and pre-arranged teacher professional development activities. A possible limitation of these sample groups was that they did not provide an entirely representative population. The following comparison of the study group is provided to show differences of this study's demographics to the overall population of teachers in Aceh Province:

- the overall population of teachers in Aceh is younger on average than the sample studied. The overall population of teachers in Aceh is composed of 57,873 teachers, distributed unevenly in age groupings. These groupings are: 38.6% in the <20–29 age group (this study, 12.9%); 27.5% in the 30–39 age group (this study, 17.4%), 21.6% in the 40–49 age group (this study, 49.2%), 11.6% in 50+ age group (this study 20.5%) (Padati web, 2011-2012).

- the overall population of teachers in Aceh places the majority (89.5%) within rural settings. This study targeted 200 teachers from urban and 200 teachers from rural areas to identify differences in needs (Padatiweb, 2011-2012). This study includes the responses from teachers in four of the eighteen rural districts of Aceh, and one urban district of the five such districts within Aceh. It is acknowledged that it is possible that there are variances between the rural districts and between the urban districts that this study did not investigate.

Comparison of this study's teacher and student ethnic composition to the overall population in Aceh's ethnic composition is difficult to establish, as data is not currently available (Faisal – SEDIA staff member, email communication, 2013, June 19).

Limitations of this study also suggest directions for future research. As the sample group is comprised of primary school teachers, future research could expand to include secondary school teachers.

Conclusion

The Ministry of Education in Indonesia delegated the design of Local Content Curriculums to provinces, districts and schools in 1994 (Kristiansen & Pratikno, 2006), conveying that curriculum content cannot be standardised. This delegation has prompted a number of initiatives, discussed in this study as LCI. These initiatives task teachers in Aceh, and all over Indonesia, with the development and implementation of school-based local content curriculum. With the goal of a curriculum that is appropriate to students in any locality, the Indonesian Ministry of Education developed strategies and delivered activities to develop teachers' skills and competencies. However, creating appropriate content and inclusive pedagogy (cosmopolitan practice) is a complicated task given the realities of increased local diversity. Intercultural education and cultural literacies specific to students in a local context are required to avoid reverting to commonality problems and activities therefore clearly teachers have various and diverse needs in implementing the policy. Given each location's unique demographics, interaction to develop appropriate resources and transparent and accountable practice is necessary. Given the nature of the task, self-directed inquires need

to be facilitated and responded to. Simultaneously, the knitting together of content to cater to diverse classrooms of students needs to be appropriated by democratic input and socialisation of point of reference frameworks. Study of the teachers' current practice and contexts demonstrates that current support methods are inadequate; teachers need additional support to fulfil LCI mandates.

Analysis of the teachers as learners shows that inter-dependent community learning strategies and skills will maximise the professional learning necessary to effectively implement LCI. Activities which value and facilitate flexible support to extend and include access to expertise and feedback are needed. Additionally, teachers need forums which socialise and allow integration of policy and training for holistic understanding of the changes needed for LCI implementation. These activities can be equated with the traditional value and practice of collective responsibility mentoring, locally ascribed as *gotong-royong*.

Social media has been shown to be a tool with the capacity to facilitate collective interaction between people of different locations, with the ability to foster democratic expression. The teachers in this study showed positive attitudes towards the usefulness of social media and its ease of use. A readiness to adopt social media as a tool for professional learning was shown. Access to social media via mobile devices is considered optimal in order to facilitate teachers' agency and flexibility to engage in professional learning.

Understanding the task of LCI, the teachers as professionally learners, and the tool of social media, has allowed a response to the research question. The question being: *What is the potential for social media to support teachers in Aceh, Indonesia, in undertaking professional learning to effectively implement Local Content Initiatives?* It can be concluded from this investigation that social media has the potential to empower teachers in professional learning necessary to effectively implement LCI, in Aceh, Indonesia. By facilitating teachers to interact, collaborate and learn with one another and other stakeholders, develop cultural literacies, share resources, and adapt existing education structures transparently, social media enables teachers to respond to challenges and release synergic teacher energy and agency, needed to broadly and effectively implement LCI. The potential can be activated by tailoring and supporting the community in:

- Providing/ensuring social media technology access (democratic access to ICT network).
- Developing and engaging stakeholders in training for social media literacy and critical cosmopolitan practice.
- Recognizing/valuing and promoting collaboration via social media within continuous professional development portfolios.
- Undertaking stewardship of social media networks and mentoring, to engage in high depth interactions – appoint positions of technology stewards.

By supporting the community with the above provisions, it is anticipated that observance of the Indonesian constitution's decrees for equity and valuing of unity in diversity will be enabled, together with democratic contribution to curriculum development. Supporting the community with these provisions will also meet United Nations directives for equitable internet access, harness technology to support Education For All goals, and appropriately facilitate the four pillars of learning to Indonesian cultures in local environments. In these undertakings, the national cultural heritage of *gotong-royong* would be upheld to support teachers undertaking professional learning necessary to effectively implement LCI.

Tailoring the development of a social media communications strategy for education stakeholders in Aceh has great potential to bring about LCI implementation. However, a system-wide embrace by all education stakeholders in Indonesia is recommended. Even though the teachers studied are located in Aceh, one province of Indonesia, Widianingsih and Morrell's (2007) research suggests that generalisability (that is, the ability to apply findings generally) can be extended to the whole of Indonesia, as education reforms and LCI policies have been enacted with the same framework and processes. Inclusion of the larger education community is anticipated to release greater synergy and inclusively facilitate the implementation of local content initiatives and the intercultural education needs of diverse communities.

Implications

The study concluded that social media has the potential to empower teachers in undertaking professional learning to effectively implement LCI in Aceh. Harnessing social media to traditional cultural cooperation and mentoring values provides the opportunity to

facilitate teachers' opportunities to interact, collaborate and learn with one another and other stakeholders in order to assist in the development of cultural literacies, the sharing of resources, the socialisation of new policies and information, the adoption and the transparent adaption of decentralisation structures.

Further development and research into practical logistics are required in order to negotiate the increasing complexities of globalisation in education, and to ensure a people-centred focus for teachers and students that benefits from the treasure of cultural content.

I hope the findings of my research are beneficial to both education policy makers and education practitioners. I believe that both groups need to be challenged to stretch and support the concept of professionalism to address together the community needs in Local Content studies working towards Bhinneka Tunggal Ika. I envisage that embracing the value of *gotong royong* in professional practice will enable teachers to represent themselves and share expertise. This will potentially facilitate cultural groups' representation, necessary for the real implementation of local content studies and ethno-pedagogy.

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