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Research and Development of an Elementary School Teacher's Guide for Supporting Student-in-Transition Adaptation into Indonesian Educational System

ABSTRACT: This study is proposed to find out what information elementary schools teaching staffs need to understand as well as to find out what type of teacher's guide would help elementary school teaching staffs to effectively support and assist students-in-transition adaptation process into Indonesian educational system. In order to get the answer, a research and development design using ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model is employed in this study. In the first step of ADDIE model, the Analysis, it was found out that all the 14 teachers, 3 students, and 3 parents who responded to sets of questionnaires and interview agreed that language, educational system, and culture play important role for the adaptation process of the students-in-transition to Indonesian educational system. In terms of language, the teachers should improve their English competence and the students-in-transition need to improve their competence in the "Bahasa" (Language) of Indonesia. In educational system aspect, it was revealed that the teachers have a very limited knowledge about education system in the countries, where the students-in-transition lived previously. Similar phenomenon happens with the teachers' knowledge about culture of the countries where the students-in-transition previously stayed. As the three aspects are really needed to help the students-in-transition to adapt with Indonesian educational system, a guidebook containing these three topics was developed to be used by the elementary school teachers teaching the students-in-transition.

KEY WORDS: Student-in-Transition; Adaptation; ADDIE Model; Indonesian Educational System; Elementary School Teacher's Guide.

INTRODUCTION

Lately, student mobility in Indonesia tends to increase every year as a result of global competition of higher education. Student mobility defines here as the outgoing of Indonesian students abroad and

the incoming of international students into Indonesia (UNESCO, 2013; Alfattal, 2017; and Griffith ed., 2017).

The number of Indonesian students studying abroad was 36,000 students in the year 2013, with the approximation

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of growth of 20% annually (Hall, 2013). Meanwhile, the number of foreign students in Indonesia has also been progressively increasing. The increase reaches 20 percent within two years, i.e. from the total of 8,000 foreign students in 2011 increased to 10,000 foreign students in the year of 2013 (KIK 1 Bandung, 2016).

Malang, East Java, is one of the cities in Indonesia, in which student mobility exist quite significantly. Malang is known as one of the prominent educational destinations in Indonesia, because some of the best public universities, i.e. Brawijaya University, Malang State University, and Maulana Malik Ibrahim State Islamic University of Malang; and experienced and qualified private universities, i.e. Malang Muhammadiyah University and Machung, are located in this city (UNESCO, 2013; Fauziah, Arisoesilaningih & Yanuwadi, 2016; and Foertsch, 2017).

There are still public polytechnics and there tens of other campuses in the city. Many of the lecturers from these universities have finished or still in the process of pursuing their Master and Doctoral degrees or Postdoctoral programs abroad; and many of whom took (are taking) their family members abroad. Not only that these universities have members of their academia abroad, but some of them also currently host international students, who are taking their families along to stay with them in Malang (Aminudin, 2017; and Foertsch, 2017).

This phenomenon necessitates institutional preparedness of the educational institutions and government in Malang to provide support, socially and academically, not only for international students but also their dependents. These kind of support is also needed by the dependents of Indonesian students who study abroad by the time they are back to Malang. The dependents of both groups of students need support and assistance, because they also encounter culture shock when they come to Indonesia, especially in the educational matters (UNESCO, 2013; Poedjiastutie, 2015; and Foertsch, 2017).

Dependents here are defined as children

and the spouse of the person who undergo the studying process. So far, institutional supports have been organized by higher education institutions to provide assistance for the international students, who studies in their institutions. However, to the best of our knowledge, there have not been much supports available for the dependents of the international students and the dependents of Indonesian students who study abroad by the time, they are back to Indonesia to assist them to adapt Indonesian educational system.

In this study, these dependents are named students-in-transition. This is due to the fact that they have become skilled at language and culture from other countries and are in the process of adapting Indonesian culture, especially the educational system and language.

There have been schools in Malang, which offer education with English language as the medium of instruction; therefore, they mostly become the destinations for students-in-transition to pursue their education in Malang. These are schools, preschools up to high school level, in Malang which integrate national curriculum with the curriculum from abroad, or which is in the process to reach international standards (*cf* Nel & Müller, 2010; Kuipers, 2011; Foertsch, 2017; and Simpson, 2017).

In the elementary school level, there are at least three schools in Malang, which have such characteristics: SD (*Sekolah Dasar* or Elementary School) Laboratorium UM (*Universitas Negeri Malang* or State University of Malang); SDS PJ (*Sekolah Dasar Swasta Permata Jingga* or Private Elementary School of Orange-Red Colors Jewel) Global School; and SBI (*Sekolah Berstandar Internasional* or School-Based International Standard) Tlogowaru Malang. SD Laboratorium UM integrates national curriculum with Cambridge curriculum; SDS PJ Global School integrates national curriculum with Singaporean curriculum; and SBI Tlogowaru Malang is in the process to reach international standards (Blitz & Hovius, 2003; Yudha, 2016; and Foertsch, 2017).

However, there have been concerns,

at least from one of the researchers of this study and her friends who have school-aged dependents that have experienced overseas education and back to Malang, and have been enrolling their children in one of the three elementary schools mentioned earlier. The concerns are about the fact that there was no proper transition programs prepared for the students-in-transition in some of the three elementary schools (Schaik, 2009; Yudha, 2016; and Foertsch, 2017).

Since students' mobility in Malang grows progressively, it is the responsibilities of the educational institutions in Malang, in this case especially the elementary schools which accommodate students-in-transition, to ensure that the staffs are ready to support the transition process and adaptation of the students-in-transition into Indonesian educational system. There are questions need to be answered: Are the teaching staffs of the schools ready to assist students-in-transition? What are their difficulties? How much knowledge do the teaching staffs of the schools about understanding and catering the needs of students-in-transition? Have there been any professional development programs, which enhance the teaching staffs' competence in handling students-in-transition adaptation process?

This research is proposed to uncover the answers to those questions. The research and development processes that were conducted in this present research produce a teacher's guide that will provide information for the teaching staffs in elementary schools, which accommodate students-in-transition, to help them provide proper support and assistance to their students-in-transition in the adaptation process into Indonesian educational system.

The research questions which are efficient to be proposed for researching and developing a teacher's guide for supporting students-in-transition adaptation process into Indonesian educational system in this present study are formulated as follows: (1) What information do elementary schools teaching staffs need to know to effectively support and assist students-in-transition adaptation process into Indonesian educational system?;

and (2) What type of teacher's guide would help elementary school teaching staffs to effectively support and assist students-in-transition adaptation process into Indonesian educational system?

The purpose of this study is to research and develop a teacher's guide for supporting elementary school students-in-transition adaptation process into Indonesian educational system. This teacher's guide will help the teaching staff to make sure that adaptation process of students-in-transition into Indonesian educational system is easier, for both the teachers and the students, and more effective.

Review of Related Literature. The implication of the progressively increasing number of students-in-transition is the need of awareness and a greater insight of the teaching staffs as professionals, who deals with the adaptation process of the students. Teacher is the gateway to the students-in-transition success in the adaptation process. Without skilled, knowledgeable, and responsible teachers, the adaptation process of students-in-transition cannot be carried out well. Therefore, every teacher needs to be made aware of this matter (Wasykowski, 2001; and Longobardi *et al.*, 2016).

Within the scope of elementary school-level of education in Malang, East Java, Indonesia, the fact obtained in the field showed that there were concerns on the readiness of the elementary schools which host student-in-transition in facilitating the adaptation process of the students. This probably due to the insufficient experience and competence of the teaching staffs in assisting the students. In order to help these teacher increase their awareness and insights on this matter, a teacher's guide that can help this teachers understanding the need of their students-in-transition and finding the best way to assist the students is necessary to be developed (Marble, Finley & Ferguson, 2000; Yudha, 2016; and Foertsch, 2017).

The process of developing the teacher's guide will involve some concepts, such as need analysis, instructional materials, selecting materials for suitable purposes, and instructional design. This section is devoted

to clarify these concepts and provide a review of previous study. The following sub-sections provide discussion of each of the concepts.

Needs Analysis. Needs analysis, which is also known as needs assessment, has a vital role in the process of designing and carrying out any language course (Songhori, 2008; and Jeczelewski, 2016), whether it be ESP (English for Specific Purposes) or general English course. In this context, T. Iwai *et al.* (1999) state the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Iwai *et al.*, 1999). This present study will try to design a learning (instructional) material, which is useful for teachers teaching transition students. To do so, needs analysis is necessary to conduct.

Definition of Instructional Materials. Instructional materials are primarily a medium for delivery of content; the teacher reiterates and builds on the content. Curriculum is defined by the content of the textbook; the teacher's job is to teach the textbook (Seguin, 1989; and Burns, 2015). Textbooks serve as the primary instructional materials (Ellington, 1987; Seguin, 1989; and Dumas, 2006). So what are instructional materials? Every teacher needs supplies and resources in order to have a successful classroom.

Writing utensils, paper, and inspirational wall signs are all useful objects in a classroom, but they are not instructional materials. Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Basically, any resource a teacher uses to help him/her teach his/her students is an instructional material (Davis & Krajcik, 2005; and Seth, 2009).

Types of Instructional Materials. Instructional material educational resources are used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development

and upbringing. There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages (Greenhill *et al.*, 2010; and Shapovalenko, 2010).

The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials, semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions (*cf* Shapovalenko, 2010; and Mutungwa & Orodho, 2014).

The second type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models); two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings); and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation (Kyriakides & Creemers, 2008; Shapovalenko, 2010; and Mutungwa & Orodho, 2014).

The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks. Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded

on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets (Shapovalenko, 2010; and Mutungwa & Orodho, 2014).

Selecting Suitable Materials for Specific Purposes. There are some factors that should be taken into consideration by a practising teacher or lecturer when choosing materials for some specific instructional purpose. In all too many cases, such selection is made purely on a basis of personal preference and availability, with little or no thought being given to the suitability of the materials for helping to achieve the desired instructional objectives. Inevitably, this often leads to the use of inappropriate materials, with a resulting reduction in the effectiveness of the instructional process (Shapovalenko, 2010; and Higgins, Xiao & Katsipataki, 2012).

A large amount of basic research has been carried out on the relative effectiveness of different types of materials in different instructional situations. This shows that most media can perform most instructional functions to a certain extent, but that some are better at doing certain things than others, with no single medium being best for all purposes (Ellington, 1987; and Dunlosky *et al.*, 2013).

Thus, it is possible to adopt what is at least a “semi-objective” approach to the selection of instructional materials, based on consideration of the particular instructional strategy that is to be employed, the specific tactical methods to be used within that strategy, and the characteristics of the materials that can be used to support or implement these methods (Ellington, 1987; and Haynes, 2017).

Instructional Design. Learning design is known as instructional design or ISD (Instructional Systems Design). It is a planning and structuring process that analyses employee performance systematically, determines learning needs and objectives, designs instructional components, and develops methodologies for delivering learning in order to achieve the objectives (Martin, 2009; and Reiser & Dempsey, 2012).

Instructional design comes into play, when it has been determined that a gap between actual and desired performance is most appropriately met through a learning initiative, rather than another action, such as job redesign or job aids (Symonette, 2015). There are many models used for structuring the design process. Perhaps the most popular model for instructional design is the ADDIE model. The letters stand for five phases of the design process: Analysis, Design, Development, Implementation, and Evaluation (Aldoobie, 2015).

Each phase of the model is made up of different procedural steps. As stated by W. Dick & L. Carey (1996), *Analysis* typically consists of an analysis of needs, the learner group, the work context, and the learning content (Dick & Carey, 1996). During analysis, the designer identifies the learning problem, the goals and objectives, the audience’s needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline of the project (Dick & Carey, 1996; and Aldoobie, 2015).

The next phase is *Design*, which is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here. Following that, *Development* phase is the actual creation or production of the content and learning materials based on the *Design* phase. During *Implementation*, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated (Dick & Carey, 1996; and Aldoobie, 2015).

The last phase, *Evaluation*, consists of both formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary (Dick &

Carey, 1996; and Aldoobie, 2015).

Previous Study. A study conducted by Piator Habeahan (2012), entitled “Teacher’s Instructional Materials in Teaching Reading Comprehension”, is reviewed in this study. His study deals with applying teacher’s instructional materials in teaching reading comprehension. The objectives were to describe the types, to schematize the procedure and to explain the reasons of using such instructional materials by the English teachers at SMAN (*Sekolah Menengah Atas Negeri* or Public Senior High School) 1 Matauli Pandan (Habeahan, 2012).

The materials of the study were obtained from three artifacts: the subjects’ teaching preparation documents; classroom instructions; and responses by employing documentary, participant observation, self-report inventory (questionnaire), and interview technique respectively (Habeahan, 2012; Martínez-Rizo, 2012; and Russell, 2012).

Based on the obtained information, it was found that the types of instructional materials in the teaching of reading comprehension used by the subjects were teacher’s designed instructional materials and commercial text book. Of two subjects, the first subject presented the instructional materials effectively and efficiently. The learning process was enjoyable by applying the top-down process, where a global meaning of the text is obtained through “clues” in the text and the reader’s good schema knowledge. The second subject presented the reading materials which allowed the students to read the whole materials based on the procedure provided in the text book (Habeahan, 2012; and Martínez-Rizo, 2012).

Piatar Habeahan (2012) tended also to organize the class focusing on grammar and vocabulary. The reasons of the first subject using the instructional materials in the teaching of reading comprehensions were through analyzing the materials based on the students’ needs, which were related to the principle of teaching reading comprehension. On the other side, the second subject who used the commercial

text book argued that it was simpler since the instructional materials were arranged by the text book publisher. The findings show that teacher’s designed instructional material is a suitable one to be used at SMAN 1 Matauli Pandan (Habeahan, 2012).

RESEARCH METHOD

To conduct this research, it is crucial to employ an effective and reliable method to achieve the research objectives. This section thus comprises discussions on aspects with regard to the research method employed in the current study; they are research design, research model, and research procedure.

Research Design. This study uses R&D (Research and Development) design considering that the study engages two-level procedure: research and development. W.R. Borg & M.D. Gall (1989) aired their view that R&D cycle consists of studying research findings pertinent to the product to be developed; developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage (Borg & Gall, 1989:772).

In short, the cycle covers research level and development level. The research level appears in form of studying research findings pertinent to the product being developed, while the development level covers the development of the product based on the findings, field testing it, and revising it. In accordance with this understanding, the research level of this study takes place in the field observation as well as in the needs assessment stage, in which needs analysis to know the students’ needs is conducted for further analysis to result on a baseline data used as a basis to develop instructional materials (Borg & Gall, 1989; and Black & Wiliam, 1998).

However, M.A. Latief (2010) argued that the research level does not only refer to the needs assessment stage, but it also covers processes involved in developing the product which need data collection and data analysis activities in experts validation and try-out stages, whereas the development

Figure 1:
The Model for Instructional Coaching

| Step | Key Activities | Output |
|----------------|---|---|
| Analysis | <ul style="list-style-type: none"> ▪ Conduct needs analysis ▪ Problem identification | <ul style="list-style-type: none"> ▪ Learner profile ▪ Description of constraints ▪ Needs, Problem Statement |
| Design | Design syllabus: <ul style="list-style-type: none"> ▪ Write objectives ▪ Plan instruction ▪ Identify resources | <ul style="list-style-type: none"> ▪ Measurable objectives ▪ Instructional strategy ▪ instructional material |
| Development | <ul style="list-style-type: none"> ▪ Grading ▪ Sequencing ▪ Staging | <ul style="list-style-type: none"> ▪ Content organization ▪ The order in which new items are taught and arranged to enhance learners progress ▪ Recycling material ▪ The course is divided into units due to learning loads using linear or cyclical progression. |
| Implementation | <ul style="list-style-type: none"> ▪ Teacher training ▪ Tryout | <ul style="list-style-type: none"> ▪ Trainees comments, data |
| Evaluation | <ul style="list-style-type: none"> ▪ Record data ▪ Interpret test results ▪ Revise activities | <ul style="list-style-type: none"> ▪ Recommendations ▪ Project report ▪ Revised prototype |

level refers to the product of the study (Latief, 2010:102).

As this study is intended to solve the problem in SD LAB UM (*Sekolah Dasar Laboratorium Universitas Negeri Malang* or Laboratory Elementary School of State University of Malang) related to its teaching to transition students instructional materials aimed to equip the teacher with skills and knowledge needed to teach the transition students is considered as one of the best solutions as it can give direction to the teaching-learning process and guide the teacher to reach the goals set. The instructional materials, which is the result of this study, is a form of educational product. Thus, R&D design fits this study as R&D is a process used to develop and validate educational products (Borg & Gall, 1989:772) or, in other words, it is aimed at producing teaching instruments (Latief, 2010:101).

Research Model. The model employed in the study is ADDIE model. It is a five-step (Analysis, Design, Development, Implementation, Evaluation) instructional design and project management tool adapted by an instructional coach to analyze stakeholder needs, design a support logic model, develop key work functions, implement the key work functions, and

evaluate the effectiveness of each key work function (Danks, 2011; and Aldoobie, 2015).

In ADDIE model, every component of the instruction is governed by the learning outcomes, which have been determined after a thorough analysis of the learners' needs. It is a learner-centered approach to instruction, so the instructional coach can effectively demonstrate a proper return on expectation for each of his or her intended stakeholders (McGriff, 2000; Danks, 2011; and Aldoobie, 2015).

Research Procedure. An adaptation of ADDIE (Analysis, Design, Development, Implementation, Evaluation) phases suggested by Steven J. McGriff in 2000; and an adapted ADDIE model for instructional coaching developed by Shelby Danks in 2011 was employed in this study (McGriff, 2000; and Danks, 2011). However, the final two steps: implementation and evaluation were not employed in this study, due to time constraints. The rationale underlying this argument is that the findings of the needs analysis indicated that much time is needed only to improve the teachers' English proficiency, so that they can communicate and teach the students-in-transition appropriately.

Moreover, most of the teachers barely have any experience of being in different

country with different culture, and most of them also have a very limited knowledge about other countries' education system. This situation made it hard to conduct short-time program using the guidebook for the teachers. Nevertheless, the teachers were also very much occupied with their school target of finishing the materials set by the curriculum as the school academic year is approaching its end. It made it difficult for the teachers to arrange time for any training program in which the guidebook is used and evaluated (Mulford, 2003; and Aldoobie, 2015).

Some key activities and outputs in this study are taken from Allan Cunningsworth (1995). This adaptation results in some procedure in figure 1.

FINDINGS AND DISCUSSION

Language. In the first step of ADDIE (Analysis, Design, Development, Implementation, Evaluation) model the analysis, it was found out that all the 14 teachers as respondents have interest in teaching students-in-transition and whenever possible, it is of their preference to teach those students (cf Jacobs *et al.*, 2014; and Aldoobie, 2015). There were 6 teachers speaking one language, 7 other speak two languages, and the other one speaks more than two languages.

Regarding the English proficiency of the teachers, more than 50% stated that they do quite well in listening, speaking, reading, writing, and vocabulary. Around 70% of the teachers exposed the importance of acknowledging language(s) spoken by students-in-transition. They also stated that it is very important for teachers to have good English proficiency. In addition, the students themselves as well as the parents also need to be proficient in *Bahasa* (Language) of Indonesia. According to more than half of the teacher-respondents, improving the language skills, listening, reading, writing as well as vocabulary and having better grammar are considered really important. Meanwhile, becoming a fluent speaker and a more accurate speaker are considered quite important.

Based on the interview with the teachers

in SD LAB UM (*Sekolah Dasar Laboratorium Universitas Negeri Malang* or Laboratory Elementary School of State University of Malang), in terms of language aspect, proficiency in *Bahasa* of Indonesia is necessary for students-in-transition to make them easier in understanding the lesson. Unfortunately, not all transition students in this school have sufficient capability in using *Bahasa* of Indonesia. In this school, teachers use bilingual as the medium of instruction in teaching process; however, when the teachers use *Bahasa* of Indonesia, the students-in-transition will be struggling in understanding, particularly those who have just arrived home, the content of the subjects. This lack of language understanding affects the students' grades (interview with Respondent A, 3/11/2017; interview with Respondent B, 7/11/2017; and interview with Respondent C, 10/11/2017).

Since English is lingua franca, everyone should have proficiency in it. The teachers teaching students-in-transition should have good English ability. However, in this school, not all teachers possess this ability (Mansfield & Poppi, 2012; interview with Respondent A, 3/11/2017; interview with Respondent B, 7/11/2017; and interview with Respondent C, 10/11/2017).

Three student-respondents exposed their interest as students-in-transition learning in the school. Reflecting to their own language proficiency, 2 students state that they do very well in listening, speaking, reading, and writing; while the other one state that he does not have a good proficiency in any of the skills. However, they all agree that all skills should be mastered in learning *Bahasa* of Indonesia (interview with Respondent D, 14/11/2017; interview with Respondent E, 17/11/2017; and interview with Respondent F, 20/11/2017).

Education System. Based on the response of the respondents, there are some differences between Indonesian education system and abroad. In Indonesia, students are forced to understand difficult contexts of material, even in elementary school level. Students are expected to do well in all school subjects. In addition, the curriculum is

changing quite frequently, and students and teachers, as well as the parents struggle with it. The school subjects are too theoretical, lacking on practice and problem solving (Pottenger, 1989; and Azhar, 2017).

However, another side of Indonesian education system is that it highlights attitude education and parents' involvement. Compared to the education system in Indonesia, the system in developed country, in general, provides life-based learning for elementary school level. Students are not forced to master complex material. They are only given the basics and have lots of games for character building. One student-respondent, student F, stated that when she studied in Australia, the curriculum was not too hard for her. She did not have to deal with too many subjects to master (Azhar, 2017; and interview with Respondent G, 24/11/2017).

Another student-respondent who studied in Japan stated that in his experience, Japanese education highlights character building and life-based learning. In Japan, students are trained to have social ability and to be able to work in group (Hayashi, 2011; and interview with Respondent H, 24/11/2017). Meanwhile, from a student's experience, student G, it was found out that in London, there are four subject priorities, namely: Math and Science, English, Reading, and PE (Physical Education). Generally, in those countries, school activities are set to give students exposure to be independent individuals, to be sociable individuals, and highly respect teachers and parents (Hayashi, 2011; Westbrook *et al.*, 2013; and interview with Respondent I, 24/11/2017).

Regarding the education system, knowledge and preparedness of both student and the parents about Indonesian education system is highly important. It is for the purpose of "bridging" the transition students to be easier in adapting with new environment at school. In line with this, teachers also need to prepare themselves before teaching transition students by searching for information about the education system formerly experienced by the students. The curriculum applied in

Indonesia for elementary school students are quite weighty, so teachers need to make extra effort to deliver the lesson to the transition students (Zulfikar, 2009; Azhar, 2017; and Wahyudin & Suwirta, 2017).

Socialization to school, school subjects, and Indonesian education system is highly important for students-in-transition. The students need to be accustomed to the school schedule at the first place. It is because elementary students in present day have a very tight schedule. Students are also need to be introduced to the books used for all subjects and how to use the books. With the many problems faced by the students, they are given academic tolerance related to their transition process at school (Azhar, 2017; and Wahyudin & Suwirta, 2017).

Culture. From the 14 teachers, only two of them have been traveling abroad, however, they have similar opinion that it is important for teachers to have knowledge about the students' background culture and habit, yet it is also important for the students and their parents to know and understand Indonesian culture. This applies for the education system as well. The teachers teaching students-in-transition should have knowledge on the education system experienced by the students; the students and their parents need to understand Indonesian culture (Zulfikar, 2009; interview with Respondent A, 3/11/2017; interview with Respondent B, 7/11/2017; and interview with Respondent C, 10/11/2017).

The 3 student-respondents also reveal that, as shown by the teachers, that it is important for the teachers to have knowledge about the students' background culture and habit, and it is important for the students to know and understand Indonesian culture. Two of the students stated that it is important, while another one stated it is very important for teachers to have knowledge about the culture of the country where the students-in-transition stayed (interview with Respondent D, 14/11/2017; interview with Respondent E, 17/11/2017; and interview with Respondent F, 20/11/2017).

Related with culture, CCU (Cross-Culture Understanding) knowledge is very

important for the parents to help students-in-transition adapt with new environment. There are some problems that teachers and students need to overcome. The knowledge of teachers about the other country's culture where the students lived is very limited and most of the time, it is obtained mainly from the students' story. Students might also have different point of view and value affected by the culture of the country they used to live in. Attitude, manner, and the way to deliver opinion in the classroom need to be learnt and understood by the transition students due to the possibility of different value with another country (Felder & Brent, 2005; and Miller, 2009).

Discussion. This is included four steps, namely: step 1 is analysis; step 2 is design; step 3 is development; and step 4 is implementation and evaluation. The explanation for each step is following here:

Step 1: Analysis. Language, culture, and system of education are the three main topics discussed in this present study. Based on the elaboration of the findings above, an analysis is conducted to find out more information about the three topics. As stated by W. Dick & L. Carey (1996), analysis typically consists of an analysis of needs, the learner group, the work context, and the learning content. During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics (Dick & Carey, 1996).

Analysis also considers the learning environment, any constraints, the delivery options, and the timeline of the project. From the analysis, it is clear that language is an important medium or communication. In teaching students-in-transition, teachers should have a good English proficiency in all skills: listening, reading, writing, speaking, as well as grammar understanding and rich vocabulary. However, not only the teachers but the students themselves should also understand *Bahasa* (Language) of Indonesia to make the teaching-learning process run smoothly (Manara, 2007; and Irawan, 2013).

Students-in-transition are accustomed to the culture of the country they lived

in before returning to Indonesia, and some habits and values might be different. Therefore, it is important for both teacher and student to have understanding in terms of culture for the success of study (cf Chen, 2009; and Puumala, 2015).

In Indonesia, elementary students are generally grouped in large number in one class (more or less 30 students); while in, for instance, USA (United States of America), they are grouped in smaller number (20 students in average). With a big class, teachers have more to handle and might be lacking focus on individuals, which is different with the situation in other country. Curriculum in Indonesia is also different, and somewhat harder, based on the data gathered, for the students so that they have a lot to adjust (Haridza & Irving, 2017; and Wahyudin & Suwirta, 2017).

The knowledge of language, culture, and education system is crucial for teachers and students-in-transition. Teachers have an important role in helping their students adjust with the learning environment at school for their success, even though personality and intelligence of the students also influential. Teachers should also communicate with the parents for discussing the learning process of the students. One of the reasons is the condition of big classes in Indonesia which prevents teachers to intensively supervise students individually (Mukminin *et al.*, 2015; Haridza & Irving, 2017; and Wahyudin & Suwirta, 2017).

Step 2: Design. Based on the result of the analysis step above, a syllabus should be designed as a framework of what, how, and why materials are presented and arranged in the guidebook as the result of this research. The importance of syllabus as a guideline of the teaching-learning process is also indicated by T. Hutchinson & A. Waters (1987:83-85); and also others, for example, Mary B. Eberly, Sarah E. Newton & Robert A. Wiggins (2001).

Thus, the syllabus is design to focus more on the education systems, language, and culture that should be acknowledge and understood by the teachers teaching students-in-transition. The students-

in-transition's teachers need to master language, in this case, English, both as a mean of communicating the content of the lesson taught and as a means of communication in social context. This concept fits the CLIL (Content and Language Integrated Learning), in which content and language are taught integrated as the students are taught the subject matter using English, whereas to some students English is their non-native language (Eberly, Newton & Wiggins, 2001; and Bentley, 2010:2).

This principle is different from Sheng-He Chen (2009) study arguing that the structures of the curriculum and course design are discussed from the initial assumption of more "specific" language elements to the adjustment of a more "common core" array of language needs (Chen, 2009).

The above consideration led to the setting of the syllabus. One of the main purposes of syllabus is to break down the mass of knowledge to be learnt into manageable units (Hutchinson & Waters, 1987:85). That is why the syllabus construct of the guidebook consists of topics, objectives, instructional materials, and sources of the instructional materials. The syllabus description states that the guidebook is for elementary school teachers, who teach students-in-transition to help the students to adapt to Indonesian education system. This guidebook consists of three topics, namely: language, education system, and culture. These three topics are chosen as from casual observation the three topics were indicated to play role in the students' adaptation process (Hutchinson & Waters, 1987; Eberly, Newton & Wiggins, 2001; and Bentley, 2010).

The first topic, language, consists of materials to help the teachers doing independent study to improve their English proficiency. The materials covers material about vocabulary, grammar, reading, listening, speaking, and writing. Emphasize is given to vocabulary, grammar, and speaking as the teachers, students, and parents considered that being fluent speakers is really important.

It has similar significance of having much vocabulary and good grammar mastery. This language chapter also covers material about *Bahasa* (Language) of Indonesia that should be used by the students-in-transition with regard to their adaptation at school, by considering their academic and social need of *Bahasa* of Indonesia. The material contains useful phrases and expressions to maintain interpersonal and transactional communication (cf Latu, 1994; and Yulia, 2014).

The second topic is education system. The fact that there is huge possibility that education system in Indonesian and in the country where the students-in-transition lived in previously is different underlies the urge of the choosing of this second topic in this study. From the findings, it was revealed that the students-in-transition came from Japan, Australia, America, and Leeds. This information helps the researcher to narrow down the material coverage related to education system, so that the education system in those countries and also Indonesian education system are the main material of the education system chapter of the guidebook (Jenkins, 2005; and Haridza & Irving, 2017).

The last topic is culture. This topic becomes the last discussion in the guidebook, because it was found out from the analysis stage of this study that culture shock affects the students-in-transition performance. Misunderstanding between teachers and the students-in-transition often happens, because both parties have limited knowledge about culture and habit owned by each party. The misunderstanding could lead to misjudgement between one and other. This situation is really not beneficial for the students-in-transition adaptation process in their academic life (cf Puumala, 2015; and Brdarić, 2016).

Similar phenomenon also happen between the students-in-transition and other Indonesian students. The misunderstanding between them made the students-in-transition often feel alone and alienated. These facts become the main considerations of the choice of culture chapter in the

guidebook. The chapter contains facts about culture in some countries. It is expected that by knowing the information, teacher can act and react more wisely when they are teaching and interacting with both the students-in-transition and their parents (cf Orth, 2015; and Puumala, 2015).

Step 3: Development. The third step of ADDIE (Analysis, Design, Development, Implementation, Evaluation) model is development step. Development phase is the actual creation or production of the content and learning materials based on the Design phase (Dick & Carey, 1996; Danks, 2011; and Aldoobie, 2015). In this study, the step is translated into activity of getting vast array of possible instructional materials needed based on the syllabus that has been designed.

Each material is then graded based on how well it answers the teachers need. The content, level of difficulties, and coverage of the materials underlies the grading. Once each material is graded, it will be grouped into some category started from the easier to the more difficult level. Each of the category is then sequenced to make the materials presented in a smooth plot. The materials are arranged in a way to facilitate learners' progress. Once the sequencing is done, the last step is staging. In this step, the researchers as the guidebook developer make sure that material recycling takes place. Recycling materials is needed as it aims to review previous discussion while introducing a new learning focus.

Step 4: Implementation and Evaluation. The findings of the needs analysis indicated that much time is needed only to improve the teachers' English proficiency, so that they can communicate and teach the students-in-transition appropriately. Moreover, most of the teachers barely have any experience of being in different country with different culture, and most of them also have a very limited knowledge about other countries' education system. This situation made it hard to conduct short-time program using the guidebook for the teachers (Wu, Garza & Guzman, 2015; and Richards, 2017).

Nevertheless, the teachers were also very much occupied with their school target of finishing the materials set by the curriculum as the school academic year is approaching its end. It made it difficult for the teachers to arrange time for any training program, in which the guidebook is used and evaluated. Therefore, the implementation and evaluation of the guidebook as the product of this research could not be conducted yet.

CONCLUSION

The research question of this study is answered by the development of a guidebook for elementary teachers teaching students-in-transition as the product of this study. The guidebook contains three topics, namely: language, education system, and culture. The language topic covers material about vocabulary, grammar, reading, listening, speaking, and writing. Emphasize is given to vocabulary, grammar, and speaking. While the education system contains material about elementary school education system in Japan, Australia, America, and Leeds. The last, the culture topic embraces facts about culture in some countries aimed to grow cross cultural understanding between teachers and students-in-transition and their parents.

The guidebook was developed based on ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. In this model, there are five steps that needs to be taken: analysis, design, development, implementation, and evaluation. In this study, the analysis step is conducted to find information about the importance of language, culture, and knowledge about education system in the adaptation process undergone by the students-in-transition. The result of the analysis step was used to design syllabus that becomes a framework of the guidebook development as the syllabus informs what kind of instructional material is needed to be embraced by the guidebook.

The next step is development step, in which instructional materials are gathered, graded, sequenced, and staged to make a guidebook that can facilitate the users' progress. Unfortunately, the two last step

in ADDIE model were not executed in this research, due to time constraint.

The guidebook, as the result of this study, is aimed for elementary teachers teaching students-in-transition. It is expected that the guidebook can be beneficial to help adaptation process of the students-in-transition with Indonesian education system. However, the last the guidebook has not been implemented and evaluated, due to time constraints. It is suggested that the next researcher conducting similar research can calculate and manage the time more carefully, so that all five ADDIE steps can be done.¹

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One of the Elementary Schools in Malang City

(Source: <http://naturtreenspicerx.pw>, 2/3/2018)

There have been schools in Malang, East Java, Indonesia, which offer education with English language as the medium of instruction; therefore, they mostly become the destinations for students-in-transition to pursue their education in Malang. These are schools, preschools up to high school level, in Malang which integrate national curriculum with the curriculum from abroad, or which is in the process to reach international standards.