Analysis of Participants of Professional In-Service Teacher Education Program (PPGDJ) in Learning Development Workshops

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Abstract

In Law Number 14 Article 2 of 2005 concerning Teachers and Lecturers Article 1, paragraph 1 states that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. The preparation of teachers as a profession is also stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers. The PPG Study Program is expected to be able to answer various educational problems, such as (1) a shortage in the number of teachers, especially in the outermost, foremost, and lagging areas, (2) unbalanced distribution, (3) qualifications below standard (under qualification), (4) teachers who are less competent (low competence), and (5) mismatch between educational qualifications and the field they are in charge of (mismatched). The purpose of this study was to analyze the abilities of participants in the teaching profession education program in learning device development workshops.

Keywords: PPG Participants, Workshop, Lesson Planning.

Introduction:

Article 8 of the Law on Teachers and Lecturers states that teachers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and be able to realize national education goals (Sudibyo, 2007). Article 11 paragraph 1 Educator certificates are given to teachers who meet the requirements, and Article 11 paragraph 2 Educator certification is held by tertiary institutions that have an accredited education staff procurement program determined by the Government, and Article 11 paragraph 3 Educator certification is carried out objectively, transparently and accountable.

In Law Number 14 Article 2 of 2005 concerning Teachers and Lecturers Article 1, paragraph 1 states that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Hadi, Suhirwan and Simatupang, 2018). In addition to having an undergraduate qualification, teachers must have a professional teaching certificate obtained through professional education. Government Regulation No. 74 of 2008 Article 4 paragraph (1) states that Educator Certificates for teachers are obtained through professional education programs organized by tertiary institutions that have accredited education staff procurement programs, both held by the Government and the Community, and stipulated by the Government.

In paragraph (2) it is stated that the professional education program as referred to in paragraph (1) is only attended by participants who already have S-1 or D-IV Academic Qualifications following the provisions of laws and regulations. To realize the mandate of the law in the context of preparing professional teachers, the government has prepared a Teacher Professional Education Program (PPG) in the form of the PPG Study Program. The PPG program in Indonesia, according to the mandate of the law, both the UUGD and Law Number 12 of 2012 concerning Higher Education adheres to a consecutive or layered model. Article 17 (1) of the Law on Higher Education states that professional education is higher education after an undergraduate program that prepares students for jobs that require special skill requirements (Hartati, 2021).

The PPG Study Program is an educational program organized to prepare Bachelor of Education and Non-Education S1/D IV graduates who have talent and interest in becoming teachers so that they fully master teacher competence following Teacher Education Standards so that they can obtain professional educator certificates in early childhood education, elementary education, and secondary education (Sugiharto, 2019). The PPG Study Program is expected to be able to answer various educational problems, such as:

i.   a shortage in the number of teachers, especially in the outermost, foremost, and lagging areas,
ii.   unbalanced distribution,
iii.   qualifications below standard (under qualification),
iv.   less competent teachers (low competence), and
v.   a mismatch between educational qualifications and the field they are in charge of (mismatched).

One of the elements above, namely the lack of competence of teachers in compiling learning tools, is very important that the Learning Device Development Workshop receive more attention from the manager of the teacher professional education program (Chairiah, 2010). Learning Device Development Workshop is a learning activity in PPG in the form of a workshop that aims to prepare participants to be able to develop learning tools for learning in the field of study consisting of lesson plans (RPP), teaching materials, learning media, Student Worksheets (LKPD) and evaluation tool. Based on this, a study was carried out that aimed to analyze the abilities of students in the teaching profession education program in positions in the Learning Device Development workshop activities at the Universitas Muslim Nusantara Al Washliyah Medan.

The elucidation of article 15 of Law Number 20 of 2013 concerning the National Education System states that professional education is higher education after undergraduate education which prepares students to have jobs with special skill requirements. In line with this understanding, Article 17 paragraph (1) of Law Number 12 of 2012 concerning Higher Education states that professional education is higher education after an undergraduate program that prepares students for jobs that require special skill requirements. Academic qualifications are obtained through higher education undergraduate programs or four-diploma programs. Teacher competence includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education (Nurmaliah, 2018).

For teachers in positions appointed until 2015 and already have the academic qualifications of S1/DIV but do not yet have an educator certificate, they can obtain an educator certificate through Teacher Professional Education article 66 paragraph (1) of Government Regulation

Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008, regarding Teachers. Whereas in article 13 paragraph (1) Teacher Professional Education is carried out by tertiary institutions that have been designated as providers of Teacher Professional Education following the criteria (Budiutomo, 2021).

The purpose of implementing the In-service PPG Program for LPTKs is to produce teachers as professional educators who fear God Almighty and have a noble character, are knowledgeable, adaptive, creative, innovative, and competitive with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Sukma, 2020).

The PPG Program Curriculum was developed referring to the profile of PPG Program graduates, namely to become "Professional teachers who fear God Almighty and have a noble character who master teaching materials, have Indonesian character and personality, inspire and set an example, have a charming appearance, are authoritative, assertive, sincere, as well as a discipline capable of educating, teaching, guiding, directing, training, assessing, and evaluating students following the demands of the latest and future developments in information and communication technology (Zulfitri, Setiawati, and Ismaini, 2019). The PPG Program Curriculum is designed to facilitate PPG Program students in achieving Graduate Competency Standards (SKL), which are stated in Graduate Learning Achievements (CPL) in their respective Fields of Study or Expertise Programs (Fahrurrozi and Mohzana, 2020).

The CPL formulation of the PPG study program, namely as a professional educator who fears God Almighty and has noble character with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students with the following competencies:

i. Able to carry out professional duties as an enchanting educator, based on an attitude of love for the motherland, authoritative, firm, disciplined, full of calling accompanied by a spirit of wholeheartedness and generosity;

ii. Be able to formulate indicators of higher-order thinking learning outcomes that students must possess including attitudes, knowledge, and skills as a whole (critical, creative, communicative, and collaborative) that are future-oriented (adaptive and flexible);

iii. Mastering teaching materials including advanced materials in a meaningful way that can explain aspects of "what" (content), "why" (philosophy), and "how" (application) in everyday life;

iv. Able to design learning by applying the principle of integrating knowledge of teaching materials, pedagogics, as well as information and communication technology or Technological Pedagogical and Content Knowledge and other relevant approaches;

v. Able to carry out educational learning by applying information and communication technology to build attitudes (Indonesian character), knowledge, and skills of students in solving problems critically, humanely, innovatively, creatively, collaboratively, and communicatively, using learning models and resources research-supported learning;

vi. Be able to evaluate inputs, processes, and learning outcomes which include the attitudes, knowledge, and skills of students by applying authentic assessments, and utilizing the evaluation results to improve the quality of learning; and

vii. Able to continuously develop oneself as a professional teacher through research, self-reflection, seeking new information, and innovation.

According to Kunandar (2011, p. 263), a learning implementation plan (RPP) is a plan that describes the procedure and organization of learning to achieve one basic competency set out in the Content Standards and is described in the syllabus. RPP is a preparation that must be done by the teacher before teaching. Preparation here can be interpreted as written preparation or mental preparation, the emotional situation to be built, and a productive learning environment including convincing students to want to be fully involved.

According to Wahyuni (2018), a learning implementation plan (RPP) is a short-term plan for estimating the actions to be taken in learning activities. Lesson plans need to be made to coordinate learning components, namely: basic competencies, subject matter, indicators, and class-based assessments. According to Mulyasa (2022), RPP is an important component of the Education Unit Level Curriculum (KTSP), which in its development must be carried out professionally. From this opinion, it can be concluded that lesson plans are lesson plans made by teachers to predict actions in learning.

Purpose and Function of RPP According to Kunandar (2011, p. 264) the purpose of RPP is to:

 i. Simplify, expedite and improve the results of the teaching and learning process;
 ii. By preparing lesson plans in a professional, systematic, and efficient manner, teachers will be able to see, observe, analyze and predict learning programs as a logical and planned framework.

Kunandar (2011, p. 264) says that the function of lesson plans is as a reference for teachers to carry out teaching and learning activities (learning activities) so that they are more directed and run effectively and efficiently. In other words, the RPP acts as a scenario for the learning process. Therefore, lesson plans should be flexible and provide the possibility for teachers to adapt them to student responses in the actual learning process (Trias, 2016).

The components of the RPP according to Permendiknas Number 41 of 2007 concerning Process Standards are as follows:

 i. **Subject identity:** Subject identity includes; educational unit, class, semester, program/expertise program, subject, and several meetings.
 ii. **Competency standards:** The competency standard is a minimum ability qualification of students that describes the mastery of knowledge, attitudes, and skills that are expected to be achieved in each class and/or semester in a subject.
 iii. **Basic competence:** Basic competence is several abilities that must be mastered by students in certain subjects as a reference for compiling competency indicators in a lesson.
 iv. **Indicators of achievement of competence:** Competency indicators are behaviors that can be measured and/or observed to show the achievement of certain basic competencies which are used as a reference for evaluating subjects. Competency achievement indicators are formulated using observable and measurable operational verbs, which include knowledge, attitudes, and skills.
 v. **Learning objectives:** Learning objectives describe the process and learning outcomes that are expected to be achieved by students following basic competencies.

vi.   **Teaching materials:** Teaching materials contain relevant facts, concepts, principles, and procedures, and are written in the form of points according to the formulation of competency achievement indicators.

vii. **Allocation of time:** The time allocation is determined according to the needs for achieving KD and learning load.

viii. **Learning method:** Learning methods are used by teachers to create a learning atmosphere and learning process so that students achieve basic competencies in a learning environment and learning process so that students achieve basic competencies or a predetermined set of indicators. The selection of learning methods is adjusted to the situation and conditions of students, as well as the characteristics of each indicator and competency to be achieved in each subject.

ix.   **Learning activities:**

  a. **Introduction:** The introduction is the initial activity in a learning meeting which is shown to generate motivation and focus the attention of students to actively participate in the learning process. In the preliminary activities, the teacher prepares students psychologically and physically to take part in the learning process, asks questions that relate prior knowledge to the material to be studied, explains the learning objectives or basic competencies to be achieved, and delivers material and explanations of activity descriptions according to the syllabus.

  b. **Core:** The core activity is a learning process to achieve KD. Learning activities are carried out interactively, inspiring, fun, and challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence following the talents, interests, and physical and psychological development of students. This core activity is carried out systemically through a process of exploration, elaboration, and confirmation.

  c. **Closing:** Closing is an activity carried out to end learning activities which can be carried out in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

x.   **Assessment of learning outcomes:** Procedures and instruments for assessing processes and learning outcomes are adjusted to indicators of competency attainment and refer to the Assessment Standards.

xi.   **Learning resources:** The determination of learning resources is based on competency standards and basic competencies, as well as teaching materials, learning activities, and competency achievement indicators.

The principles for preparing RPP according to Permendiknas Number 41 of 2007 concerning Process Standards are as follows:

i.   **Paying attention to the individual differences of students:** RPP is prepared by taking into account differences in gender, initial abilities, intellectual level, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or environment of participants educate.

ii.   **Encouraging active participation of students:** The learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning.

iii. **Develop a culture of reading and writing:** The learning process is designed to develop a love of reading, comprehension of various readings, and expression in various forms of writing.

iv.   **Provide feedback and follow-up:** RPP contains a program design for giving positive feedback, strengthening enrichment, and remedial.

v.   **Linkage and integration:** RPP is prepared by showing the linkages and integration between SK, KD, learning materials, learning activities, indicators, achievement of competencies, and learning resources in a whole learning experience. RPP is prepared by accommodating thematic learning, integration across subjects, across aspects of learning, and cultural diversity.

vi.   **Implement information and communication technology:** RPP is prepared by considering the application of information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions.

Method:

The approaching model used in this research is descriptive qualitative. According to Moleong (2004), qualitative research is a research process that produces descriptive data in the form of written words from people and observed behavior. This approach was chosen because the object of research is seen as an individual/group as a whole. According to Sugiyono (2013), the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out by triangulation (combined), data analysis is inductive/ qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group, or an event. In qualitative research, humans are research instruments and the writing results are in the form of words or statements that are following the actual situation.

Result and Discussion:

The data is taken from the Learning Management System (LMS) on the learning device assessment points by the Lecturer. Based on the data, the results of this study indicate that the average score of In-service PPG participants in compiling a Learning Device Plan (RPP) is 79.36 in the Fairly Good category. From the data from this study, it shows that all participants have attended the workshop program in preparing lesson plans following the demands of the 21st century and show the seriousness of all PPG participants in the Position of Muslim Nusantara University Al Washliyah in workshop activities according to the workshop stages. The ability of English Language Education Study Program lecturers to organize PPP workshops is very good so it influences the activities of PPP workshop participants. This is because all lecturers have participated in the PPG Program socialization.
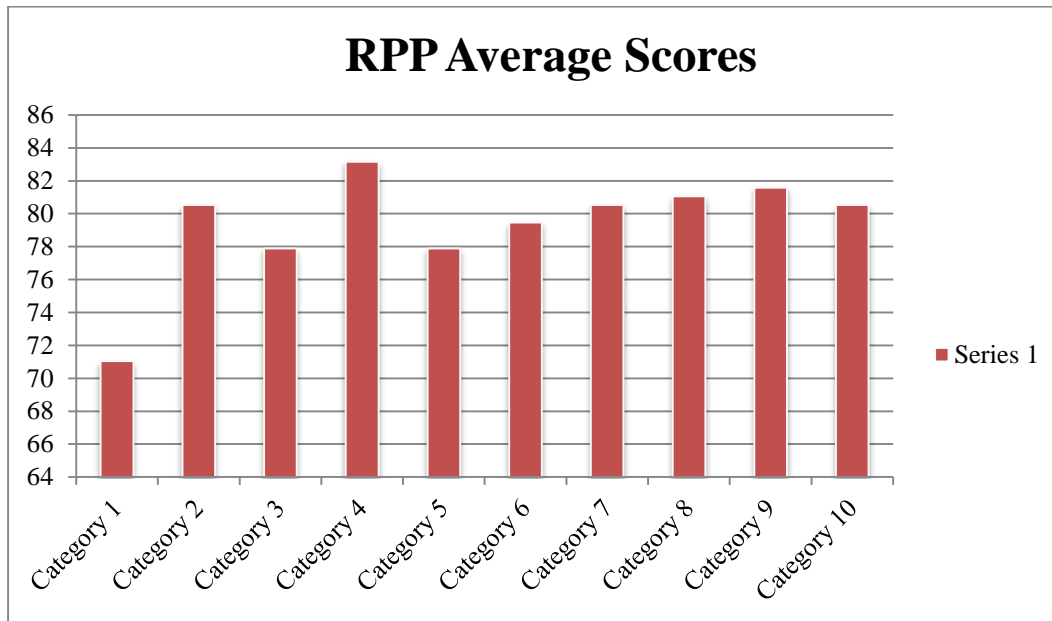
Figure 1: The average score of PPG students in positions at the Nusantara Muslim University Al Washliyah Medan

This activity is to equalize perceptions so that the learning process in PPG does not deviate from the established guidelines. The involvement of all English Language Education study program lecturers in the workshop activities had an impact on the PPP workshop activities. The stages of this workshop are:

i.   Learning device development activities are carried out by students online.
ii. The activity begins with discussing the experience of developing and implementing learning tools both offline and online.
iii. The development of learning tools is oriented toward developing students' HOTS (Higher Order Thinking Skills) using the TPACK (Technological and Pedagogical Content Knowledge) approach. The TPACK and HOTS characters must appear in the RPP and the completeness of the learning tools compiled.
iv. Development of learning tools includes the manufacture/composition of:

a.   RPP (Learning Implementation Plan) for online learning is made based on the results of the curriculum and semester program analysis. The prepared RPP must be implemented when the PPL is to be carried out online. The designed online mode can be in the form of a synchronous mode via a video-conferencing application.
b.   Digital teaching materials delivered in the network are in the form of modules.
c.   Digital LKPD (Student Worksheets) that students can work on online and offline.
d.   Learning media can be used in online learning, in the form of PowerPoint, video scribes, animated videos, virtual laboratories, and augmented reality.

e.   Learning evaluation is carried out online, by utilizing the CBT (Computer Based Test) application, an assessment feature in the LMS system.

v.   RPP is made for 3 (three) online PPL meetings. The selected material is adjusted to the delivery time of the material at the PPL stage, according to the applicable curriculum.
vi.   The final results of the learning tools that have been compiled are then uploaded to the LMS.
vii.   Supervising lecturers and tutors conduct an initial review and provide feedback on learning tools prepared by students.
viii.   A comprehensive review of the learning tools prepared is carried out in the next stage, namely a Review of In-Service PPG learning tools.

The final assessment of the PPP Workshop consists of process assessment and product assessment. The products of the PPP workshop participating in the PPG English Education Study Program are High school learning tools (classes X, XI, and class XII). These devices are following the 2013 revision of the 2017 Curriculum. Learning devices are one of the products produced in the PPG workshop. Each workshop supervising lecturer shows how to prepare lesson plans following the 2013 Curriculum format. Learning tools consist of lesson plans, media, worksheets, textbooks, and evaluations.

Even though this activity ran smoothly, there were some obstacles experienced by the participants in carrying out the PPP workshop based on a questionnaire in the form of a Google form. The questionnaire was created to find out what obstacles the participants experienced when carrying out the workshop. The obstacles experienced by PPP workshop participants included:

i.   Network instability. Some participants experienced this problem because their place of residence still lacks an internet connection.
ii.   Time allocation, time can be longer when what is being discussed and the product being made is quite difficult.
iii.   Adjustment of the 21st-century learning model with student abilities. It is because 21st-century learning emphasizes 4C skills, namely, Critical Thinking, Creative, Communication, and Collaboration. So it becomes a challenge for the participants during the program.

Conclusion:

Based on the results of the research above, it can be concluded that Teacher Professional Education (PPG) is a very appropriate strategy to produce qualified and professional teachers. Workshop activities for the development of learning tools that have been carried out by participants in the teacher professional education program in positions with the Fairly Good category. The data from this study shows that all participants have attended the workshop program in preparing lesson plans following the demands of the 21st century and show the seriousness of all PPG participants in the Position of Muslim Nusantara University Al Washliyah in workshop activities. The obstacles experienced by the participants in carrying out the PPP workshop based on a questionnaire in the form of a Google form were network instability, time allocation, and adjustment of the 21st-century learning model to students' abilities.

Recommendations:

For further development, it is necessary to include suggestions that are very useful and can help implement PPG in Position:

i. The implementation of the In-service PPG program needs to be improved again so that it is more optimal and produces teachers who are professional in teaching and mastering pedagogy

ii. Obstacles faced by PPG must be followed up immediately.

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