



EVALUATION OF THE IMPLEMENTATION OF TEACHER PROFESSIONAL EDUCATION IN INDONESIA

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Abstract

This research aims to answer and know the implementation of PPG (*Pendidikan Profesi Guru /Teacher Professional Education*) from various places by studying similar research results. The method used to assess some of the research results using an evaluation approach is the matching method. The matching method is done by matching and comparing the characteristics of the land with the criteria so that one particular conclusion is obtained. Furthermore, a systematic review is used as a Narrative systematic review to review relevant studies. The discussion results resulted in that given the importance of the role of a teacher to improve the quality of Indonesian education, and teachers need to be prepared in such a way as to become professional teachers, one way is to follow PPG. Professional teachers can only pursue the quality of education. Implementing the Teacher Professional Education Program (PPG) is a form of embodiment of Law No. 20 of 2003.

Keywords:

Professional Education Of Teachers, Teachers, Education

A. Introduction

Education is a discipline related to teaching and learning in schools or school-like environments instead of non-formal and informal socialization approaches (e.g., rural development projects and education through parent-child relationships). Education can be thought of as the transmission of values and the accumulation of knowledge from society. Education is designed to guide them in studying culture, shape their behavior in adult ways, and direct them towards their eventual role in society.

Education is preparing a person to achieve his goals by using all his abilities as much as possible as a member of society, Aristotle. Education is defined as any contact between adults and children and any relationship between adults and children. A field or condition in which educational work occurs, Langeveld, M.J. Education is described as how an individual acquires knowledge and understanding of particular objects and concepts of a higher level. As a consequence of formal education, individuals develop patterns of thinking and behaving appropriately to their education—the Complete Dictionary of Indonesian (1991). Education is synonymous with growth; He has no purpose other than himself. "Education is everything and progress; education itself has no endpoint." Dewey, John (1978).

Education is a valuable future investment. The government should be committed that education for future generations must be started and prepared in earnest. Education is nurturing learning and change in a thoughtful, optimistic, and respectful way, with the idea that we should all have the opportunity to participate in life.

The Mandate of Law No. 14 of 2004 on Teachers and Lecturers article 8 states that Teachers must have academic qualifications, competencies, educator certificates, physical





and spiritual health, and can realize national educational goals-Law No. 12 of 2012 on Higher Education article 17 paragraph (1) states that professional education is higher education after an undergraduate program that prepares students in jobs that require special skills requirements. The preparation of teachers as professional educators is also stated in Government Regulation No. 74 of 2008 concerning Teachers. The regulation underlies teacher reform in Indonesia, where teachers must be prepared through professional education after undergraduate programs (RISETDIKTI, 2018).

To realize the law's mandate in the framework of the preparation of professional teachers, the government prepares a Teacher Professional Education Program (PPG) in the form of a PPG Study Program. By the mandate of both UUGD and Law No. 12 of 2012 on Higher Education, the PPG program in Indonesia adheres to a consequential or layered model. Article 17 (1) of the Higher Education Act states that after an undergraduate program, professional education prepares students for jobs requiring special skills requirements (RISETDIKTI, 2018)

Ppg Study Program is organized by universities with educator and education personnel procurement programs that meet the requirements and obtain permits set by the Minister of Technology Research and Higher Education (RISETDIKTI, 2018) Universities designated to be organizers of PPG Studies must meet the following requirements:

- a. Having institutional accreditation from the National Accreditation Board of Higher Education (BAN-PT), preferably a Superior rank (A), or at least Good (B);
- b. Have a strata one education study program (S-1) accredited A for ppg program to be held, unless otherwise stipulated by kemenristekdikti;
- c. Have partnerships with several schools that are at least B accredited and meet the requirements as a field experience practice (PPL) venue as evidenced by a charter of cooperation;
- d. Have body/institution / unit or other designation that has the primary duties and functions of managing the PPG Study Program;
- e. Have a body/institution/unit or other designation that has the main tasks and functions of managing the PPL program;
- f. Have a body/institution/unit or other designation that has the primary task and function of managing the Academic Development program of education; and
- g. Have a body/institution/unit or other designations that have the primary duties and functions of internal quality assurance of universities.
- h. Program managers are personnel in charge of managing

Implementation of PPG Study Program. Ppg Study Program Managers appointed by the organizing college must have experience managing the study program and have pedagogical and managerial competencies. The manager of the PPG Study Program at the organizing college is at least six people, consisting of at least 2 (two) doctoral-qualified people (S-3) with the lowest academic position of Lektor and 4 (four) master-qualified people (S-2) with the lowest academic position of Head Lektor. In addition to these six people, each ppg study field held must have at least two lecturers who take care of the field of study from S-1 level studies. Lecturers serve to master *Specific Subject Pedagogy* (SSP) to teach or deepen materials, facilitate workshop activities, guide research, and guide Field Experience Practice.

The Teacher Professional Education Program (PPG) was developed by the Educational Institute of Education Personnel (LPTK) concerning the Teacher Education Standard



(DikGu Standard), which includes educational standards, research standards, and community service standards. Ppg Study Program is an educational program organized to prepare graduates of S1 Education and S1 /D IV Non-Education who have the talent and interest of becoming teachers to master the competence of teachers in full by national standards of education to obtain professional educator certificates in early childhood education, elementary education, and secondary Education (RISETDIKTI, 2018)

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education pathways, primary education, and secondary education. The position of teachers as professionals serves to improve their dignity and role as learning agents to improve the quality of national education. Recognition of the position of teachers as professionals is evidenced by the educator's certificate (Kuswardinah, 2009) Becoming a professional teacher is certainly not easy; many competencies must be understood and mastered by prospective teachers, both teacher knowledge itself, teaching and guiding skills, and developing the attitude and personality of teachers(Arifin, 2014)

The teaching profession is a growing profession. However, some argue that teachers are semi-professional positions, more than that. Professionalization efforts do not need to be bargained anymore because of the unique profession of teachers. The teaching profession must have a variety of competencies, such as professional, personal, and social competencies. A person who is considered professional can do his job by always sticking to work ethics, independent (free from outside pressure), fast (productive), appropriate (practical), efficient and innovative, and based on the principles of excellent service based on elements of systematic science or theory, professional authority, public recognition and regulative code of ethics (Laelasari, 2013).

The object of PPG is the development of teacher quality to master the competence of teachers as a whole by national standards of education to obtain professional educator certificates in early childhood education, elementary education, and secondary education. In this study, we will discuss several PPG evaluations from various published research results to identify the results of evaluations and recommendations that can help improve the PPG program.

B. Research Methods

The method used to assess some of the research results using an evaluation approach is the matching method. The matching method is done by matching and comparing the characteristics of the land with the criteria so that one particular conclusion is obtained. Furthermore, a systematic review is used as a narrative review by selecting what researchers have written on a subject or topic. The aim is to obtain a summary of the existing scientific literature and produce a comprehensive report on the current position of science relating to a particular topic.

C. Results and Discussions

- a) Research by Abdul Quddus aims to analyze the implementation of *technological pedagogical content knowledge* (TPACK) in Teacher Professional Education (PPG) PAI LPTK UIN Mataram(Quddus, 2020)





His research findings that the implementation of online learning through TPACK at LPTK UIN Mataram with 58 students from 7 provinces has succeeded in improving teacher competencies such as online classroom management competencies, downloading and reading modules, reading material with pdf format files, powerpoints, watching learning videos, then resume and uploading assignments, active in online discussions and taking online exams in the form of pretest, formative tasks, summative tasks, and final assignments of online modules. PPG PAI (*Pendidikan Agama Islam*) UIN Mataram students passed the National Competency Test with 99% for the Performance Test (Skin) and 68.42% for the Knowledge Test (UP).

That PAI UIN Mataram teacher professional education has implemented TPACK that combines technology, pedagogy, and content in online learning through the application of www.siagapendis.com, the Directorate of PAI Kemenag RI. In implementing online TPACK, PPG PAI UIN Mataram also applies *Blended Learning*, which synergizes online learning with face-to-face learning, especially in learning device design workshops, classroom action research (PTK), and PPL. UIN Mataram obtained maximum grades in the PPG Student Competency Test, both performance and knowledge. For the LPTK Performance Test, UIN Mataram successfully passed 99%, and for the Knowledge Test (UP), LPTK UIN Mataram students passed several 39 people (68.42%)(Quddus, 2020)

b) Research by Anindra Guspa, and Zulmi Yusra on Descriptive Studies on Career Commitment Profiles in Teachers' Professional Education Program (PPG) Participants

This research is basic and is preliminary research in developing research and even program design. The study subjects numbered 118 (N:118) teachers who had participated in the PPG program. The results of this study found that the average career commitment profile for teachers of PPG participants was at a moderate level (67.79%) and then at a high level (32.20%)(Anindra Guspa, 2021) Based on gender, men as many as 60 people and women 58 people. Based on the type of program, PPg in the department of 26 subjects and 92 PPg subjects is pre-employment. Based on the initial adult age of 42 people, the adult is 73 people and the final adult three people. They were then based on the staffing status of civil servant teachers, 43 people, honoree teachers, 36 people, and private teachers 39 people.

Based on the research dimensions of a career commitment to teachers who follow PPG. In the dimension of career identity, 116 (98.30%) teachers who follow PPG have a high career identity, 2 (1.70%) teachers have a moderate career identity. The dimension of career planning illustrates that 86 (72.88%) teachers have career planning at moderate levels, and 32 (27.11%) teachers have high career planning. The career resilience dimension shows that 69 (58.47%) teachers have moderate career resilience, 36 (30.50%) teachers with low career resilience, and 13 (11.01%) teachers have high career resilience. This dimension shows that one's need for self-development and setting career goals. In this dimension is the energy of commitment due to the purpose and desire of a person to develop one's potential for the profession pursued(Anindra Guspa, 2021) From this research, it is important to suggest to PPG Program Policymakers that the importance of PPG programs will increase career commitment to creating professional Teacher Resources.

c) Research that discusses The Analysis of Errors in The Preparation of Learning Implementation Plan (RPP) of Students of Teacher Professional Education Program, by Erlita Agustina, and Jumadi(Erlita Agustina, 2019)



The study was conducted in December 2019 in Yogyakarta. This study shows that STUDENTS of PPG Physics Education have compiled RPP well by the assessment aspect. However, there were some errors in the preparation. The error is (1) the learning indicator has not been by the basic competencies to be achieved. The learning objectives have not entirely contained ABCD (*Audience, Behavior, and Degree*) or CABD (*Condition, Audience, Behavior, and Degree*), (2) the evaluation instrument used is not appropriate because there are no instruments for enrichment activity plans for students who have more ability and remedial activity plans for students who are having less ability.

The error is caused by a lack of carefulness in formulating learning indicators and objectives, and there is no plan in carrying out enrichment or remedial activities for learners. Basic goals, indicators, and competencies are continuous components. When on incomplete learning, the teacher will have difficulty assessing learning. Learning indicators that do not conform to basic competencies cannot achieve competence perfectly. Second, the evaluation instrument used is inappropriate because there are no instruments for enrichment activity plans for students with more ability and remedial activity plans for students with less ability. The results of this study are expected in the future. There is assistance in preparing each component of RPP, and PPG students are more careful in compiling RPP so that it can be applied well during learning (Erlita Agustina, 2019)

d) The research aims to evaluate the Implementation of The Teacher Professional Education Program (PPG) at the Faculty of Tarbiyah and Teacher Training (FITK) UIN Syarif Hidayatullah Jakarta, by Dindin Ridwanudin, and Takiddin (Dindin Ridwanudin, 2020a)

Subjects in this study include lecturers, PPG students, teachers, and policyholders in schools/ madrasas. The evaluation design used in the CIPP evaluation model focuses on the evaluation of context, input, process, and product. FITK UIN Syarif Hidayatullah organizes PPG activities by Standard Operating Procedures in context. In terms of input, FITK is supported with adequate human resources. All lecturers involved, education personnel, teachers, and students by the guidelines for implementing the program. In the process aspect, FITK has organized PPG program activities by sop. The entire process that is patterned and good impacts the resulting product. Referring to the high percentage of PPG participants and achieving a graduation percentage of 84% proves fit's success in implementing the PPG program.

In addition, the A-accredited FITK qualification becomes an important point and by the qualifications that the government has determined. On the other hand, geographically, FITK is very strategic as a supervisor of PPG activities because it is supported by many schools and partner madrasas working with FITK, as evidenced by the existing MoU.

All lecturers involved to become instructors of PPG activities have qualifications required by the government, namely identity as evidenced by NIDN (*Nomor Induk Dosen Nasional Indonesia/ National Lecturer Identification Number*) ownership, academic positions that are at least ten years of teaching with teaching experience and have a Tester Registration Number As for students who are PPG participants, technically they are those who are by the requirements as participants and pass the screening stage examination – carried out by the Ministry of Religious Affairs.





In the program implementation stage process, FITK guides all activities carried out by lecturers and students with a clear SOP. This can be seen from the activity guidance manual, supporting instruments, and carefully planned activities schedules.

Referring the resulting products to a high percentage of PPG participants' graduation and achieving a graduation percentage of 84% proves the success of implementing the PPG program implemented by FITK.

e) Readiness for the implementation of the Teacher Professional Education Program (PPG) at Muhammadiyah Kendari University by Lilianti, Djam'an Satori, Aan Komariah, Asep Suryana (Komariah et al., 2020)

At the University of Muhammadiyah Kendari, there is already readiness to carry out professional teacher education. The study's findings revealed that the stage of implementation readiness at every level of the organization had not been implemented properly as intended. The analysis of needs based on needs at the level of study programs, majors, and faculties has not been done. In addition, the effectiveness of implementation has not been assessed by direct observation of program planning. All measurement methodologies are not structured according to indicators of program success, which take into account the features of the teacher's professional education and effective management performance in meeting the vision and objectives of the organization. The study concludes that professional teachers are essential for creating readiness and knowledge in their application, which begins with rigorous socialization at every level of the organization, including universities, faculty, and study programs.

Analysis of the needs of PPG programs is not carried out based on needs at the level of study programs, majors, and faculties explicitly. The key to implementation that needs to be considered and carried out by the institution is as follows: First, the meaning of vision and mission has not been detailed until the objectives of the program achievement indicator. Second, it takes the support of management and leadership of institutions such as consistent socialization, mutual commitment, meetings, providing visualization to create intense and standardized communication. Third, consistency is needed to structure the program's tools with goal guidelines and achievement indicators, such as description, tasks, workflows, standard procedures, and *run-down* activities. Fourth, consistency is needed to conduct monitoring, evaluation, and corrective actions as consideration of the improvement and development of repeating agency programs (Komariah et al., 2020)

Analysis

The problem that occurs today is that many teachers do have not optimal performance. Teachers are expected to have a high commitment to their professionals and provide examples to improve the quality of Education (Paryono, 2020). Professional teachers are the determining factor of a quality education process. Today, teachers in the era of information and communication technology are not just teaching (transfer of knowledge) but must be learning managers. Furthermore, in response to the problem, teachers must develop three basic student intelligence in improving the quality of teaching. Intellectually, emotionally, and morally, the three elements must be instilled in the student as strongly as possible to be embedded in him. The role of teachers and teacher duties as determinants for the success of education, especially in the face of education in the era of the industrial revolution 4.0. The existence and professional improvement of teachers becomes a very important discourse. Education in the era of the industrial revolution 4.0 requires the arrangement of good and professional education management.



As a profession in education, teachers have rights and obligations that concern the world of education involved. Professional competence is a basic ability that teachers must possess. There are some expert views on the professional competence of teachers. The teaching profession must have a professional attitude petrified in its science.

Teachers can be said to be leaders in the classroom. A leader must have good morals. In addition to having good moral character, a leader must also have ethics (Setiawan & Sitorus, 2017). The professional competence of teachers is the ability and authority of teachers in carrying out their teaching profession, meaning that teachers who are good at carrying out their profession can be referred to as competent and professional teachers. Sha'bani, 2018: 35 in Anggelika Permata Sari that teachers are responsible for guiding learners in physical and spiritual development to achieve the level of maturity fulfilling their duties as god beings, individual beings, and social beings (Sari, 2021).

The effectiveness of the implementation of professional performance of teachers depends heavily on the competence of the principal in carrying out his duties, including in conducting academic supervision. To carry out academic supervision, the principal, as a supervisor and in charge of activities in the school, must be able to arrange programs, implement, and follow up academic supervision in the school he leads. Prayitno in the Solehudin Constitution, the principal, must also reflect on his performance and carry out follow-up as very useful feedback for quality improvement both for students, teachers, and himself who can ultimately improve the quality of education in his school (Solehudin, 2020).

The institution organizing the Teacher Professional Education program is a college that has a program of procurement of education personnel that meets the requirements and is determined by the Minister determined based on the fulfilment of requirements related to the accreditation of the National Accreditation Board of Higher Education (BAN-PT), the observance of the principle in the implementation of universities by existing laws and regulations. Several factors support the implementation of Teacher Professional Education, namely the number of teachers who do not have the adequate ability in teaching, as an alternative way to get certified. In addition, some factors hinder the implementation of Teacher Professional Education: Teacher Professional Education requires very large funds. Participants from remote areas do not follow this program, and not all universities open this program.

D. Conclusion

One important sector in the education sector is where quality education will produce quality human resources. Professional teachers can only pursue the quality of education. Implementing the Teacher Professional Education Program (PPG) is a form of embodiment of Law No. 20 of 2003 on the National Education System and Law No. 14 of 2005 on Teachers and Lecturers.

The development of teacher professionalism is a concern globally because teachers have a duty and role in providing information about science and technology and forming attitudes and souls that can survive in the era of hypercompetitiveness. Therefore, efforts to continue to develop the teaching profession become an absolute condition for the progress of a nation. The increasing quality of educators will improve the quality of education, both the process and the results (Mustofa, 2007).





The government's efforts to continue to develop the profession of educators as a strong and respected profession in line with other professions are seen from the birth of Law No. 14 of 2005 on Teachers and Lecturers who seek to develop the profession of educator through legal protection. Given the importance of the role of a teacher to improve the quality of Indonesian education, teachers need to be prepared in such a way as to become professional teachers, and one way is to follow PPG (Arifa & Prayitno, 2019). Teachers become the key to the achievement and success of learning activities to create Superior Human Resources in the future (Erlita Agustina, 2019). Evaluation activities on PPG programs that have been implemented are a must. Evaluation is carried out to ensure that the entire series of activities are carried out by applicable procedures and rules so that the quality of graduates is controlled and well maintained (Dindin Ridwanudin, 2020b).

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