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**ANALYSIS OF BEGINNING TEACHER TEACHING PROGRAM IN INCREASING THE PROFESSIONALISM COMPETENCE OF MADRASAH IBTIDAIYAH TEACHER EDUCATION IBN KHALDUN UNIVERSITY ALUMNI IN PRIMARY EDUCATION BOGOR**

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**Abstrak**

Tujuan dari penelitian ini adalah, yang pertama untuk menganalisis implementasi program pendampingan bagi guru pemula yang merupakan alumni Pendidikan Guru Madrasah Ibtidaiyah Universitas Ibn Khaldun yang telah bekerja di lembaga pendidikan dasar di kota Bogor. Kedua, ini menggambarkan pengaruh program mentoring pada peningkatan kompetensi profesional guru pemula. Ketiga, terjalin komunikasi dan kekeluargaan yang baik antara alumni dan almamater. Metode penelitian yang digunakan adalah metode campuran (kualitatif dan kuantitatif). Pengumpulan data dalam penelitian ini menggunakan wawancara, observasi, diskusi kelompok fokus, dan skala. Objek penelitian ini adalah Pendidikan Guru Madrasah Ibtidaiyah Alumni Universitas Ibn Khaldun yang bekerja di Bogor di berbagai lembaga pendidikan dasar, yaitu sekolah dasar negeri, Madrasah Ibtidaiyah Pribadi dan Sekolah Dasar Islam, yang merupakan guru honorer dan tetap. Kesimpulan dari hasil penelitian ini adalah program bantuan alumni Madrasah Ibtidaiyah Pendidikan Guru Universitas Ibn Khaldun terbukti meningkatkan kompetensi profesionalisme guru yang meliputi enam indikator, yaitu penerapan ilmu pengetahuan, produktivitas kerja, inovasi, penyelesaian masalah, adaptasi lingkungan kerja, responsif terhadap kebutuhan siswa. Dan mempererat jalinan komunikasi antara alumni dan alam.

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**Abstract**

The purposes of this study are, the first to analyze the implementation of mentoring programs for beginner teachers who are alumni of Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University who have worked in basic education institutions in the city of Bogor. Second, it describes the influence of the mentoring program on improving the professional competence of beginner teachers. Third, good communication and kinship between alumni and alma mater is established. The research method used is mix methods (qualitative and quantitative). Data collection in this study uses interviews, observation, focus group discussions, and scale. The object of this research is Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University alumni who work in Bogor in different basic education institutions, namely public elementary schools, Private Madrasah Ibtidaiyah and Islamic Elementary School, which are honorary and permanent teachers. The conclusion of the result of this study is the Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University alumni assistance program is proven to improve teacher professionalism competencies which include six indicators, those are the application of science, work productivity, innovation, problem solving, work environment adaptation, responsiveness of students' needs. And tighten the fabric of communication between alumni and nature.

## 1. Introduction

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education. Professional teachers must have a minimum academic qualification of undergraduate. Teachers must also master competencies (pedagogic, professional, social and personality), have a certificate of educator, are physically and mentally healthy, and have the ability to realize national education goals. The teacher greatly determines the fate of the next generation. If the teacher is qualified then he is able to educate his students to be qualified students, but on the contrary if the teachers have low quality then students will also have low quality.

In connection with that, one of the 17 SDG (Sustainable Development Goals, 2015-2030) targets declared by the United Nations is "By 2030 all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers " The target more or less states that the education process must be supported by teachers who are qualified, professionally trained, highly motivated, and fully supported.

However, the portrait of Indonesian teacher quality still needs to be considered as stated by Ratih Hurriyati (2016) a Professor of Indonesian Education University that based on the portrait of the condition of teachers in Indonesia as a large based on the results of the 2015 Teacher competency test, the following analysis results can be drawn. The low level of competency of teacher candidates is based on several possible causes, including: (1) the quality of higher education that produces teachers still needs to be improved, (2) high school graduates who take education to become the best non-student teachers; (3) the best graduates from universities in Indonesia are not interested in becoming teachers.

New teachers are increasing in the city of Bogor. Especially graduates from Ibn

Khaldun University, Bogor, especially graduates from the Madrasah Ibtidaiyah Teacher Education, on average after graduating directly teaching in private or state elementary schools or Madrasah Ibtidaiyah, some even began teaching since college. This is evidenced by the following results of Tracer Study Madrasah Ibtidaiyah Teacher Education alumni in 2015 , the waiting period for student work is obtained through alumni search questionnaires (tracer study) who graduate from 2010 to 2015 obtained the average waiting period of a number of agencies indicating that 69,23% graduates have obtained work before graduation, and some of them after graduating with a period of one to three months of 23.8%, a waiting period of more than three months 2.56% and six months to one year 5.13%. Then the data obtained through the survey of graduates of the last 5 years through a questionnaire (tracer study) the type of work they generally work as teachers in Madrasah Ibtidaiyah / Islamic elementary schools and honorarium or permanent teachers in private schools as much as 69.23%, civil servant teachers 2.56 %, lecturers 2.56%, Kindergarten / Early Childhood Education / Islamic Junior High school 17.95% and Entrepreneurs 7.69%. This proves that Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University graduates can be absorbed in various types of occupational professions, but on average they are the most teachers in private schools but in terms of quality they are still low.

Therefore, based on the description above it is necessary to increase the capacity of Ibn Khaldun University alumni who become educators in basic education institutions. Through the assistance program (induction) for beginner teachers, it is expected to improve the quality and competence as educators of the nation. Because the Beginner Teacher Induction Program is an orientation activity, training in the workplace, development, and the practice of solving various problems in the process of learning and guidance and counseling for beginner teachers in schools in their assignments.

In addition, according to Danim (2011), the fundamental issue is the need for

mentoring programs (induction) for teachers, namely: first, the first year of carrying out teaching assignments, is a tough and varied and stressful challenge for beginner teachers. Second, induction programs has an important role to assist teachers in the transition period as students who have just graduated from college to become real teachers. Beginner teachers get support from their peers and family, but support more important tutors or mentors. Third, the majority of beginner teachers give a positive response to the support of school teachers and mentors. Fourth, the induction program is a very useful program to make teachers more trained and improve their professional knowledge and tutors are experienced teacher.

## 2. Literature Review

### School Based Assistance (Induction) Program

The law also affirms that the teacher has the position as a professional on the path of formal education that is appointed in accordance with the legislation. Furthermore, the Law of Teachers and Lecturers defines that professionals are jobs or activities carried out by a person and become a source of life income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.

In the 2010 Minister of National Education article 3 explained in the implementation of mentoring programs (induction) for beginner teachers based on the following principles:

- 1) Professional; the implementation of the program based on the professional code of ethics, in accordance with the field of duty;
- 2) Partnership; placing beginner teachers and mentors as equal partners;
- 3) Serviceability; implementation on the basis of work relationships in the team;
- 4) Independent; work without relying on other parties;
- 5) Democratic; placing common interests above personal and group interests;
- 6) Open; processes and results of work are known by interested parties;

- 7) Flexible; adjust to the existing environmental conditions and conditions;
- 8) Participatory; involve many parties in decision making
- 9) Accountable; implementation that can be accounted for to the public;
- 10) Responsibility; organizing works in accordance with their duties
- 11) Systemic, carried out regularly and continuously;
- 12) Sustainability, carried out continuously by always making improvements to previous results;

School-based assistance (induction) means schools have an important role because schools are an integral part of the realization of integrated teachers and support for teachers (Danim, 2011).

### Professionalism Competence

There are several Teacher Competency Indicators. According to government regulation no. 19 of 2005 concerning national education standards that education personnel must have pedagogic, personal, professional and social competencies. One of the competencies that must be possessed by the teacher is professionalism. Professional indicators include the application of science, work productivity, innovation, problem solving, adaptation of the work environment, responsiveness to the needs of students.

Professional competence is the mastery of learning material in a broad and profound way that includes mastery of curriculum material in subjects from school and the scientific substance that covers the material. And mastery of the structure and scientific methodology. Each sub competency has the following indicators:

- 1) Mastering the scientific substance related to the field of study has an indicator: understanding the material that is in the school curriculum; with teaching material, understanding the conceptual relationship between related subjects; and apply scientific concepts in everyday life.
- 2) Mastering the structure and method of science has an indicator: mastering the steps of critical study research to deepen knowledge or material in the field of study.

Based on the description above it can be concluded that competence is a combination of individual potentials that are actualized (demonstrated) in quality and quantity in a performance. In connection with that, Asmarani (2014) explains teacher competency is the work ability of each individual which includes knowledge, skills and attitudes. In addition, as an effort to improve teachers' professional competence can be done through Teacher Working Group activities, training, reading books, classroom action research and active participation in organizations.

### **Beginner Teacher**

Minister of National Education Regulation No. 27 of 2010 concerning mentoring program (induction) for Beginner Teachers in Article 1 explains as follows: 1. Mentoring program for beginner teachers, hereinafter referred to as induction program, is an orientation activity, training in the workplace, development, and the practice of solving various problems in the learning process/guidance and counseling for beginner teachers in schools/madrasahs in their assignments. 2. The beginner teacher is the teacher who is first assigned to carry out the process of learning/guidance and counseling in education units organized by the Government, local government, or the community.

Beginner teachers have the obligation to plan learning/guidance and counseling, carrying out quality learning/guidance and counseling, assess and evaluate the results of learning/guidance and counseling, as well as carry out repairs and enrichment.

The program is implemented in stages and at least includes preparation, introduction of school/madrasah and the environment, implementation and observation of learning/guidance and counseling, assessment, and reporting. Beginner teachers are given a teaching load between 12 (twelve) to 18 (eighteen) face-to-face hours per week for subject teachers, or guidance load between 75 (seventy five) to 100 (one hundred) students per year for guidance teachers and counseling.

During the course of the induction program, mentors, school principals, and

supervisors must guide beginner teachers to become professional teachers. Coaching provided includes guidance in learning/guidance and counseling planning, implementation of learning activities or guidance and counseling, evaluation and evaluation of learning outcomes/ guidance and counseling, repair and enrichment by utilizing the results of evaluation and evaluation of learning/guidance and counseling, and the implementation of other tasks which is relevant.

### **3. Methodology**

#### **Research methods**

This research method is mix methods or combination research. According to Creswell (2014: 5) mix-methods are research approaches that combine or associate qualitative and quantitative forms. Whereas according to Johnson and Cristensen (2007) Mix Methods or combination research methods are approaches in research that combine or connect between qualitative and quantitative research methods (including philosophical foundation, use of approaches and combining both approaches in research). So from the various definitions of the experts above it can be concluded that the Mix-method research is a research that combines or combines qualitative and quantitative research approaches.

#### **Data analysis data source**

The research design uses a mix method, which is obtaining field data through confirmation and exploration results, in which researchers test the theory of the results of the data obtained from research in the field, which the researchers produce new hypotheses and theories based on data collected during the field research. Data collection techniques through interviews, observation, Focus Group Discussions, questionnaires (questionnaire). In the Mix Methodes research, data analysis can be done in several ways, those are:

- 1) Concurrent mixed analysis: analysis of qualitative and quantitative data
- 2) Qualitative quantitative-gradual analysis: qualitative data analysis followed by collection and analysis of qualitative data as confirmation

3) Gradual qualitative-quantitative analysis: qualitative data analysis followed by collecting qualitative data analysis

The analysis carried out in quantitative data is carried out using descriptive analysis techniques. Milles and Huberman in (Sugiyono 2011: 338) suggested that the approach in qualitative data analysis consisted of data reduction, data display, drawing conclusions, and verification, which is carried out in an interactive form with the process of collecting data as a process that continued, repeated, and continued continuously to form a cycle.

**Research location and time**

The research will be carried out in Bogor, West Java, that is Bogor Elementary School with a special objects are beginner teachers who are alumni of Ibn Khaldun University in Bogor which includes Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University Bogor alumni who teach in three different types of schools, those are, two people at Al akhyar Madrasah Ibtidaiyah, three people at Almadani Islamic Elementary School, and one person at Kayu Manis Elementary School. Implementation time is May to September 2018.

**4. Results and discussion**

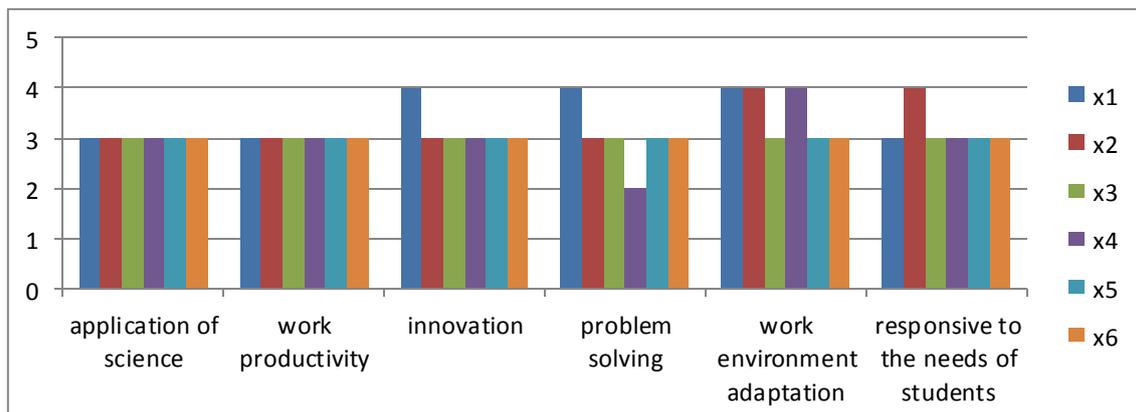
The results of this study are obtained competency data owned by Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University Bogor alumni who teach in three different types of schools, those are, two people at Al Akhyar Madrasah Ibtidaiyah, three people at Almadani Islamic Elementary

School, and one person at Kayu Manis Elementary School. To find out how far the effectiveness of the induction program for Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University alumni who are beginner teachers, the team carried out several stages of activities those are:

- 1) Carry out visits to research locations and observation to alumni as beginner teachers
- 2) Conduct an Focus Group Discussion with the principal and mentor teacher
- 3) Provide training in implementing curriculum in elementary schools
- 4) Workshop on learning assessment
- 5) Excellent teacher character education training
- 6) Workshop on making learning devices
- 7) Providing handbooks for beginner teachers during workshops
- 8) Mentoring with mentor teachers who have been selected by school stakeholders
- 9) Regular guidance by mentor teachers to beginner teachers

Through this activity can improve communication and friendship between alumni and alma mater, that is Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University Bogor.

From the results of processing alumni professional competency research data obtained from the results of the questionnaire to the observer team the beginner teacher mentoring program is summarized in the graph as follows.



Grafic 1. professional competency

Based on the data obtained about the category of professionalism it can be seen that 6 respondents from 3 schools stated excellent = 6, good = 29, enough = 1 of the 6 indicators of the category of professionalism namely the application of science, work productivity, innovation, problem solving, work environment adaptation, responsive to the needs of students.

From the results of this study, it can be described that after the teacher mentoring program has been intensively collaborated with experts and mentors in their respective schools, this program can improve the professional competence of alumni. Indicators of professionalism seen from the results of the study include, (1) the application of the science of alumni in the learning process seems more qualified. They are more confident in delivering lessons in class because they have prepared optimally. (2) alumni work productivity as a beginner teacher seems more enthusiastic, after passing several training programs and workshops and conducting consultations and mentoring with mentor teachers regularly so they can adapt to another work colleague this is as stated by Danim (2011) an assistance program (induction) has an important role to help teachers in the transition period as students who have just graduated into a real teacher. Beginner teachers get support from your peers and family support for more important tutors or mentors. (3) Innovations made by beginner teachers are motivated to create creative learning media and teaching materials so that the learning process is more enjoyable. (4) Problem solving, beginner teachers can solve problems wisely. (5) Environmental adaptation, through this activity has trained beginner teachers to be able to blend in with colleagues and adapt well. (5) The responsiveness of student needs is a priority for their beginner teachers to understand the character of students in the classroom and are responsible for mastering teaching materials so that they can be maximized in transferring knowledge and learning objectives are achieved, this is in accordance with the definition of the teacher who is everyone who authorized and responsible for the education of students, both individually and classically, both at

school and outside school (Djamarah, 1994: 33).

In accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position. Therefore teachers are required to continue to develop their capacity in accordance with the times, science and technology, as well as community needs including the need for quality human resources and the capability to be able to compete in regional, national and international forums. Teacher is a designation for position, position and profession for someone who devotes himself in the field of education through educated, formal, and systematic educative interaction. In Law No. 14 of 2005 concerning Teachers and Lecturers (article 1) stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students on the path of formal education, at the primary education level and middle education". Professional teachers will be reflected in the performance of carrying out tasks marked by expertise in both material and learning methods. The expertise possessed by professional teachers is the expertise gained through a specially programmed education and training process. This expertise receives formal recognition which is stated in the form of certification, accreditation, and licensing from the competent authorities (in this case the government and professional organizations).

## 5. Conclusion

The program implemented in mentoring activities in the form of training, workshops by education experts and intensive mentoring with mentor teachers is carried out in their respective schools. Madrasah Ibtidaiyah Teacher Education Ibn Khaldun University alumni assistance program is proven to be able to improve teacher professionalism competencies which include six indicators, those are the application of science, work productivity, innovation, problem solving, work environment adaptation, responsiveness of students' needs. And tighten the fabric of communication between alumni and nature.

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