

English Teachers' Reaction on Teacher Training Program: A Survey Undertaken in West Java, Indonesia

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Keywords: Teachers' Reaction, Survey, Teacher Training, Online Mentoring, In Class Mentoring, Professional Development.

Abstract: This paper is a preliminary study of larger research scales. The survey has conducted at the teacher-training program, PLPG, as teachers' professional development in Indonesia. This survey aimed to investigate the English teachers' reaction to their learning process while attending the PLPG. The majority of English teachers are satisfied with the program qualities. The survey also revealed two major shortcomings of the program. The first is lack of commitment from both instructors and teachers as learners during the learning process. The second is the technical problems, for instance connection errors while online mentoring in certain areas where the teachers lived. Therefore, this study offered several suggestions to overcome the shortcoming while the training process.

1 INTRODUCTION

Nowadays, professional teachers have become an interesting topic to be discussed (Fahriany, 2014). Professional teachers are teachers that are capable to meet all requirements as professional teachers and get a salary that is commensurate with their hard works (Ingvarson, Kleinhenz, & Wilkinson, 2007). The capacity that must be possessed by professional teachers should reflect the four characteristics as follows; (1) able to instruct the learning materials clearly; (2) able to guide the students' in improving their English competences in accordance with their English skills; (3) being innovative teachers and educative teachers; (4) being excellent role models for students (Apriliyanti, 2018).

In addition, the Ministry of Education and Culture (later on MOEC) stated in Law No.14/2005 (Guru dan Dosen, 2005) that professional teachers must 'have a bachelor degree, possess four teachers competences—namely personal competences, social competences, pedagogical competences and professional competences—, have teacher certification, healthy inside and outside, and have capacities to achieve the curriculum target' (Maulipaksi, 2016; Apriliyanti, 2018). Notwithstanding, not all teachers in Indonesia have the entire qualification as aforementioned, for instance four competences. Moreover, the

administration assignments and teachers' encumbrances compound their teaching load and made teachers set aside of how the importance of enhancing their capacity and knowledge of the teacher was. Consequently, the decreased performance qualities of English teachers because of monotonous routine with unaccompanied the refreshment of new teaching knowledge. Thus, conducting training program of professional teachers is became an emergency to be conducted as a means enhancing teachers' qualities (ACTEQ, 2003; OECD, 2009).

Then, Indonesian government has established the teacher training for teachers since 2005 until now, namely Teacher Certification and continued with PLPG. To maintain the training qualities, this program has evaluated by various researchers. The first evaluation was conducted by World Bank longitudinal research finding in 2008 under the Better Education through Reformed Management and Universal Teacher Upgrading (BERMUTU) program in which funded by Dutch government (Apriliyanti, 2018, p. 1). The research found that certification allowance that teachers' got after the training was upgrading the teachers' qualities of life in terms of financing issues but did not accompanied with the significant improvement of teachers' skills and knowledge in teaching. In other word, the certification program did help teachers to break the

chain of their economic problems simultaneously but it is failed to achieve its goals and it could not be a guarantee that the teacher is become professional (Apriliyanti, 2018).

Then, to decrease the risk failure of the program, the government held teacher competency test in 2012 as the pioneer of measuring teachers' competences. The first candidates were the teachers that were entered the teacher certification lists. The passing grade points was 55-point at that time. As the result, only few teachers who was achieved the standard points (Apriliyanti, 2018, p. 1). Technical obstacles had happen while conducting the test. First, unsupported facilities and infrastructures that could not facilitate the teachers as testers. Second, only few teachers who have the capability in operating computer. Third, the test activity program seems to be forced and in a hurry so that the result was not as the expected. Therefore, with the obstacle and the urgency, the government through the teacher-training institute (later on LPTK) held the education and training of teacher profession program (PLPG) for in-service teacher (World Bank, 2015; Apriliyanti, 2018, pp. 1-2).

Afterward, in 2017, PLPG improved their program qualities by changing the learning treatment for the teachers. The training conducted for in-service teachers appointed before 2016 (KEMENDIKBUD, 2017). These learning processes held for two-month pre-condition mentoring via online mentoring application called *Konsorsium Sertifikasi Guru* (later on KSG) and continued with 100-hour learning in two-weeks at the in-class mentoring sessions. After learning in the training, teachers have to attend in a national examination test (UTN) as the climax of the training sessions. The total number of points that teachers have to collect is 80 points (KEMENDIKBUD, 2017).

The learning materials in the program contained the knowledge materials based on the four competencies that must be possessed by teachers based in the regulation No.14/2005 article 10 (Guru dan Dosen, 2005). The competencies are pedagogical competence included personal and social competence, and professional competence included pedagogical competence such as English teachers' basic knowledge in English subject material (KEMENDIKBUD, 2017). In addition, the teacher education or teacher training should cover the policies, procedures, provision designed to equip teachers with the knowledge, attitudes, behaviours, and skills in which are required to perform their tasks effectively in the classroom, school, and wider community (Kagoda & Itaaga, 2013; Samsujjaman,

2017). Educational training should provide experienced trainers or mentors to train the teachers as mentees and helped them to enhance their abilities to do more productive behaviours (Ingvarson, Kleinhenz, & Wilkinson, 2007; Apriliyanti, 2018).

The previous research studies as aforementioned above talked about the result of the training that interrelated with the teachers' competences improvement as parts of professionalism of teachers but they rarely talked about the training process in teachers' perspective itself. According to Donald Kirkpatrick (2006), an expert on the training program evaluation in the united states, mentioned that the satisfaction of the trainees, in this case are teachers, is necessary to be evaluated first before evaluating the learning process, the behavioural changes of teachers, and the outcome of the teachers or the result effected by the program. The evaluation as mentioned is commonly called the Four-Level of Evaluation Model (Kirkpatrick & Kirkpatrick, 2006; Apriliyanti, 2018). It means that, before evaluated the improvement of the teachers' competences and their professionalism in teaching after PLPG, the research or evaluator should gather the teachers' perspective as trainees of PLPG and their responses in terms of their satisfaction of the program as their learning media. Thus, investigations of teachers' reaction on the teachers' training are needed in order to develop an effective and an efficient training program so that the program can improve their qualities to engender quality teachers. Therefore, this paper will discuss certain findings of an evaluative study in terms of teacher training feedback of the teachers.

1.1 The Highlight of the Study

This paper is a preliminary study of larger scales of research entitled "*English Teachers' Competences on PLPG: An Evaluative Study Based on Kirkpatricks' Model*" (Apriliyanti, 2018). This study is the first level of Kirkpatricks' evaluation model called level one: Reaction (Kirkpatrick & Kirkpatrick, 2006). The reaction in this paper refers to the expression of persons after they perceive the stimulation. The trainees' satisfaction evaluation measured their reaction to the training (Kirkpatrick & Kirkpatrick, 2006). The teachers' reaction is needed to seek their satisfaction with the training program. In sum, this paper provides illustrations of the findings as an effort to find the answer of 'How do English teachers' react their training process on PLPG as their teacher training development?'

2 METHODOLOGY

This study was conducted the survey method and the sample of this study was taken by using purposive sampling. The population of this study was the entire English teachers who attended PLPG 2017 in one of *Rayon* in West Java Province. The samples of this study were 27 English teachers who attended sixth-session of PLPG. The domain of the questionnaires were teachers' reaction on PLPG 2017, their confidence with their own competences, and their comments of the programs. The indicators of the survey is presented in Table 1.

Table 1: Survey's Domain and Indicator (Apriliyanti, 2018).

NO	DOMAIN	INDICATOR	TOTAL ITEM	NUMB ER OF ITEM	SCALE
1	Teachers' satisfaction on PLPG 2017 learning process	1. Teachers expressed their feeling after following PLPG	7	A1, 2, 3, 4, 5, 6, 7	Guttman Scale and checklists
		2. Teachers are able to give their reaction to the training related with the relevancy of the materials with their needs on teaching profession	13	S8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Likert Scale (point 1-5)
		3. Teachers are desire to apply their new knowledge from PLPG into their teaching and learning activities	3	S21, 22, 23	
		4. PLPG was held in comfortable place	5	S24, 25, 26, 27, 28	
2	Teachers' confidence with their own competences	Teachers have their beliefs on their competences	5	S29, 30, 31, 32, 33	
3	Teachers' broader perspective on the PLPG	The English teachers gave their feedback on the program	3	Q34, 35, 36	Open Question

3 RESULTS AND DISCUSSIONS

This survey has conducted on PLPG 2017. Unlike the previous PLPG training, in which used teachers' document, UKG score and in-class (face-to-face) mentoring session as the learning process, PLPG 2017 has added two-month online mentoring as additional learning process before in-class mentoring

he teachers' assumed that they could managed their of this survey is divided into three major areas, namely, (1) Teachers' reaction on PLPG 2017; (2) Teachers' Experiences on Learning the Teachers' competence knowledge; (3) Broader perspective on the overall PLPG learning process.

3.1 Teachers' Reaction on PLPG 2017

The reaction of teachers is gathered to get their reaction for online mentoring session and in-class mentoring session.

3.1.1 Online Mentoring

Based on the survey of 27 English teachers who are attended PLPG 2017 in sixth session, 59% are satisfied with the online mentoring session while 30% are unsatisfied with the online mentoring session and 11% are somewhat liked or disliked with the mentoring session. The pie chart of the response is presented in Figure 1.

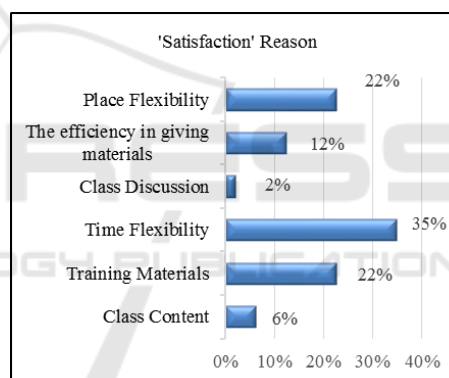


Figure 1: Teachers' satisfaction of the online mentoring session.

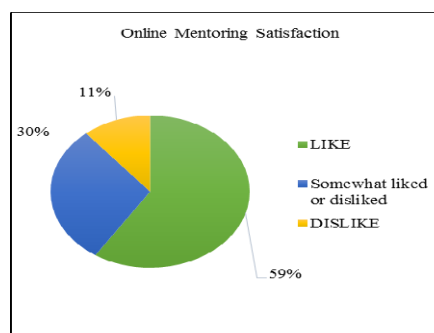


Figure 2: Teachers' reason with their satisfaction on the online mentoring.

In Figure 2 is described the percentage of teachers' reason of their satisfaction with the learning process on

online mentoring session. It interpreted that 35% of teachers answered that the time flexibility participating the mentoring session as their major reason why they liked the online mentoring. The teachers' assumed that they could managed their time in mentoring participation with their teaching tasks in their school and their personal needs. Meanwhile, 22% teachers answered that place flexibility as their reason. However, only 2% teachers that were answered class discussion as their reason. It means that the class discussion is unsatisfied the teachers in doing online mentoring session.

In other words, online session gave the benefits for teachers in terms of time flexibility in accessing the mentoring session to reach out the module at anywhere by using their smartphone or pc computer. However, because of the flexibility, sometime, not all the teachers in the mentoring group were online at the same time. This condition resulted the forum discussion became passive.

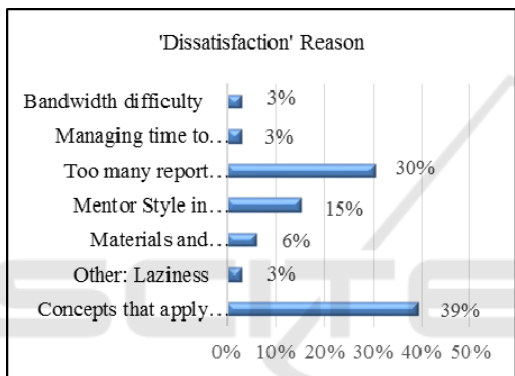


Figure 3: Teachers' reason with their dissatisfaction on the online mentoring.

Diagram in Figure 3 interpreted that 39% teachers unsatisfied with the mentoring concepts that should apply in their job as a teacher were not explained thoroughly in the online mentoring. 30% of teachers have obstacles in report learning progress assignments. In other words, even though online mentoring gave them the freedom to manage their time in learning, but the freedom also given to the mentor in mentoring session. The learning concept theories and others were not explained in detail during the discussion session as the result of passive discussion forum.

3.1.2 In-class Mentoring

Based on the survey of 27 English teachers who are attended PLPG 2017 in sixth session, 85% are satisfied with in-class mentoring session while 4% are unsatisfied with the online mentoring session and 11% are somewhat liked or disliked with the

mentoring session. The pie chart of the response is presented in Figure 4.

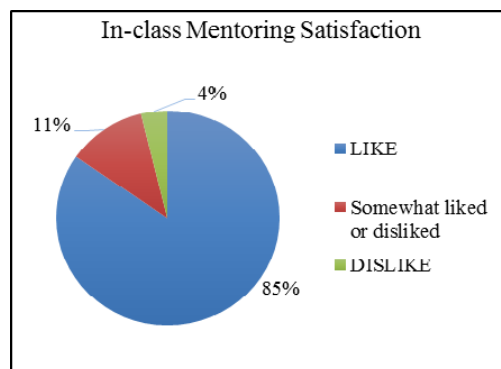


Figure 4: Teachers' satisfaction of in-class mentoring session.

While the teachers are asked about their reason of why do they satisfy or like with in-class mentoring, 21% teachers answered the instructor capability in explaining the learning materials and 21% teachers answered the class content materials as their major reason of why do they liked or satisfied with in-class mentoring. In addition, only did 9% teachers who were satisfied with the training location. The reason of their reaction is presented in Figure 5.

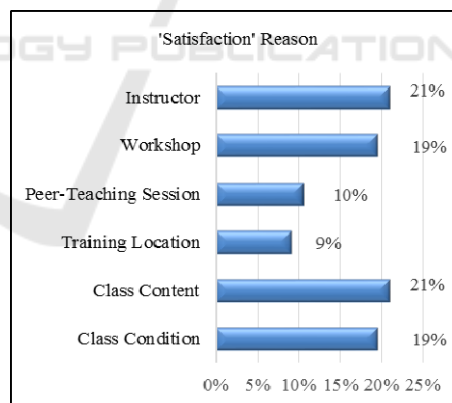


Figure 5: Teachers' reason with their satisfaction with in-class mentoring.

The survey investigation revealed that the training materials were necessary to be given to the teachers as a means enhancing their knowledge of teaching competences. Even though, online mentoring has faced many obstacles and shortcomings such as learning commitments between tutors and teachers for actively participating in the forum. These shortcomings can be overcome by in-class mentoring after the pre-condition

sessions to contribute more in the teacher's understanding in the PLPG training.

The survey concluded that in-class training mentoring session is more favourable than online mentoring. The major factor is that mentors' role in explaining and in participating on the discussion that effected the teachers' satisfaction.

3.2 Teachers' Experiences on Learning the Teachers' Competence Knowledge

The teachers' competence knowledge that has learned by the teachers were pedagogical competence knowledge, personal competence, social competence, pedagogical competence and professional competence (KEMENDIKBUD, 2017; Apriliyanti, 2018). To cover the four-competence knowledge teachers, English teachers are given the module of professional module whilst online mentoring session. The module materials consist of the English materials of logical connector, modality, text and non-text, notice and announcement, discussion, advertisement, description, news item,

narrative text, hortatory exposition, critical reading and writing with its references (Apriliyanti, 2018).

While learning in-class or face mentoring, English teachers were taught by professional educators with its discipline. Generally, the in-class mentoring session was to deepen the materials from the module in online mentoring. Particularly, in this in-class mentoring, the English teachers have discussion with the mentor about how to teach the English materials well. The materials that are learned by English teachers in this session are deepening of the English material subject for both oral text and written text based on the grade of English teachers study. In this mentoring, not only did the mentors lecture the detail explanation of the materials but also the mentor did demonstrate the proper method and approach to teach the materials in the class to attract the students in the classroom.

After the whole mentoring process is finished, the teachers gave their opinion about the learning process in terms of their satisfaction with the training material and its learning process. The teachers' responses is presented in Table 2.

Table 2: Teachers' response of their experiences on learning the teacher's competence knowledge (Apriliyanti, 2018).

STATEMENT	Strongly Disagree	Disagree	Fair	Agree	Strongly Agree
8. The online mentoring provided well-organized materials.	7%	11%	33%	41%	7%
9. I found the subject matter related to my work duty and requirements.	0%	4%	15%	67%	15%
10. I submit my reports in time.	0%	4%	19%	37%	41%
11. Overall, the online session was useful for me.	0%	11%	15%	63%	11%
12. The training meet my expectations.	0%	7%	15%	52%	22%
13. The training relevant to my teaching circumstances.	0%	4%	19%	59%	19%
14. I applied my knowledge from the training on my peer-teaching practices.	4%	0%	4%	74%	19%
15. I will apply my improving knowledge from PLPG into my work duty in teaching English and in designing the lesson plan.	4%	0%	4%	48%	44%
16. Online mentoring made me flexible to attend on the mentoring forum.	4%	7%	7%	74%	7%
17. I felt comfort during the in-class training program.	0%	4%	22%	59%	15%
18. Class participation was encouraged.	0%	4%	19%	70%	7%
19. I made a good relationship with other trainees.	0%	4%	7%	59%	30%
20. After training, my pedagogical	0%	4%	11%	44%	41%

STATEMENT	Strongly Disagree	Disagree	Fair	Agree	Strongly Agree
competence is improved.					
21. After training, my personal competence is improved.	0%	4%	7%	52%	37%
22. After training, my social competence is improved.	0%	4%	7%	59%	30%
23. After training, my professional competence is improved.	0%	4%	7%	52%	37%
24. PLPG is important to be conducted.	4%	0%	11%	48%	37%

Based on the survey data on Table 2, it interpreted that 4% teachers were disagreed about the statement of after the PLPG their pedagogical competence has improved. 44% of teachers' agreed that their pedagogical competences is improved after the PLPG training and 41% teachers were strongly agreed with the statement.

Regarding to the personal competence, 4% teachers were disagreed about the statement of after the PLPG their personal competence improved. 7% teachers were chose abstentions, 53% of teachers agreed that their personal competence improved, and 37% teachers were strongly agreed that their personal competence improved after following the PLPG.

In addition, their beliefs of their social competence after PLPG interpreted that 4% teachers were disagreed about the statement of after the PLPG their social competence improved. 7% teachers were chose abstentions, 59% of teachers agreed that their social competence improved, and 30% teachers were strongly agreed that their social competence improved after following the PLPG. They mentioned that the PLPG gave them the experience to become acquainted with new faces of English teachers who they could invite in discussions related to English teaching. They relationship remained good after the program. They gathered in the SNS group.

In addition, after the PLPG activities accomplished, the researcher asked the ability of the teachers in terms the improvement of professionalism and mastery of English material after PLPG.

3.3 Broader Perspective on the Overall PLPG Learning Process

Principally, PLPG as professional development for teachers has provided the teachers 'learning vehicle' to enhance their capability as professional teachers for their students. The commitment from both teachers as the learners and the instructors as mentor

became issues in the successful of the training outcomes. As R-002 said, *'I suggest giving more feedback from mentor to the participants because it will more interactive online mentoring.'* It means that the mentor has not interactive yet in the online forum.

In addition, technical issues became the major factors in applying online mentoring. As R-024 argued that *'It will be better if the trainers and mentor make a group on WA to discuss some complicated materials, because we (trainer) don't use the application (sergur) on our PC/laptop all the time.'* The bandwidth connection problem is also inhibited the online mentoring session became more effective.

It is very unfortunate that human error and technical problems that can indirectly have fatal consequences during the training process that can hinder the smooth learning process. Notwithstanding, despite the shortcomings that occurred during the online learning process, the teachers reacted positive responses as their feedback with the PLPG training as their professional development. Deficiencies that occur during online mentoring activities can be overcome through in-class mentoring. As evidenced in the survey, 48% teachers agreed and 37% strongly agreed with the statement that the PLPG was important to be conducted.

4 CONCLUSIONS AND SUGGESTIONS

This study concluded that based on the results of the survey, the majority of English teachers were satisfied with the learning process in the training program. Even though the shortcomings that occurred during the training process, it did not reduce the main essence of the PLPG on their learning development based on their point of view.

It would be better if there were strong commitments from mentors and teachers as learners to make online mentoring more interactive and more attractive so that even though the PLPG was over, the online learning forum could continue to run as an effort to maintain teacher competencies even better.

ACKNOWLEDGEMENT

The acknowledgment is delivered to the Faculty of Educational Sciences, Universitas Islam Negeri Syarif Hidayatullah Jakarta. In addition, Apriliyanti acknowledges her gratitude to the Indonesia Endowment fund for Education (LPDP) for the full funding support of the whole research.

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