

Effectiveness of Implementation of Teachers Professional Education Program After SM3T Program in Universitas Pendidikan Indonesia

Asep Herry Hernawan and Rudi Susilana
Universitas Pendidikan Indonesia

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Abstract: Teacher Professional Education Program (PPG) after The Program of Scholars Teaching in the outermost, disadvantaged and frontier region (SM-3T) is one of the Ministry of Education and Culture policy in order to accelerate education development in 3T area. The focus in this study includes: commitment, involvement, and support in the implementation of PPG SM-3T, curriculum or syllabus, learning systems, facilities and infrastructure, partner school involvement, and education management in dormitories and obstacles or constraints faced by PPG SM -3T at Universitas Pendidikan Indonesia (UPI). The research method used is descriptive research conducted through survey technique. Research respondents consisted of the head of study program, dormitory manager, lecturer / facilitator, principal and teachers involved in the implementation of PPG SM-3T Program and participants who participated in PPG SM-3T Program at UPI. The results showed effectiveness in the implementation of PPG SM program -3T in UPI as indicated by: (1) the commitment, involvement and support of the leaders of the PPG SM-3T program of study; (2) the curriculum and syllabus has been developed in accordance with the objectives and implementation of curriculum in PPG learning activities in each study program of PPG SM-3T; (3) the existence of learning systems and processes designed and implemented in each study program in PPG SM-3T organizer in UPI; (4) adequate education management in the dormitory as supporting PPG SM-3T organizer in UPI; (5) the involvement of partner schools as an integral part in the implementation of PPG SM-3T in UPI.

1 INTRODUCTION

In the framework of accelerating the development of education in the outermost, disadvantaged and frontier regions (3T), the Ministry of Education and Culture through the Indonesian Progressive Mutual Program (MBMI) has pioneered the development of PPG programs with several variations. The PPG program includes: (1) Integrated PPG Program with Additional Authority (PPGT), (2) Collaborative PPG Program of Productive SMK (PPG Collaborative), and (3) PPG Program after implementation of Undergraduate Education program in 3T area (SM-3T). In addition to the accelerated development of education in the 3T areas, these programs are part of the answer to address various education issues in 3T areas.

The PPG SM-3T program is implemented after the implementation of the SM-3T program throughout Indonesia. The SM-3T program itself is for undergraduates who are not yet teachers of civil servant or Permanent Foundation Teachers to be

assigned for one year in 3T area. The SM-3T program is designed to help in solving the problem of teacher shortages, and simultaneously to prepare for professional candidates who are tough, independent, have caring attitude to each other, and have a great soul to educate the children of the nation, in order to progress together to achieve the noble ideals as mandated by the founders of the Indonesian nation. After completing a one-year assignment in the 3T area, these undergraduate educators have the opportunity to participate in a one-year Preparatory PPG program on the educational education officer's colleges (LPTK) of the organizers set by the Government.

Universitas Pendidikan Indonesia (UPI) is one of the LPTKs that are currently assigned to implement the PPG SM-3T program. Until now, UPI has entered its third year to undertake the assignment of the PPG SM-3T Program. To know the level of effectiveness in the implementation of PPG SM-3T program in UPI required studies based on continuous research as a reference in the

implementation of PPG program as a means of preparing professional teachers in the future.

Problems to be studied in this research are: how far the effectiveness of PPG SM-3T program in Universitas Pendidikan Indonesia? The focus of the study in this study will be limited to some sections that are considered to be very influential on the effectiveness of PPG SM-3T program implementation. These sections include: 1) commitment, involvement, and support of university leaders, faculties, departments and courses; 2) the curriculum or syllabus developed by the organizers course; 3) designed learning system; 4) facilities and infrastructure provided for the smooth implementation of the program; 5) the existence of partner schools involved; 6) education management in dormitories; and 7) obstacles or constraints faced in the implementation of PPG SM-3T in UPI.

Assessment of the effectiveness of PPG SM-3T program held in UPI is very urgent considering UPI as a pioneer and superior LPTK is required to give more real contribution to the efforts made by the Government in order to solve various education problems in Indonesia, especially education problems in the 3T areas as mentioned above. This assessment is very important and contributes to improve the image of UPI as LPTK has an advantage in the implementation of PPG SM-3T program.

2 LITERATURE STUDY

Assessment of teacher professionalism is continuously done, and it is still going on. The assessment is driven by the strong demand for professionalism of teachers who are believed to be the main indicators in improving the quality of education and affect the improvement of the quality of Indonesian human resources. In life in the current era of globalization, professionalism of teachers has a very strategic meaning because the teacher's profession to carry out a real task, especially in the nation's character building. According to Evans and Brueckner (1992) to become a qualified and professional teacher heavily influenced by aspects: professional preparation, continual education, professional involvement, and commitment.

To be professional, a teacher is required to have: a commitment to the student and his learning process, mastering in depth the subject matter and how to teach it; responsible for monitoring student learning outcomes through various evaluation techniques; able to think systematically about what

he does, always learn from his experience; and become part of the learning community in its professional environment (Supriadi, 2003). A teacher is also required to have an integrated competency between knowledge, skills, values and attitudes. In another term, Sudjana (1988) classifies it in three areas of ability: cognitive ability, attitude, and skill. Another opinion expressed by Sukmadinata (2000) which classifies the ability of teachers into three general dimensions of ability, namely professional, social, and personal abilities.

Professional Education is a higher education after Bachelor program that prepares participants to have jobs with special skill requirements. Teacher Professional Education (PPG) is an educational program organized for graduates of S-1 Education and S-1 / D-IV Non-Education who have the talent and interest to become teachers, so that they can become professional teachers after meeting certain conditions, in accordance with the National Standards of Education, and obtaining educator certificates. The objectives of the PPG program, as stated in Permendikbud Number 87 of 2013 are to produce prospective teachers who have competencies in planning, implementing and assessing learning, following up on assessment results, conducting mentoring and training learners and conduct research, and able to develop professionalism in a sustainable manner.

The PPG SM-3T Program is a Teacher Professional Education Program for educational graduates who have been performing duties in the 3T area for one year (Kemdikbud, 2015). The program for the preparation of professional teachers is linked to addressing educational issues in the outermost, disadvantaged and frontier region (3T) must be done comprehensively and integrated. This is due to the complexity of problems to be faced by prospective teachers, such as shortage of teachers, unbalanced distribution, under qualification, low competencies, and inconsistencies between educational qualifications and field that is mismatched.

The professional teacher preparation program should be able to prepare teachers who are not only mastering a set of competencies, but must be based on the aspects of excellent attitude and personality, as the opinion of Maister (Directorate of Professional Educator, 2010) that "professionalism is predominantly an attitude, not a set of competencies ". The prime aspect of personality should be the founder of the profession as a teacher. A strong, thorough and uninterrupted mastery of science and technology, supported by excellent

private ownership, will impact teachers' skills in generating learners' interest in science and technology.

3 METHODS

The method used in this research, that is descriptive method with survey technique. The survey was conducted with the aim of obtaining data and explanation on the implementation of PPG SM-3T program in UPI covering aspects of commitment, involvement, and support from university leaders, faculties, departments, and study programs, developed curriculum or syllabus, systems and learning processes designed and implemented, use of available facilities and infrastructure, involvement of partner schools, education management in dormitories, and obstacles or constraints faced by PPG SM-3T organizers in UPI.

This research involves the subject of research on 7 (seven) study programs which is determined as the organizer of PPG SM-3T program in UPI of the third fiscal year 2015. The subjects consist of study program leaders (7 persons), dormitory manager (2 persons), lecturers (7 persons), field supervisor (7 persons), and PPG SM-3T program participants (14 persons). To obtain accurate data and information on the aspects of PPG SM-3T program implementation in UPI, research instruments are used in the form of questionnaires, interview format, documentation study format, FGD format, and observation format.

The analytical procedures are analyzed by collecting the collected data, followed by analyzing the data based on the analytical model that has been designed, constructed and discussed the conclusions, concluding by formulating alternative recommendations and preparing a complete research report.

4 RESULTS AND DISCUSSION

4.1 Commitment, Involvement, and Support of the Leaders of the Study Program in the Implementation of PPG SM-3T

The commitment, involvement, and support of the Head of Study Program as the organizer of PPG SM-3T in UPI are very high, based on the total score of learning activities, campus learning facilities, and

PPL activities at partner schools. The score is compared to the predefined criteria. Criteria score responses Head of Study Program on learning activities on campus are as follows.

- a. Learning activities on campus, are in very high category based on the score criteria obtained are 240 and compared with a minimum score of 0 and a maximum of 280 on the instrument.
- b. Learning facilities, are in very high category based on the score criteria obtained are 150 and compared with a minimum score of 0 and a maximum of 168 on the instrument.
- c. Activities PPL in School, is in very high category based on score criteria obtained that is 199 and compared with a minimum score of 0 and maximum 224 on the instrument.

The above data proves that UPI leaders represented by the head of study program already have commitment, involvement, and support in organizing PPG SM-3T program according to which has been discussed in the theory study section. UPI as one of the LPTKs in Indonesia already has the readiness to perform the duties as the organizer of PPG SM-3T program. Indicators of such readiness are demonstrated by the adequacy of human resources, the feasibility of infrastructure, a good academic culture, and high leadership commitment, as well as a very well supported partnership program with partner schools.

Organizational support will affect the commitment of members of an organization. UPI as an organization that organizes PPG SM-3T program fully supports and expect the results of the program can be maximized. Psychologically, the support will affect the participants of PPG SM-3T program. In some literature it is stated that organizational support will make a person feel obligated to care about the organization and help the organization to achieve its goals. The data already obtained support the theories that have been stated above. Support and involvement of an organization in the implementation of the program will increase organizational commitment and increase the confidence of participants. In this case UPI as the organizer of PPG SM-3T program has provided maximum support and involved directly from the planning, implementation, until evaluation of the program.

4.2 Curriculum and Syllabus in Organizing PPG SM-3T Study Program

The description of the suitability of the curriculum component with the learning on the PPG SM-3T program, based on the average response of the head of the study program, is generally in a very adequate category. Nevertheless, there are still inadequate matters relating to the suitability of the curriculum component and this lesson, among others relating to: 1) the suitability of learning activities carried out with the competence / objectives of PPG SM-3T; 2) the suitability between the competence demanded by the material / material presented in the lesson; 3) the suitability between the competence required by the assessment instrument used to see the achievement of the learning outcomes; and 4) the proportion of PPG material between theory and application / practice. Fourth, it can be caused by the different curriculum used in partner schools, Curriculum 2013 and Curriculum 2006. In addition, there are still many participants who have not fully understood the implementation of the Curriculum 2013.

4.3 The Effectiveness of System and Processes of PPG SM-3T in Each Study Program

To find out the effectiveness of system and learning process that is designed and implemented in each study program in PPG SM-3T organizer in UPI, it can be seen based on the relation between design and implementation of learning process. The linkage was obtained from Rank Spearman correlation coefficient between design and implementation. The use of the Rank Spearman formula is based on the consideration of ordinal data, and the sample is less than 30.

Based on the calculation result there is a correlation coefficient between the design and implementation of the learning process of 0.71 included in the strong category. This means that between the design and implementation of the learning process has a positive and strong linkages. If the design of learning is good then the implementation of the learning process will be good as well, and expected learning results will also be maximized. This is in line with future oriented planning orientation expressed by Mulyasa (2009). Planning involves setting goals and competencies and estimating how to achieve them. Planning is a central function of learning management and should be oriented toward the future.

4.4 Effectiveness of Education Management in Dormitory as Supporting partner of PPG SM-3T Organizer in UPI

To be able to answer the formulation of four special problems (d) the supporting data is data generated from the dorm management instrument. The result of instrument data processing from the dorm management respondents indicates that the dormitory facility of PPG SM-3T participants in UPI is generally included in the adequate category (55%). These facilities include: bedrooms, including beds, tables, chairs, cabinets provided by UPI; facilities for the provision of food provided to PPG participants; supporting facilities for sports; supporting facilities for the arts; bathroom and toilet facilities, dining room, and praying room (mushola). The thing is inadequate according to the manager of the dormitory is a means of supporting facilities for relaxation / recreation / entertainment. The most adequate is the activity developed for debriefing attitudes and behaviors of participants as preparation for teachers, such as mental coaching, joint learning program, gymnastics, and scouting.

4.5 School Partner Involvement Effectiveness in the Implementation of PPG SM-3T

To discover the effectiveness of partner school involvement as an integral part in the implementation of PPG SM-3T on the implementation of PPL and improvement of competency of participants, can be seen based on the relationship between PPL implementation and improvement of competency of participants. The linkage was obtained from Rank Spearman correlation coefficient between PPL implementation and increasing competency of participants. The use of Rank Spearman formula is based on the consideration of ordinal data, and the sample is less than 30. The result of Rank Spearman correlation coefficient calculation using SPSS program indicates that the correlation coefficient between PPL implementation and the competence increase is 0,562 in the medium category. This means that between the implementation of PPL and the increase in competency of participants has a positive and moderate linkage. If the design of learning is good then the implementation of the learning process will also be good. We recommend that the implementation of PPL is maximized again to

improve the competence of PPG SM-3T participants.

4.6 Barriers or Constraints of PPG SM-3T Providers

There are obstacles that occur in the implementation of PPL SMG-3T PP program in UPI. According to the manager of dormitory barriers are associated with the coordination between the Prodi, Faculty, and universities that need to be improved. Obstacles according to teachers and principals related to the lack of PPL periods, differences in the making of RPP between workshops and implementation in schools, difficulties of local language communication, there are several schedules of conflicting activities, the use of teaching media by trainee not maximized, understanding of 2013 curriculum by trainee yet and the PPL PPG implementation guidance is not adequate. As for the constraints posed by participants regarding the lack of transport costs, the distance between dorms and PPL venues is far away, inadequate information sources (TV, internet access), less time management, assignment and workshop too solid, habit in studying science, and develop less LPP and LKS, method presented less variative.

5 CONCLUSIONS

Based on the exposure that has been presented, it can be summed up several things as follows. First, commitment, involvement, and support of leadership program of PPG SM-3T in UPI have been very good. Secondly, the PPG SM-3T program organizer at UPI has developed curriculum and syllabus which is in line with PPG goals and curriculum implementation in learning activities is very adequate. Third, the system and learning process that is designed and implemented in every study program in PPG SM-3T organizer in UPI is adequate and effective. Fourth, the management of education in the dorm as supporting partner of PPG SM-3T organizers in UPI is adequate and effective. Fifth, school inclusion partners as an integral part in the implementation of PPG SM-3T in UPI is sufficient. Finally, the obstacles or constraints faced by PPG SM-3T organizers in UPI, among others related to coordination between dormitories, study program and faculty that have not been optimal, which is too short, the lack of synchronization between the theory / concepts taught in the camp with the

implementation that occurred in schools, the implementation of workshops that are too crowded.

Several recommendations that can be submitted based on the findings of this study are as follow. First, the implementation of PPG SM-3T can be used as a model for the preparation of professional teachers. Secondly, the organizing colleges must have guidelines and technical guidelines that can be used as standard reference in the implementation of PPG SM-3T, especially related to the process of guidance and learning on campus, guidance and learning in the school, and the process of guidance and learning in the dormitory. Third, partnerships between organizational colleges with the school should be continuously woven and improved so that the activities of PPL / internship in schools become more optimal.

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