

Evaluation of Workshop Specific Subject Pedagogy (SSP) System Learning on Teacher Profession Education Post SM3T Force 4 in Indonesia Education University

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Abstract: Academic qualifications, competency standards, and educator's certificate is a requirement of professional teachers. The requirement is achieved through academic education and teacher profession education. This research regarding the evaluation of Systems Learning on the specific subject pedagogy workshop on teacher profession education programs. Studies focused on: (1) the implementation of SSP workshop; (2) the principle of learning; (3) the implementation of peer teaching; (4) the plan of classroom action research; and (5) the readiness of practice the field experience (PPL). This Research using descriptive methods. The research variable is a learning system at the workshop SSP with the indicators: the stages of workshop SSP, learning principles, peer teaching, problems of learning, and readiness to implement PPL. The research subjects are 187 students and managers in the Program of Teacher Profession Education. The research instrument used questionnaires, observation, interviews, and documentation. The data analyzed are descriptively qualitative. The results showed: (1) workshop SSP conducted through seven stages, are: 2nd Plenary, pretest, workshops, 3rd plenary, the working group / individual, school observation, and peer teaching. The 1st plenary is a general orientation held at the university level; (2) workshop SSP implements eight learning principles are active learners, higher order thinking, accompanist effect, utilization of information technology, contextual learning, use multi strategy and various learning resources, learning by doing, and feedback mechanisms; (3) peer teaching became a vehicle to get teaching experience, strengthening the ability of teaching practice, and the readiness of the learning device; (4) the plan of action research to solve the problem of learning gained through observation of school and classroom observation; and (5) the readiness of teaching practices shown by academic readiness, preparedness practices, and availability of the portfolio in the form of document learning device.

1 INTRODUCTION

Education is an conscious and planned effort to create an atmosphere of learning and a learning process so students can develop their potential actively to have the religious spiritual power, self-control, personality, intelligence, good morals, skills needed by themselves, society, nation and state (UURI number 20, 2013). Further explained that education is carried out with the principle of habituation, culture, and empowerment. Teacher is an educational component that has an important role in realizing these three principles in learning activity.

Education has an important and strategic role in preparing the nation in order to have the readiness in

the open society era. The preparation efforts are: (1) improve the graduate's quality; (2) access information sources, (3) improvement of learning system (Tilaar, 1998:14). The success of graduates is determined by many factors, including talent, learning environment, learning supplies, how teachers teach, student attention, leisure time to study and encouragement from outsiders (Pidarta, 1988).

At the operational level, education is implemented in learning, both in context as process and system (Ningrum, 2009). For the implementation of education and learning, teachers must have three requirements, namely: have academic qualification standards, competency standards of educators, and educator certificates (UURI number 14, 2005). All

three requirements are obtained through academic education and teacher professional education in full continuity. Academic education develops and equips academic competence, namely mastering the science in the field of study, education, and learning, so as to achieve academic qualification (S1 / D4). While teacher professional education (PPG) emphasizes professional competence through the application of academic competence in the practice of teaching profession to obtain educator certificate. Pedagogical competence and professional competence is a whole that will build academic ability of education for education practice (The scientific basic of the art). Teacher Professional education become a vehicle for the formation and guidance of professional tips to achieve competence or professional qualifications (Re-design of PPG UPI, 2010)

The PPG program is organized to prepare non-educational and non-teaching S1 and D4 graduates who have the talent and interest to become teachers in order to master the full competence of teachers in accordance with the national standard of education so as to obtain professional educator certificates in kindergartens, primary schools and high schools (Permendiknas number 87, 2013). Further mentioned, the specific purpose of the PPG program is to produce prospective teachers who have competencies in planning, implementing and assessing learning; follow up assessment results, conduct mentoring, and training students and conduct research on subjects.

The structure of the PPG curriculum presents two options: a block and non-block system, a 36-38 credits learning load with a one-year study period or two semesters (PPG Guide, 2016). The learning system consists of two stages namely the workshop of Subject Specific Pedagogy (SSP) and the field experience practice stage (PPL) at partner schools in real teaching settings. While the structure of curriculum of Academic education consists of several study groups, study load between 144-160 credit hours, study period of eight semesters (maximum 14 semesters).

Based on these differences, it is important to hold an evaluation of the PPG Program learning system. Evaluation in education takes an important role and strategic position. As Beast noted in Ningrum (2009: 182), "evaluation is concerned with a more immediate application, seeking to determine the merit of a particular educational product, process, or program in term is carefully define and agree-upon objectives or value. Evaluation is done to the ongoing program after, medium, and activity to be executed. Meanwhile, according to Ibrahim (1989: 219), evaluation activities have three characteristics that

can be differentiated with other activities. The characteristics of the evaluation activities are: (1) there are criteria that are used as the basis for determining value; (2) always involves a comparison between criterion with reality; and (3) this comparison is relative.

According to Taylor (1988: 69), evaluation is the process that determines the extent to which educational objectives can be achieved, whereas the objective of evaluation according to Cronbach (1982: 125) is to provide information for decision makers. In other words evaluation activities carried out to determine the effectiveness and efficiency of a program and the impact that occurs after the program is implemented. A good evaluation is that it can present data and information useful for the improvement of a program, as a form of follow-up on the evaluation results.

This study is concerned with the evaluation of the learning system of PPG Post-SM3T Force 4 held in UPI. The study focused on the learning system of the Subject Specific Pedagogy (SSP) workshop which included: the implementation of the SSP workshop, the principles of learning, peer teaching, planning of learning problem solving, and the readiness of the students to implement PPL.

2 METHODS

This research uses descriptive method. The research variable is the learning system of the SSP workshop with indicators: the stages of the SSP workshop, the principles of learning, peer teaching, learning problems, and PPL readiness. The subjects of the study were 187 students consisting of nine courses of study: Mathematics, Physics, Biology, Building Engineering, PKN, Geography, Primary Education, English; and Economics. Nine PPG Program Managers. The research instrument used questionnaires, observation sheets, interviews, and documentation. Data analysis is descriptive qualitative.

3 RESULTS AND DISCUSSION

3.1 Workshop Subject Specific Pedagogy (SSP)

The learning system of Post Graduate Program of SM3T for 4 years 2016 consists of two stages of activity is SSP Workshop followed by practice of

field experience (PPL). The SSP workshop is operationally conducted in nine study programs independently. Before the SSP Workshop was implemented, academic orientation activities were firstly conducted to equip students about the nature of PPG and boarding life.

Based on the PPG Guidance (2016), the SSP Workshop was conducted through eight stages of activities: 1stPlenary, 2ndPlenary, Pretest, Workshop, 3rdPlenary, self-employment, partner school observation, and peer teaching. Plenary 1 is held centrally at the university level for five days, 16-18 March 2016. The material presented consists of 11 fields which are the elaboration of the four areas listed in the guidelines.

Based on the questionnaire data, students have knowledge about the nature of PPG, they are: curriculum structure, learning load, length of study, and learning system with proportion 60:40. Students have the mental and academic readiness to undertake the SSP Workshop, especially motivation, teamwork, and active participation. However, they do not yet know the tutor teachers and partner schools where the PPL, thus indicating a low level of readiness for communication during the SSP Workshop. Knowing tutor teacher, lecturers, and lecturers in the field of study into one aspect that can provide motivation and participation in the activities of each stage of the workshop SSP (Dewi, 2009).

SSP workshop activities in the majors consists of seven stages from 2nd plenary to peer teaching. The seven stages are translated into 20 activities. At each stage of the activity, accompanied by lecturers in the field of study, lecturers, and tutor teachers (PPG Guide, 2016). The presence of lecturers, lecturers, and tutor teachers play a role as facilitator for students during the workshop activities SSP. In addition, it can create a conducive learning environment for the achievement of effective and efficient learning activities (DePoter, 2007).

Based on the data of the lecturer's presence in majors indicates that the lecturers are present with regard to the substance of learning materials that are deemed difficult to provide consolidation. This shows that the presence of the lecturer reflects on his role as a facilitator (Ningrum, 2009). While the presence of lecturers and tutor teachers are always present even though not simultaneously. This shows that students get facilitation to produce learning tools, learning experiences, and learning outcomes.

Based on the questionnaire results, the students did not follow the online pretest simultaneously conducted nationally at the beginning of program implementation. However, there are six courses that

perform pretest independently with regard to subject matter. Pretest in learning has a function to know the initial knowledge of students. Constructivist learning sees that new knowledge is acquired by students actively through the process of adjusting new concepts with existing pikes (Suparno, 2001).

Generally, the SSP workshop stages are followed by students except pretest. This indicates that the SSP workshop on PPG Post SM3T Class 4 becomes the vehicle for the strengthening of academic competence and professional competence in a sustainable manner (Re-Design of Professional Education, 2010). Students have experience, knowledge and abilities not only theoretical, but are practiced in the workshop activities of the SSP to create learning tools according to majors.

3.2 Principles of Learning

Based on the documentation study results, there are eight principles of learning PPG Post SM3T Force 4, namely: (1) the learner activity; (2) higher order thinking; (3) the impact of the companion; (4) utilization of information technology; (5) contextual learning; (6) the use of multi strategy and various learning resources; (7) learning by doing; and (8) feedback mechanisms (PPG Guide, 2016). The eight principles of learning is a process of habituation in learning activities and development of high-level thinking skills.

In 2nd plenary, begins with a discussion between students with supervisors, lecturers, and tutor teachers. Theme of discussion about materials, methods, and learning media. In the discussion, students are motivated to share their knowledge and experience. This creates a conducive learning environment for the actualization of critical thinking skills, analytical thinking, and creative thinking. Discussion can develop mutual learning, mutual respect, and exchange of knowledge, as an important element in learning and the process of habituation for the realization of learning societies (Ningrum: 2009).

SSP workshop activities reflect independent learning activities which is an indicator of the implementation of learning principles of learner activeness, contextual learning, learning by doing, and use of learning resources. The principle of learning is a vehicle for the acquisition of learning experiences for the development of skills using learning resources the ability to use multi strategy and learning resources can improve student competence (Fien, 2002). While the principle of contextual learning can help students recognize the macro

environment to help the process of transfer of learning (DePotter and Hernanchi, 2007).

The principle of learning while doing actualized in activities making learning devices, so that students get the learning experience and learning outcomes in the form of learning plan documents. The ability to design the learning includes the implementation plan of learning, instructional media, preparation of teaching materials and student worksheets, the development of assessment instruments is one of the competencies of PPG graduates (PPG Guide, 2016). Students not only gain knowledge, but also practical skills so that it is useful for strengthening professional competence.

In 3rd plenary, the presentation of SSP workshop conducted by all students and attended by lecturers of study subjects, supervisors, and tutor teachers. These activities actualize the principle of learning backlash mechanism, which is getting corrected for revision and follow-up on continuous improvement. These activities encourage behavioral changes as a result of learning, namely changes in knowledge, attitudes and ability to face PPL activities. Changes in knowledge, attitude, and behavior are indicators of learning outcomes (Sudjana, 1995).

3.3 Peer Teaching

Peer teaching activities were conducted at 3rd plenary, after the students presented the results of the SSP workshop, improved the learning tools, and got approval from the guidance lecturers and the teachers. There are three important aspects in peer teaching activities, namely: room or class, learning activities, and reflection. The peer teaching room uses the venue of the CNS workshop which is conditioned as a learning class. Thus, students who become model teachers can perform mobility activities as one of the basic skills of teaching on the aspect of conducting variations (Usman, 2005; Kusnandar, 2008).

Peer teaching is an exercise or simulation for strengthening the skills of carrying out teaching learning activities, so that students have readiness to implement PPL (Usman: 2005, Ningrum 2009). The time spent in this activity is in accordance with the allocation of hours of lessons for a meeting. Thus, model teachers can carry out full learning activity exercises, from preliminary activities, core activities, to cover (Process Standards). During the learning process, model teachers actualize teaching skills and role in learning as an exercise for successful teaching. Peer teaching becomes a training vehicle for achieving effectiveness and efficiency of learning (Ningrum, 2009).

Reflection is an important part of peer-to-peer activities, because students will know the weaknesses and successes that have been achieved. In addition, the student will have an attitude towards the ability that has been achieved. That is, reflection activities have two benefits. First, the benefits for all students on the implementation of peer teaching because it is done together. Second, the benefits for students individually as an independent reflection by students for further improvement. Reflection becomes the process of developing knowledge and learning skills as well as attitudes and behaviors as teachers (Asril, 2012).

Microteaching activities is a vehicle for the formation of teaching skills, peer teaching as the process of teacher profession formation, while real teaching in the setting of PPL as a vehicle for the strengthening of professional competence. Teacher profession is formed through the process of formation and experience, thus fulfilling the requirements (Hamalik, 2001). Teaching skills and the role of teachers in the learning process become a very important aspect for the creation of a learning environment that can foster motivation and encourage student learning activities (DePotter and Helsinki, 2007).

3.4 Plan of Class Action Research

One of the activities stages in the SSP workshop is observation to partner schools that have been established along with the tutor teachers. There are 60 partner schools comprised of elementary, junior and senior high schools, with a total of 95 teachers, and 63 supervisors. Observation activities become the initial knowledge for students to recognize the learning environment in the process of strengthening professional competence (Re-design of Professional Teacher Education, 2010). Thus, at the time of the PPL, students have the ability to adapt, communicate, and interact with the school community as a process of establishing and strengthening the competence of educators.

3.5 Readiness of Field Experience Practice (PPL)

Based on documentation study, PPG curriculum used in UPI is block system, is the first semester of SSP workshop and second semester of field experience practice (PPL). The readiness of students of PPG Program post SM3T Force 4 in 2016 to follow the practice of field experience (PPL) is indicated by indicators of academic readiness, readiness to carry out learning, and the completeness of document

learning tools. All three indicators of readiness were obtained through the workshop of SSP, in the first semester.

Academic readiness is expressed by pretest results and material stabilization. Both of these indicate that the student has been prepared and has fulfilled substantial competence on the subject area or subject (Standard Content). Readiness to implement learning in real-time situations (real teaching). Readiness to undertake learning is demonstrated by the process during the workshop activities of SSP including, discussion, self-employment / grouping, and peer teaching (PPG Guide, 2016). While the readiness of learning device documents is the result of product assessment in the form of portfolio. Each student is required to submit a portfolio consisting of: RPP, instructional media, assessment instruments, instructional materials, and classroom action research design.

The ability to plan and manage the learning program becomes teacher competence in developing students' potential, both academically and thinking skills (Lie, 2005; Kusnandar, 2008; Bruyere, 2011). Based on the results of interviews with PPG program managers on nine field of study, there are differences and similarities of products result of the workshop activities SSP. There are eight different results: syllabus development, learning methodology, learning experience syntax, learning scheme, instructional CD, reflection journal, LKS, and analysis of learning materials. While the same results are: RPP, teaching materials, instructional media, learning instruments, and PTK proposals.

Based on the documentation study, the learning tools of the workshop product of SSP work there is an inequality in structure or format. However, it essentially fulfills the substance and components of each learning device. The workshop activities of the SSP show its effectiveness in the ability to plan and readiness to carry out the learning (PPG Guide 2016). Students of the PPG Program have pedagogical competence and professional competence as a whole to become professional teacher candidates (Re-Design of Teacher Professional Education: 2010).

4 CONCLUSIONS

The Subject Specific Pedagogy (SSP) workshop covers seven stages, beginning with plenary activities¹. The seven stages of the SSP workshop activities are carried out in the study program: 2nd Plenary, pretest, workshop, 3rd plenary, group / independent work, observation to partner schools,

and peer teaching. The principles of learning are applied in the workshop activities of the SSP, namely: the learner activity, higher order thinking, impact accompaniment, utilization of information technology, contextual learning, the use of multi strategy and various sources of learning, learning by doing, and feedback mechanism. Peer-learning activities provide learning experiences on learning implementation, actualize basic teaching skills and carry out the role of teachers in learning. Classroom action research planning is designed based on the observation result in the school that will be used as the place for PPL. Readiness to implement PPL is characterized by academic readiness, readiness to carry out learning, and the completeness of document learning tools. All three indicators of readiness are obtained through the workshop SSP activities.

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