

Education Program of Pre-Service Professional Teacher: What Do Students and Lecturers Feel About the Program?

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Abstract

The Education Program of Pre-service Professional Teacher (PPG) is a critical effort in preparing professional teachers, so feedback on this program is very important. This study aims to identify the positive aspects and problems that arise in the implementation of the program. Therefore, alternative models for this program can be found in the future. The method for this study is phenomenological approach. The informants are students, lecturers, and tutors, the program managers, and the host of the program which is university in Yogyakarta. Data was collected by interviewing informant, observing the process, and studying documents. Data were analyzed by taxonomic analysis with triangulation process for data verification. The results showed that the program done by applying full block model curriculum which workshop and internship teaching program are separated into two semesters. Although this model can increase students' competencies, it made the program unattractive, create mismatch during workshop and internship program, and decrease the meaning of the program activities for students. In addition, this study suggests an alternative idea for this program in the future, namely semi block model and the networking model.

Keywords: Teacher Professional Education Program, Full Block Model PPG, Semi Block Model PPG, Networking Model PPG.

Introduction

In the 21st century, the changing takes place so quickly and has an impact on human life, whether like it or not, conscious or unconscious, willing or unwilling. These changes have implications for all fields of work and profession, including in the field of education and the teaching profession. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction (Darling-Hammond, Hyler, & Gardner, 2017). As the OECD (OECD, 2011), has gathered a lot of research evidence that shows that teacher quality is one of the most significant factors that influence student learning success.

In this era teachers are needed to be able adapt with the times, can play various roles as bearers of change. Teacher must able to be learning consultants who have a sense of humanity, high morality, social sensitivity, as well as being rational and honest, so they are able to work well in a dynamic educational environment. Research conducted by Wise, Darling-Hammond, McLaughlin, and Bernstein (1984) in 32 cities in the United States concluded that the teacher in carrying out the teaching and learning process, while carrying out four functions namely: as a "craft worker" (ie must have a clear picture related to what will be produced and how work is carried out to realize what is imagined), "industrial workforce" (ie must be disciplined and have high compliance with existing standards and procedures), "professional workers" (ie must follow various regulated work standards and procedures and determined based on academic rules), and as an "art worker" (ie teacher work is full of instincts and intuition in accordance with the character of each student). On the other hand, in order to survive in the 21st century students must be equipped with critical thinking and problem solving skills, collaboration and leadership, agility and adaptability, initiative and entrepreneurship,

effective communication both oral and written, accessing and analyzing information, curiosity and imagination (Wagner, 2008).

Education standards, both for teachers and students continue to increase in line with changes in society. From the many variables that determine education, there is evidence that the teacher's ability is the most important variable on the quality of learning outcomes. Teachers do not only need the ability to control the class and transfer changes to students only, but more than that the teacher must be able to carry out the task effectively with increasingly complex material and students who have various backgrounds. European Principles for Teacher Competences and Qualifications (2004) identifies the need for teachers to have extensive subject knowledge, a good knowledge of pedagogy, the skills and competences required to guide and support learners, and an understanding of the social and cultural dimension of education.

In education development, teachers are a key success factor because teachers have a significant contribution to the achievement of eight National Education Standards which include: content, process, competency of graduates, educators and education staff, facilities and infrastructure, management, financing, and assessment. The quality of teachers has a chain effect on other educational components, so improving teacher quality nationally is a very strategic program. As the Organization for Economic Co-operation and Development (OECD, 2004) reports that for more than a decade teacher education has become the main political agenda in many countries as a critical lever to produce educational change. The teacher quality improvement program that has been carried out continuously, among others, through teacher certification, competency testing, training and teacher performance appraisal.

Saud (2008: 15) assumes that the role of teachers in general in the modern Indonesian society consists of three interrelated main roles, namely as: 1) learning facilitators, 2) professional-leaders, and 3) social development agents. This main role was chosen on the grounds that it is expected that future teachers effectively carry out functions as people who professionally facilitate student learning activities according to their needs, work professionally with high professionalism in schools and communities, and can become agents of social change, both in schooling and society (Heck and Williams, 1984; Cruickshank, 1990; O'hair and Odell, 1995 in Udin, 2008: 15). Baggini (2005) claims that for today's teachers, professionalism is interpreted in terms of what extent the teacher's outcome the difficulties and what extent they are able to use their skills and experiences related to their profession. Professionalism is measured by the best and the highest standards (Phelps, 2006).

Darling-Hammond, Linda, & Bransford (2005) say that professional teachers need to understand and master at least three basic knowledge of teaching (knowledge-based of teaching) which includes: 1) knowledge of the field of study that will be taught in depth (mastering of content knowledge), 2) knowledge of pedagogical knowledge, 3) knowledge about pedagogics specifically in depth about the field of study to be taught (mastering of pedagogical content knowledge). The basic teaching abilities mentioned above are knowledge-base of teaching that must be possessed by everyone who has a teaching profession.

Based on the explanation above, the teacher's task is very complex. Therefore, not just anyone can become a teacher. According to Law number 14 of 2005, to become a teacher must be through Teacher Professional Education (Pendidikan Profesi Guru, PPG). Professional education is higher education after an undergraduate program that prepares students in jobs that require expertise requirements. PPG is taken for one year with a weight of 36 credits, with a curriculum for the development of learning tools, classroom action research (CAR), and Internship Program (Program Pengalaman Lapangan, PPL). There are two type of PPG, namely: Preservice-PPG that serve graduates of education S1 who have not become teachers and Inservice-PPG for the teachers. These two types of PPG have different curricula. This study focuses on Preservice-PPG.

In accordance with the PPG Guidebook (2010), Preservice PPG is carried out using 2 patterns namely the Block Pattern and Non-Block Pattern. The PPG Block Pattern was implemented with the first semester workshops developing learning material (SSP) and the second semester implementing it through PPL in partner schools. The Non-Block Pattern was implemented by two cycle of

workshop-PPL. Almost all campuses carry out the PPG Block model (Except Unesa in 2017 which used the Non-Blocked PPG pattern). The results of Suryanti and Widodo's (2016) study show that PPG has run according to the guidelines, but there needs to be improvements, especially in terms of 1) increasing competence, commitment, and how to guide lecturers during workshops; 2) PPG implemented with Non-Block pattern; 3) there is still a need for enrichment in the mastery of subject matter material for participants; and 4) boarding activities that further support teacher competency improvement activities based on participant needs.

However, the recommendations of Suryanti and Widodo (2016) are just in the academic level, and have not been followed up by a policy regarding the implementation of preservice-PPG. Until now, the Preservice PPG Pre-service pattern still remains the same as that carried out in 2016, with the addition of material enrichment to participants. To get a more comprehensive picture, this study wants to reveal the responses of PPG students, lecturers, and PPG managers about the implementation of Pre-service PPG. The expected result is that with a broader perspective of responses from various components involved in Preservice PPG, the findings obtained can be used as a basis for stronger recommendations.

Method

To obtain responses and proposed improvements to the implementation of Preservice PPG, a qualitative approach was conducted with the method of Focus Group Discussion (FGD). As informants, there were 12 students, 4 lecturers, 1 Head of the Science Study Program, and 2 PPG 2018 Managers from a university in Yogyakarta. Student informants from 5 subjects (Mathematics, Chemistry, English, Physical Education, and Elementary School), were chosen because they were willing to convey in detail what was felt about PPG and provide ideas for improving Preservice PPG, as well as their willingness as informants. Lecturers were from four study field (subject).

Data were explored through the FGD was the informant's response to the two components of the Preservice PPG implementation: a workshop on developing the Subject Specific Pedagogy (SSP) and PPL questions. The key question was, "How did you feel when you in workshop SSP-developed session and PPL session?". Follow-up questions were elaborations of answers to the key questions. Finally, the informants agreed on the "general trend" of SSP workshop and PPL ps, problems that occurred, and alternative solutions. The discussion on the topic was ended after the participants did not add their responses. For the Head of the Science Education Program, lecturers, and managers of PPG, similar questions were used as key questions related with their responses to the "general trend" that occurred and felt by PPG students.

Data analysis uses six stages of qualitative data analysis (Cresswell, 2014), followed by the formulation of proposed improvements in PPG implementation. As the research of Suryanti and Widodo (2016), the potential bias that can occur comes from participants' reluctance to reveal what is experienced and felt, and the nature of the data in the form of participant responses, which may be not the same as the actual conditions. This bias threat is attempted to be reduced by always clarifying to other participants, as well as cross-checking data relating to facts with PPG lecturers and managers. In the context of interests, the intention of the researcher to "voice" PPG students can potentially produce bias, especially in the process of data selection and data reduction. This bias was attempted to be reduced by discussions between researchers on the findings.

Results and Discussion

a. Responses and Ideas for Improving the SSP Development Workshop and PPL

The workshop which included SSP workshops, material deepening, and peer teaching were responded positively by students. A workshop with a duration of 1 semester, from 07.00 to 17.00 is considered useful for students as prospective professional teachers. According to the students, the workshop was very supportive of self-development as a teacher and the preparation focused on PPL ["... workshops for us such as curriculum renewal which at the undergraduate program was not familiar to us, really focused there ..."]. The SSP development workshop made students feel ready

when PPL ["... this SSP development made us ready; whatever the assignment was given by the teacher, whatever class and KD were assigned, even if the teacher had a sudden assignment ..."].

In general, the existence and guidance of lecturers is seen positively by students [" ... facilitating include 'making pattern', A to Z must be aligned and the pattern 'can be called' ... "]. The presence of teacher at peer teaching was positively responded by PPG students ["... giving input on what happened on the field ..."].

The preparation of SSP in the workshop was responded positively by students, which made them accustomed to SSP development, and ready to PPL ["... made us familiar with PPL, more prepared, confident, and indeed felt different compared to when I was at undergraduate ..."] . Even the teacher "strongly believes" with PPG students ["... first be seen, but then released ..."].

The things that become students' notes about SSP development workshops are:

- The SSP workshop results are still lacking (less relevant) to the newest issues in school ["... the results of the workshop are 'all different' with the PPL. When going to PPL, the feeling was 'ready to battle', but when I was at school, it was different. Different contents (literacy and HOTS) that have not been developed at SSP during the workshop. We have to harmonize with new formats and things. RPP must be adjusted again, and even though it is not 'very far' but requires time ... "].
- The results of the workshop are less applicable in terms of 'time mapping and duration' ["... we have to synchronize the SSP that we have made to be applied to schools where PPL is ..."]
- SSP results that are too detailed, are seen by teachers as not applicable when students have become teachers. ["... when the workshop focused on details and completeness. Apparently, this result 'thrilled' the teacher. The teacher said, "Is this what you should prepare when you become a teacher?..."].
- Not all lecturers are mastering the SSP details in an applicative manner, so that the lecturers' understanding and suggestions are diverse and participants must adjust all the lecturers suggestion to the SSP.
- The duration of the SSP workshop for one semester continues make participants tend to be saturated and the SSP results are less relevant ["... workshops starting from 7 to 17 continuously, sometimes feeling saturated ...". "... tired of sitting down, needing refresher workshops ..." "... the mismatch between the observations at the beginning of the workshop and the implementation, because it was 1 semester later, the class changed, students changed..."].

The saturation on PPG students was also felt by lecturers and Heads of Science Education Program ["... students tend to be rather bored. PPG Model Blok: workshop-peer teaching - PPL which is only one time makes students not immediately close to students and schools. Among teachers presented helpful, but not significant because students do not directly feel the school situation and what happens to students ... "]. The PPG manager also felt this, but according to the directions from the Kemristekdikti PPG Team, PPG was carried out with a full Block Model. This shows, things that have been felt since the 2015 PPG (Suryanti and Widodo, 2016) still occur in 2018.

The idea of improving the implementation of SSP workshops is as follows:

- The need for setting a schedule ["... the time of the morning to evening workshops, required rest and work time arrangements ..."] and a variety of workshop methods ["... we need ice-breaking and a more varied workshop model ..."]
- workshops should be more creative, presentations, and discussions ["... workshops focus on the process of thinking in planning, not only 'SSP completeness' as it has been billed to us all along ..."].
- lecturers who are experts in the field of SSP and field developments that provide fieldwork at the beginning of SSP workshop, to reduce the "variation" of the SSP ["... in our subjects, the lecturers at the beginning provide educational material by lecturers who are truly qualified and SSP knowledge in the beginning, then the workshop just followed the plot, other lecturers followed the SSP pattern that was delivered at the beginning ... "].
- changing the workshop-PPL pattern to the two-cycle workshop-teaching-PPL-reflection pattern. The Head of the Sciences Education Study Program and the lecturers stated, these two cycles

would be more realistic, avoided saturation, and would be more relevant to the condition of the school. PPG lecturer instead suggested "just mixed workshops and PPL". This suggestion is the same as the Non-Block Pattern PPG model proposed by Suryanti and Widodo (2016).

b. Networking PPG Model

In addition to the Block PPG Model (which has been used) and the Non-Block PPG Model (as suggested by the Head of the Sciences Education Study Program as well as Suryanti and Widodo (2016)), there is a suggestion of PPG Networking Model. The PPG Networking Model was originally proposed by one of the lecturers who had long been involved in PPG and PPL which was then discussed. In the Networking Model, PPG students are guided by teachers who have very good abilities and have a high commitment to improving the quality of education ["... PPG students are guided by "champions" teachers, name of innovative and good teachers ..."]. This teacher is hereafter referred to as the "master teacher". Further discussion provides an initial description of this model, shown in Figure 1.

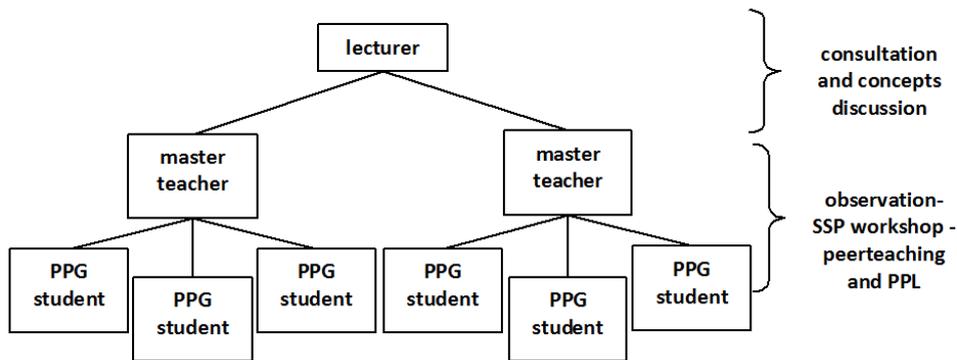


Figure 1 Scheme of Networking Model PPG

In the Networking pattern, PPG students are guided in schools by master teachers. Students make observations, SSP workshops, and real teaching under the guidance of a master teacher, held 3 days a week at school. While the remaining three days students conduct consultations with lecturers, discussions for deepening concepts, and peer teaching. At certain times (eg 2 weeks) on weekends, the master teacher is present at this session. This idea certainly requires further study.

Conclusions

This study shows that the Preservice PPG Full Block Model that has been implemented so far has been positively responded by students. Nevertheless, there are weaknesses in the Full Block Mode of Preservice PPG, which is less relevance of the workshop results to the reality of PPL and boring workshop activities. This situation has been revealed since 2016, and still remains the same in 2018. Therefore, this study recommends that the Ministry of Research, Technology and Higher Education should encourage PPG organizers to carry out innovative studies on the PPG model. The Semi Block Model PPG and the Networking Model PPG are worthy of further investigation regarding the implementation process and the results.

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