Implementation of Concurrent Education Model in the Teacher Professional Program

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Abstract. Professional staff or in another word called teachers and vice versa which is proven by achieving a teacher educator certificate must take part in a certification program, namely the Teacher Professional Education Program (PPG). The background and objectives on this study was the policy of using the concurrent education model , in this study a qualitative approach was used, the subject of this research was student alumni, professional programs. The results on the weaknesses of the concurrent model , the Teacher Professional Program (PPG) policy is as a trigger who have policies but do not seem to be on target, such as determining the qualifications of prospective PPG student participants which can be followed by non-education graduates, and these graduates do not have sufficient criteria or competence for professions that should come from the same study program. PPG's policy model is the concurrent model ; a) Concurrent teachers do not master the subject matter because they only learn some of the subjects at school. This can be overcome by teachers who study a lot of material at the same time. b) Additional concurrent teachers face job loss because their work areas are taken over by series teachers. Advantages of the Concurrent Model: 1. Concurrent teachers have more educational knowledge than substitute teachers. 2. Concurrent teachers have the opportunity to become professional teachers.

Keywords: Teacher Professional Concept, Educational Policy Analysis, Teacher Professional Education Program, Concurrent Education Mode.

1   Introduction

The National Education System Law Number 20 of 2003 stipulates: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Teacher is a profession that requires experience, especially special experience for teachers, meaning a position that cannot be carried out by anyone outside of research in the field of education, but in practice there are still teachers who do not have academic education (Susanto, 2020: 17). Teachers who are considered professionals are required to have an Educator Certificate to obtain a Teacher Educator Certificate in order to be able to take part in various accredited programs such as the teacher professional education program (PPG). The teacher professional education program (PPG) is one of the professional programs to train graduates of Bachelor of Education and S1/D IV Non Education to develop talent and interest in the teaching profession.

The preparation of teachers to become professional trainers is also regulated in PP no. 19 of 2017 in which there is a connected change in PP No. 74 of 2008 concerning Teachers. based on reform of teachers in Indonesia, whereby teachers must prepare themselves for professional training after graduating from S1. Not all study programs developed at LPTKs such as FKIP are opened at the Teacher Profession Program, abbreviated as (PPG) this is because there is a national quota set that has been regulated by the government, the application of the educational model and the determination of graduation in the PPG must also be reviewed .

The concurrent model is a model of implementing teacher education that prepares prospective teachers in one voice for the stages between heads of fields of study (majors) in pedagogic competence (educational science). This model has been used in teacher education providers throughout Indonesia for more than 50 years. PTPG, FKIP, Teachers' Training College, SGB, SGA, SPG, SGO, PGA, as a form of IPTK owned by Indonesia [1] (Mayasari, 2016: 45). It can be concluded that this model means that the teacher's reputation is included in the climate, season, animation, rotation and understanding of the professional world from the start.

Teachers must be proficient not only in the subjects they teach, but also in their educational, social, academic and personal competences as educators. The competencies above are not obstacles, but are part of the unique combination that animates them. Even in professionally created and prepared institutions, teachers need to be professional and conscious. Critics of this model consider subject proficiency (science) to be weak, and competencies acquired in distributed (taught) sciences are rated lower than those (pure) disciplines. This is seen as a weakness and a contributing factor to poor teacher preparation. The formatter will need to create these components, incorporating the applicable criteria that follow.

2   Literature Review

2.1   Educational Policy Analysis

Analysis of educational policy depends on which point of view or perspective will be taken, for example the analysis of educational policy can be from the perspective of socio-cultural, economic (political economy), social psychology, religion, government and bureaucracy, defense and security. Policy Analysis (Education) is the application of analysis in education to explain, evaluate and generate ideas (alternative solutions) to solve public problems as a form of decision-making process in the world of education. Analyzing an educational policy is a process that produces data in the form of information (problems in education) to make decisions and alternative policies to

address educational problems. Activities can take the form of collecting, processing and using education sector data to provide important input for policy makers.

2.2   Teacher Professional Education Program

The word professionalism comes from the Greek word " pbropbaino " which means to show, a general description in Latin which is expressed as "work", where this word is used to indicate a general statement that is used by the public created by someone who intends to hold a public office [2]. Along with the development of modern society, professionalism is considered as an important phenomenon, even in the past the attitude of professionalism could not be separated from the views of society.

Teachers are educators, especially adults, giving advice. Professionalism is an important personal attribute, regardless of whether the job is a career or not [3]. The term teacher professionalism refers to a set of skills to do the job for the best results.

2.3   Concurrent Education Model

The concurrent model is the use of teacher learning that prepares prospective teachers in one stage, between mastery of the field of study (subjects) and teaching abilities (education). This concurrent model has been used in the implementation of teacher education in Indonesia for more than 50 years such as adopted by many educational programs including PTPG, FKIP, IKIP, SGB, SGA, SPG, SGO, PGA, as forms of IPTK that have existed in Indonesia, all use this model for teacher development program [1]. This concurrent model assumes that a prospective teacher has entered the season, animation, and understanding of the professional world from the start. Teachers need to master not only their field of study, but also social, pedagogic, personal and academic competencies in becoming an educator.

3   Method

The research method in this research is qualitative and descriptive. This method was chosen because it is designed to determine how to find, analyze, process, and collect data from research findings. The research location is Syiah Kuala University (USK) in the Teacher Professional Program. Research time starts from July 2022 to September 2022.

The subjects of this study were alumni of professional program students. Subjects in this study act as informants or respondents to provide information or data to researchers whose data will be used for discussion in research. Based on the points shown above, the role of the researcher is to determine the success of this research because the researcher is directly involved in the field to examine data that is appropriate to the problem. Data collection using interviews and documentation that is used as a reference about the teacher professional education program that uses concurrent modeling, the data collection technique used can be seen as follows:

3.1   Interview

The interviews conducted were online interviews using the Google Form. The interviews were used and then arranged in an open form. The selected respondents are the instructors of the teacher professional education program (biology, physics and chemistry departments), teachers, and students from biology, physics and chemistry departments who have participated in the teacher professional education program FKIP USK. In conducting online interviews, data collection only used the results from the Google form.

3.2   Documentation

Sources of photos, text, films, documents, and extensive works are used as data sources used for completeness of the research, all of which aim to inform the research process [4]. The data collected from the actual survey results can be used as additional data to complete the required data.

Qualitative research was obtained through various sources using various methods of triangulation (data collection)   and carried out. Following this research, namely qualitative research using descriptive as a research method, the data collected is written as below:

1. Data reduction is a sharpening of analysis that classifies data in different ways so that conclusions can be drawn.
2. Presentation in the form of brief descriptions, diagrams, relationships between categories, flowcharts, and so on.
3. Draw and verify conclusions. Conclusions in qualitative research are new insights that did not exist before [5].

Data analysis used in qualitative research includes transcript analysis, data reduction, triangulation, interviews, and data interpretation. So that we can draw conclusions from the data analysis [6].

4   Results and Discussion

The results of interviews of the application of the parallel educational model in teacher training show data on five principles or principles of professional conception, namely:

a. Connectedness in society. That is, even formal organizations or groups of colleagues use professional ties as a reference. The concept of "Connectedness in society" lies in the understanding that the gathered information on teachers, lecturers, and students serves as a reflection of the interconnected professional landscape within the field of education. By delving into details such as teachers' residences, internet usage, budget allocations, educational backgrounds, and various other factors, the research aims to unveil the intricate web of relationships and interdependencies among these educational stakeholders.

Examples of interview questions and responses :

First questions: How has your experience been with the Teacher Professional Education program at Syiah Kuala University?

Response 1 (R1) : Overall, I find the program to be valuable in enhancing my teaching skills and knowledge. The practical aspects have been particularly helpful in applying theoretical concepts to real classroom situations.

(R2): my experience with the Teacher Professional Education program has been positive, and I look forward to applying the knowledge and skills gained as I embark on my journey as an educator.

Second questions: How do you believe the program can better support your transition from student to professional teacher?

(R1): More opportunities for practical teaching experiences, mentorship programs with experienced teachers, and career guidance would greatly support our transition into the teaching profession.

b. The need for independence. That is, the belief that professionals must be able to make decisions without any feeling of embarrassment or pressure from other parties (government, customers, society). The need for independence aligns with the idea that professionals, including educators, should have the freedom to make decisions without feeling pressured or embarrassed by external entities such as government, customers, or society. The evaluation process, as discussed earlier, empowers the educational community to voice their opinions, suggest improvements, and collaboratively work towards enhancing the quality of education services.

Independence in decision-making becomes crucial in tailoring educational approaches to meet the evolving needs of students and the demands of the teaching profession. It allows professionals to adapt and innovate without undue external influence, fostering a culture of continuous improvement.

Here are the examples of the interview questions and responses related with the need for independence:

First questions: How do you perceive the level of independence in decision-making within the Teacher Professional Education program, specifically in the context of teaching physics/chemistry/biology at Syiah Kuala University?

(R): In teaching biology, there's a fair degree of independence in selecting teaching methodologies, but more autonomy in designing practical experiments and incorporating relevant technologies would further enrich the learning experience.

Second question: Can you share instances where external pressures influenced your decision-making in teaching physics/chemistry/biology, and how did it impact the quality of your instruction?

(R): In chemistry, external pressures related to standardized testing timelines influenced the pace of certain topics. This sometimes hindered the depth of exploration we could achieve in complex chemical reactions.

c. Rely on your own/professional rules. In other words, professional colleagues are the most competent, not incompetent, "outsiders" in their field of knowledge and work. The emphasis on autonomy and decision-making aligns with the belief that professional educators are the most competent individuals within their field of knowledge and work. Educators, including physics, chemistry, and biology

teachers, should have the freedom to shape their teaching methodologies, curriculum decisions, and classroom approaches based on their deep understanding of the subject matter.

The connection becomes evident in the collaborative efforts within the educational community, where educators, lecturers, and students are seen as competent professionals relying on their own rules and experiences. The collaboration among professional colleagues fosters an environment where decisions are made by those with the most relevant knowledge and expertise, ensuring that educational practices are informed by the collective competence of the community.

Examples of interview questions and responses :

First questions: How has the Teacher Professional Education program emphasized the importance of autonomy and decision-making in your future role as a physics/chemistry/biology educator?

(R): The program has highlighted the significance of independent decision-making, particularly in adapting teaching methods to suit the unique needs of students in physics/chemistry/biology.

Second question: Can you share an example of a project or initiative where you were encouraged to rely on your own professional rules and subject-specific expertise as a future physics/chemistry/biology educator?

(R): In biology, we had a project where we designed a lesson plan incorporating the latest research. This allowed me to rely on my understanding of the subject and present a forward-thinking approach to my peers.

d. Dedication to work is reflected in professional commitment to using existing knowledge and skills. When educators in fields like physics, chemistry, and biology are dedicated to their work, it means they are committed to utilizing their existing knowledge and skills to the fullest extent. This dedication involves actively contributing to decision-making processes, drawing upon individual and collective expertise to enhance the teaching and learning experience.

The examples of the interview questions and responses related with the dedication to work are:

Question: Can you share an example of a project or initiative where dedication to work and a commitment to using existing knowledge played a role in your preparation as a future physics/chemistry/biology educator?

(R): In a biology project, I utilized the latest research findings to design a lesson plan. This experience emphasized the importance of commitment to staying informed and using existing knowledge in future teaching endeavors.

e. The view of the importance of work and the benefits derived from it, both for society and for professionals is called social responsibility [8] (Musset, 2010: 8). This is considered a weakness and one of the factors causing the low competence of the teachers being prepared. The acknowledgment that educators have a social responsibility to continuously improve their competence, and the elements of autonomy, dedication, and collaboration discussed earlier are integral to fulfilling this responsibility. Perceiving social responsibility as a weakness, as indicated in the quote, may hinder the overall competence of teachers being prepared and highlights the need for a shift in perspective to appreciate the

positive impact of social responsibility on education and society. The examples of the responses are:

Question: How do you envision balancing your autonomy in decision-making with a sense of social responsibility as you transition from a student to a professional physics/chemistry/biology educator?

(R): I see autonomy as a tool to exercise my social responsibility effectively. Decisions I make as an educator will be driven by a commitment to preparing students for their roles in society, ensuring a positive impact.

The synthesis of the above discussions revolves around the crucial elements of autonomy, collaboration, dedication, and social responsibility within the context of education, particularly focusing on physics, chemistry, and biology. Educators, including teachers and future professionals, play a central role in shaping the educational landscape and contributing to the competence of students.

In summary, underscores the interconnectedness of autonomy, collaboration, dedication, and social responsibility in education, advocating for a holistic approach that values and integrates these elements to foster competent educators and contribute positively to societal development.

4.1   The Drawback of Model Concurrent

Based on research findings based on research observations and discussions, the use of the Teacher Professional Program concurrent model (PPG) of the Teaching and Education Faculty to increase teacher professionalism can be drawn the following conclusions:

The Policy for the Teacher Professional Program (PPG) is a trigger that has a policy but does not seem to be on target, such as determining the qualifications of prospective PPG student participants which can be followed by non-educational graduates who, if you look back at these graduates, do not have sufficient criteria or competencies for the profession they should be come from the same study program.

The policy model taken by PPG is the Concurrent model have Weaknesses of the Concurrent Model.

1. Concurrent teachers do not master the subject matter because they only study a few subjects that must be taught at school.
2. Concurrent teachers face job loss because their work areas are taken over by series teachers [8].

Advantages of the Concurrent Model

1. Concurrent teachers do not master the subject matter because they only study a few subjects at school [9].
2. Concurrent teachers have the opportunity to become professional teachers.

4.2   Limitation

Some of the limitations in this study can be seen as follows: One of the research limitations does not explain the time and logistical constraints faced by researchers in conducting research. Before planning the research, one must consider the difficulties

the researcher may face while carrying out the research. Other limitations of research describe things that are actually included in extensive research but cannot be included in the study because of some procedural difficulties and are beyond the control of the researcher.

5   Conclusion

In the context of teacher education, the concurrent model is a strategy that promotes healthy rivalry and heightens teacher competitiveness to do the best work possible. Here are some benefits that educators might experience while implementing the concurrent model:

1. Improving Teaching Quality: The concurrent model helps motivate educators to keep raising the bar on their instruction. They work to find best practices, assess student learning results, and improve their teaching techniques.
2. Innovation in Learning: Teachers are always searching for new and more interesting ways to educate in order to compete for the greatest results. Innovation in teaching methods and the integration of technology into the classroom may result from this.
3. Teacher Accountability: Using this concept, instructors may be held to a greater standard of accountability. They will work hard to meet goals and expectations, which will raise the caliber of instruction.
4. Encouraging Professional Development: By providing training and opportunities for growth, the concurrent model may incentivize educators to keep improving. They'll search for chances to advance their knowledge and abilities.
5. Enhanced Teacher Motivation: Teachers are more inclined to put out their best effort at work when they see a motive to compete and get superior outcomes. teacher preparation programs.

Despite these benefits, it's crucial to keep in mind that not all educators or educational institutions are able or ought to completely adopt the concurrent approach. Certain nations or educational environments prioritize collaboration or a collaborative approach. Therefore, while determining if a concurrent model is the best course of action, it's critical to take the objectives and unique educational setting into account.

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