# Evaluation Of Program Implementation Teacher Professional Education In Online Office For Elementary School Teachers

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## Abstract

The aim of this research is to obtain a description of data regarding the Implementation of the Teacher Professional Education Program (PPG) in Online Positions for Elementary School Teachers which is implemented by FKIP Muhammadiyah University Prof. Dr. Hamka. The in-depth study in this research uses a qualitative perspective which examines the Implementation Teacher Professional Education Program (PPG) in. Method in this research is CIPP, namely context, input, program and product of a program being implemented. The problems studied are related to the background, namely evaluating the background context of PPG UHAMKA and the institutional legal conditions of FKIP UHAMKA in developing human resource experience and infrastructure programs. In evaluating input regarding the readiness of FKIP UHAMKA in implementing PPG, PPG was presented in the position of Primary School Teacher Education (PGSD). Evaluation of learning processes or activities. Then evaluate the products resulting from the Student Performance Test (UKM PPG) in the form of increasing the number of professional teachers who are PGSD certified as evidenced by the resulting pass rate. The 2022 UHAMKA PPG PGSD Product Evaluation Program is very satisfying because the graduation rate is above 84%, this is encouraging news and should be maintained and even improved.

**Keywords:** *Evaluation, Teacher Professional Education, Elementary School, CIPP*

## Introduction

The policy of implementing teacher professional education is a special field of work that can only be carried out by educated people who have been prepared to pursue education (Hidayat, 2023). Implemented with the principles in accordance with RI Law No. 14 of 2005 concerning teachers and lecturers. Every teacher must be prepared to become a professional teacher through teacher professional education. According to Law 20 of 2003 concern in National Education System, professional education is higher education after an undergraduate program that prepare students to have jobs with special skills requirements. Teacher is seen as a professional position and therefore a teacher must be prepared through professional education. In managing teacher education, another urgent need is to establish a policy for procuring accountable teaching staff and supporting implementation of the Teacher Professional Education (PPG) (Sunaryo et al., 2020). UHAMKA has officially become a PPG Organizing LPTK, one of 12 TTIs entrusted by the government, in this case the Ministry of Education and Culture.

The Teacher Professional Education Program (PPG) is educational program organized for graduates of the Bachelor Education and Non-Educational S-1/D-IV who have talent and interest

becoming teachers, so they can become professional teachers in accordance with national standards of education and obtain an educator certificate (PPG Handbook Compilation Team, 2020). Related to this, effort to improve quality of teachers as mandated by Law no. 14 of 2005 and PP 74 of 2008, states that teachers must have a minimum education of S1/D-IV and must have an educator certificate. The benefits of PPG include mastery of pedagogic, personal, social, and professional competence (Zulfitri, 2019)

Online teacher professional education is carried out by accessing the PKB SIM (management information system for continuous professional development) LMS, namely (Learning Management System (LMS). The procedure for participants participating in the selection and being declared passed will become PPG participants. Implementation of PPG in office online since it happened the corona pandemic outbreak, namely in 2020, 2021 and 2022. PPG's goal is to make teachers legally professional, strengthened by educator certificates through Teacher Professional Education (PPG) accordance with the 2005 Teacher and Lecturer (1) Teachers have position as professional staff at the levels of basic, secondary, and early childhood education in formal education pathway who are appointed accordance with laws and regulations Paragraph (2) Recognition of the position of teachers as professionals as referred to referred to in paragraph (1) Proven by an educator certificate. Teacher Professional Education at UHAMKA TTIs includes high school, junior high school level teachers with various study programs (Indonesian, Mathematics, Social Sciences, English, Science), Elementary and Early Childhood Education. This evaluation research only focuses on elementary school teachers, namely PGSD.

Higher education institutions providing certificates for teachers in positions and pre-services are called Education Personnel Education Institutions (LPTK). The reason the researchers chose LPTK UHAMKA as a research subject was that it was one of the leading and superior private universities in Jakarta. The National Accreditation Board for Higher Education based on BAN-PT Decree Number 290/SK/BAN-PT/AK-ISK/PT/VI/2022, states that Muhammadiyah University PROF. Dr. HAMKA, City of South Jakarta meets the requirements for the Superior Accreditation rating. This Higher Education accreditation certificate is valid from June 27 2022 to December 28 2026. Qualified graduates are spread in Jakarta, Bogor, Depok, Tangerang and Bekasi (JABODETABEK) in large numbers and throughout Indonesia. To find out whether a program is successful or not, it is necessary to evaluate the program. That evaluation research collect, analyze, and present useful information about object of the evaluation, assess and compare with evaluation indicators and the results used to make decisions about the object evaluation (Maryani, n.d, 2021.).

Evaluation is a very important part of any activity or program. Evaluation can be said to be a form of control over the implementation of programs or activities carried out by institutions or by individuals (Ramadhanti, 2022). In this case evaluation has a strategic role that can contribute to the success of a program. Evaluation must be carried out on going basic in order to obtain information related to all aspects of education as an effort to make decisions(Sulaiman2021).

Muhammadiyah University Prof. Dr. HAMKA in Research decisions, Technology and Higher Education of the Republic of Indonesia Number 192/M/KPT/2017 concern tertiary institutions administering certification for in-service teachers through Teacher Professional Education (PPG). Even though there has been a lot of previous research related to Professional Education, not much has focused on the implementation of PPG is carried out online, by learning platform Learning Management System Management Information System for Professional Development (LMS SIM PKB) which is sustainable. This system is provided the Ministry Education and Culture which is intended for all teachers in Indonesia. The reason for the researchers conducting the research was to conduct an in-depth evaluation the implementation of PPG online. PPG, which was originally carried out offline, certainly has implications for its implementation, so it is necessary to evaluate its implementation.

## Method

The qualitative research method itself is research used to examine the conditions natural objects, where the researcher is the key instrument (Sugiyono, 2019). Research method used in this study as a evaluative approach research with research procedure that produces descriptive data in the form of written or spoken from people and observed behavior. The thesis and dissertation writing guidebook published by Uhamka press it is explained that evaluative research emphasizes collecting data into information in narrative form. The techniques used in data collection were observation, in-depth of interviews, key informants and group discussions (Arikunto, 2019). Evaluative research data tends to emphasize quality, which is not manifested in numbers (Sofinatun, 2021). This research approach use the CIPP model (context, input, process, and product). The stages that will carried out. (1) developing research instruments which include input, process and output, (2) data collection, (3) data analysis, with including data grouping based on variables and types of respondents, data tabulation based variables of all respondents, data presentation, and performance calculations (Moleong, 2019).

The model used is CIPP (Context, Input, Process, Product), namely carrying out context evaluation, input evaluation, process evaluation, product evaluation. This model provides a form of understanding in analyzing the program to be evaluated, with a systematic scheme and has rules that must be followed, one of which is impact on decision making. CIPP also provides results in the program to make it even better so researchers took CIPP to evaluate the PPG program in the PGSD FKIP UHAMKA position. The stages will carried out in research are (1) developing a research instrument as a program evaluation instrument which includes input, process and output, (2) data collection, (3) data analysis, including the grouping data on variables and type of respondent, tabulating data based variables all respondents, data presentation, and performance calculations. The statistical technique is descriptive statistics. Descriptive statistics used to analyze statistical data to describing or depicting, has been collected without intending to apply general conclusions or generalizations.

The instruments in this research used interview guidelines and documentation. Data analysis involves transcribing the results of interviews in written notes and grouping them according to the areas to be analyzed, then interpreting the data narratively and interpreting, then comparing it with established standards and theories from various literature.
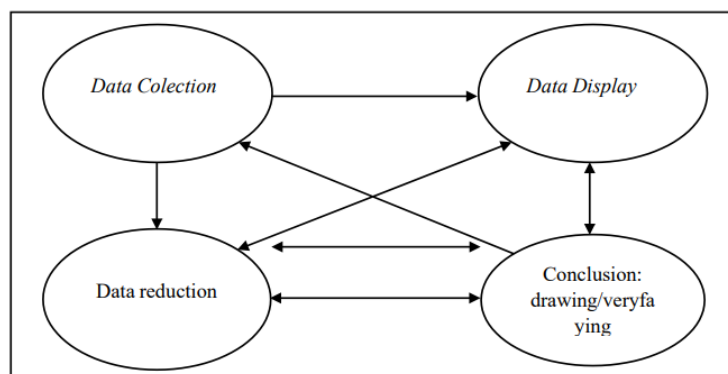


*Figure 1. Research Stages*

In data collection techniques, researchers used data triangulation techniques with a method combining three stages, namely observation, interviews and documentation. In this technique the researcher serves as a researcher who analyzes data obtained from sources. The stages that will be carried in this research are (1) developing research instrument as program evaluation which input, process and output, (2) data collection, (3) data analysis, including grouping data based variables and type respondent, tabulating data based variables for respondents, data presentation, and performance calculations. The statistical technique this research is descriptive statistics. Descriptive statistics used to analyze statistical data with describing or depicting data that collected without intending to apply general conclusions or generalizations. With research stages described in the following table.

## Results and Discussion

The Teacher Professional Education Study Program was held for the first time in 2017 based on the Decree of the Minister of Research Technology and Higher Education of the Republic of Indonesia Number 280/M/KPT/2017 dated 26 September 2017. To build a quality and competitive Teacher Professional Education Study Program (Hidayat et al., 2023). The Coordinator of the Joint Study Program who, together with the Faculty leadership, has set the vision of the study program to become the direction of all study program academic activities so that they can produce graduates who are professional, moral and able to compete in the globalization era. The FKIP UHAMKA Professional Education Study Program under the Coordinator with the Deputy Coordinator and Secretary of PPG and the existing Divisions always continue to coordinate and cooperate with the Ministry of Education and Culture through the Director General of GTK, Education Offices, and other Universities that organize the Teacher Professional Education Program in anticipation of development of the Study Program in the future (Galih, 2018).

### Context Evaluation

Context evaluation mainly leads to the identification of organizational strengths and weaknesses and to providing input to improve the organization (Farih, 2020). This evaluation identifies and assesses the underlying needs of a program (Susiana, 2018). In this study, data were obtained from interviews regarding the identification of the strengths and weaknesses of FKIP UHAMKA in organizing the Teacher Professional Education Program according to needs.

The role certification for teachers/lecturers is an understanding of their rights and obligations as stated in Law No.14/2005 article 14 paragraph 1, including: (1) earning income above minimum necessities life and social welfare security; (2) get promotions and awards assignments and achievements; (3) obtain protection carrying out duties and intellectual property rights; (4) get opportunity to improve competence; (5) obtaining and utilizing learning facilities and infrastructure support the smooth running of professional duties; (6) freedom to provide assessments and participate determining graduation, awards, and sanctions for students in accordance with educational rules, teacher ethics, and laws regulations; (7) obtain a sense of security and assurance safety in carrying out tasks; (8) freedom to associate professional organizations; (9) opportunity to play role determining education policy; (10) opportunity to develop and improve academic qualifications and competencies (11) training and professional development.

Based on the research findings, data were obtained, namely the formation of the organization, needs and objectives in the PPG FKIP UHAMKA could be carried out properly. This is shown by the PPG organizational structure at FKIP UHAMKA as follows;
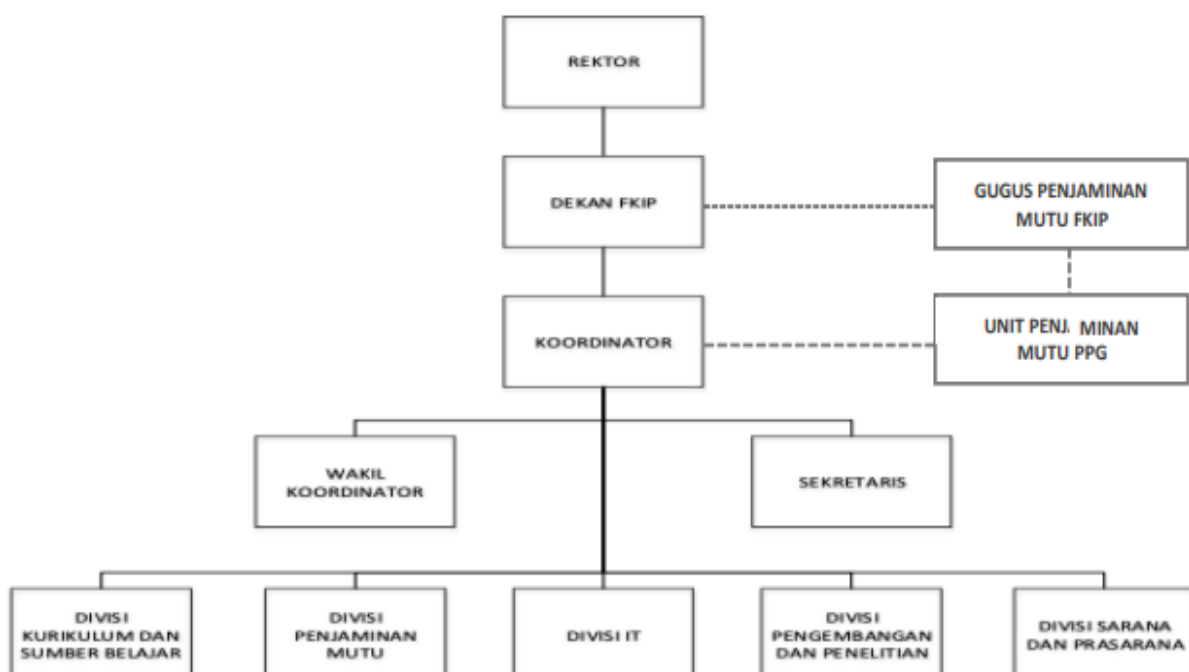


*Figure 2. Organizational Structure Of PPG FKIP UHAMKA*

The organizational structure departs from the initial Ministry of Education and Culture Decree which used to be PLPG. In FKIP, PPG is equivalent to study programs and is under the authority of the faculty. The requirement to become a PPG administrator is to have experience and understanding of PPG and have sufficient skills. The Vision and Mission of PPG in FKIP is a continuation of S1 education towards professionalism, then the vision and mission are formulated through meetings, meetings and decisions are made through decrees in the form of PPG vision and mission and outreach to student lecturers and tutors. The existence of a quality assurance division is not under the PPG coordinator but parallel to the FKIP dean so that the oversight function of the implementation of PPG FKIP UHAMKA is transparently aligned with the Dean and not under the PPG coordinator.

The preparation of teachers as a profession is also stated in Government Regulation Number 19 of 2017 concerning amendments to government regulation number 74 of 2008 concerning teachers. In addition, teachers must have undergraduate qualification, teachers must have certificate obtained through professional education (Hanun, n.d., 2020). The success implementation of Teacher Professional Education (PPG) is largely determined the quality of Lecturers/Instructors and Pamong Teachers. A Lecturer/Instructor is expected master advanced material according his field and be able to integrate HOTS, train students to develop learning tools with the TPACK approach based on industry, use platforms 4.0, guide students in carrying out PPL, guide students to carry out HOTS-based learning assessments and evaluations, and guide students carry out Continuing Professional Development. Furthermore, the Pamong Teacher is expected to be able to observe learning well, guide students in carrying out PPL, guide PPG students to develop leadership skills, and have the ability to lead and guide reflection with PPG students.

### Inputs Evaluation

Evaluation of inputs (inputs evaluation) focuses on the various elements included in the implementation of a program. There are three main elements related to input evaluation, namely client, staff and program (Ma'rifah, 2020). Students in 2022 totaled 737 categories 1 PGSD totaling 345 In 2022 the mention of a different category from the previous year, namely the mention of stages. In category 1, one class consists of 33-35 students and 10 elementary school education classes, namely 345 students. At the time of deepening the material, there was 1 lecturer and 1 tutor accompanying them, then in learning tools and PPL they were divided into 1 small group, namely 12 students guided by 1 lecturer and 1 tutor teacher so that in one class there were 3 small groups of 3 lecturers and 3 tutors. In a program system, namely PPG, of course there is an interrelated relationship between the FKIP which includes lecturers, tutor teachers from LPTK partners from elementary schools and of course the participants themselves. Each other takes an important role in the success of a program. From the observation results, it was found that the participants and lecturer facilitators and tutors were well connected when they held Google Meet meetings or were called synchronous, namely face-to-face online.

| No | KEGIATAN | BIDANG STUDI | AKTIF | LULUS UKMPPG | BELUM LULUS UP | BELUM LULUS UKIN | BELUM LULUS UP DAN UKIN |
|---|---|---|---|---|---|---|---|
| 1 | PPG DALAM JABATAN KATEGORI 1 | PAUD | 103 | 88 | 10 | 5 | |
| | | PGSD | 345 | 297 | 32 | 14 | 2 |
| | | BAHASA INGGRIS | 101 | 83 | 10 | 7 | 1 |
| | | BAHASA INDONESIA | 35 | 32 | 2 | 1 | |
| | | MATEMATIKA | 34 | 29 | 4 | 1 | |
| | | FISIKA | 35 | 29 | 6 | | |
| | | GEOGRAFI | 25 | 21 | 3 | 1 | |
| | | EKONOMI | 29 | 23 | 5 | 1 | |
| | | SEJARAH | 30 | 24 | 5 | 1 | |
| | Total | | 737 | 626 | 77 | 31 | 3 |

*Figure 3. The Number Of PPG Program Students In Category One Positions*

The PPG program is of course interrelated between the campus and the education office and teachers, which consist of lecturers, tutor teachers from LPTK partners from elementary schools and of course the participants themselves. All elements in the PPG program are of course interrelated and have an important role in the success of a program. This was manifested by good communication between participants and lecturer facilitators and tutors when they held Google Meet meetings or are called synchronous, namely face-to-face online.

The strategies carried out by various parties in the PPG program in category 1 batch 1 positions were adjusted to the technical instructions provided by GTK/Kemendikbud, these adjustments started from implementing online learning, where there were synchronous and asynchronous activities in it which involved participants and facilitators, namely lecturers and teachers tutor. FKIP UHAMKA as the organizer of the PPG program is also known to be active in conducting socialization in online form, especially when there are changes in material or stages in the implementation of the PPG program.

In terms of budget, the Ministry of Education and Culture Research or GTK gives each student 5 million which is transferred to participants directly through Bank BNI, after which the LPTK will ask students to continue the flow of these funds to the UHAMKA account, in order to succeed in all activities in the PPG program. The costs provided by the Ministry of Education and Culture for Research or GTK are used for overall activities, namely; coordination meetings, honor quotas for participants and facilitators, as well as honoraria for lecturers and tutors.



*Figure 4.. PPG Program Learning Implementation Flow*

At the end of the activity students develop follow-up plans/make an analysis of the lessons learned. Lecturers and tutors provide feedback. Students reconstruct follow-up plans or lessons learned based on the feedback provided, upload the lessons learned to the teacher's sharing account, social media, or other platforms, then submit the lessons learned and proof of upload (such as links, screenshots, etc.) to the lecturer and tutor. Furthermore, lecturers and tutors provide a final assessment.

## Process Evaluation

The PPG program implemented is called Category I Teacher Professional Education. This program is designed so that teachers have information and communication technology literacy skills, innovation, and language skills used to manage teacher-based learning. problem (Problem Based Learning) and project-based learning (Project Based Learning). Thus, the graduates produced have superior character, are competitive, and love the country. In addition, graduates also have the ability in the era of the industrial revolution 4.0 which prioritizes critical thinking, problem solving, communication, collaboration, and creativity.

Implementation of PPG category 1 stage 1 in 2022 through the following stages: (a)

a. Participants who can register for PPG In Position 2022; (1)Teachers within the Ministry Education and Culture who have not participated in teacher certification, teachers who are under the auspices of the Ministry of Religion cannot participate. Educators who are under the Ministry of Religion can take part in the PPG held by the Ministry of Religion. (2) Prospective participants who receive notifications on the SIMPKB account, while those who do not receive an invitation mean that they are not the target for prospective PPG participants in the 2022 position. (3) Teachers who are participating in the Teacher Mobilization program can also take part in the administrative selection. (4) Teachers who have passed the 2019 academic selection, but did not pass the 2021 administrative selection. Participants with this condition are also required to take part in the 2022 registration and selection process

b. Requirements for PPG Participants in the 2022 position; (1) Teachers under the auspices of the Ministry of Education and Culture who have not yet undergone teacher certification. (2) Recorded in the main education data. (3) Have NUPTK or Unique Number of Educators and Education Personnel. (4) Has been appointed as a teacher until January 1, 2019. (4) Have a linear S1/D4 diploma with a choice of study program (prodi) at PPG. (5) Active teaching in the last two years. (5) Maximum age of 58 years as of December 31, 2022. (6) Physically and mentally healthy. (7) Free of narcotics, psychotropics, and other addictive substances (NAPZA). (7) Have good manners.

Process implementing PPG program, it is carried out through the LMS, with structuring through synchronous activities through Google Meet, although there are still advantages and disadvantages, students are quite comfortable with this situation. This can be seen from the use of Google meet by students for presentations. As well as the collection of tasks carried out through Google Drive and so on.

### Product Evaluation

At the end of the PPG Student Competency Test series (UKMPPG) Period VI and VII in 2022, Directorate General Teachers and Education Personnel through the Directorate Teacher Professional Education together with the UKMPPG National Committee Implementation Team have determined the results of UKMPPG passing in a meeting held on December 27 2022. As for UKMPPG Period VI and VII in 2022 will be carried out online based on domicile aimed at PPG students in Position Category II in 2022, PPG students for teachers who have not passed UTN (former PLPG), as well as participants in PPG In-service and Pre-service PPG within the Ministry of Education, Culture, Research, and Technology. Students who have passed UKMPPG will be given an educator certificate which will be issued in 2022.

## Conclusion

Teacher Professional Education is a training that will give birth to professional teachers (Ningrum et al., 2020). Related to this, in an effort to improve the quality of teachers as mandated by Law no. 14 of 2005 and PP 74 of 2008, states that teachers must have a minimum education of S1/D-IV and must have an educator certificate. The benefits of PPG include pedagogic, personal, social and professional competence. Evaluation of the context PPG program in the Position of UHAMKA PGSD which consists of the Vision and Mission of PPG, the PPG management organization in carrying out tasks, the program objectives have been fulfilled properly. Evaluation of the PPG program input in the UHAMKA PGSD Position which consists of Facilitating HR from lecturers, tutor teachers and admin staff who have met the requirements from GTK or the ministry. Evaluation of the process PPG In Position UHAMKA PGSD program related to the learning process can be carried out properly, with a recording process that meets the requirements. Product evaluation of the PPG program In Position UHAMKA PGSD graduation results for 2022 are very satisfying because above 84%, this is proud news and should be maintained and even increased. Steps taken in teacher professional education is effort to increase teacher professionalism at UHAMKA include maintaining the quality of facilitators, both lecturers and tutor teachers and communication from the administration in providing fast and accurate information so that facilitators and students can understand thoroughly about all learning activity. Obstacles faced by professional teacher education as an effort to increase teacher professionalism at UHAMKA in online implementation, generally only in technical constraints in the form of network constraints which can be anticipated properly. In its implementation, Teacher Professional Education at FKIP UHAMKA has been going well, as evidenced by results of interviews, observations and document that have been carried out using the CIPP Method Program Evaluation

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