Implementation Review of Profesional.docx

by

Procedia
Social and Behavioral Sciences

13th International Educational Technology Conference

Implementation Review of Professional Education of Teachers (PPG) as the Implementation of Quality Management Function

Isti Hidayah[*]

Central of Teachers Professional Education, Semarang State University, Semarang- Central of Java, 50229, Indonesia

Abstract

The purpose of this study was to assess the input, process, and output implementation of PPG program in-service in Study Program of Teachers Education in Primary Schools as the evaluating action towards program implementation, as well as implementation of quality improvement management function. Best practices of execution of PPG Program in-service in PGSD Study Program that can be applied towards similar program execution and or next program is Classroom Action Research (CAR) proposal arrangement as part of workshop activity of learning tool development (Subject Specific Pedagogy) and as well as integrated part from PPL (internship at school) execution.

1. Introduction

Government Regulation number 74 Year 2008 about Teacher, stated that teacher must have academic qualification, competency, and educator certificate. In subsection 4 Government Regulation number 74 year 2008, it is strongly suggested that educator certificate for teacher is obtained through professional education of teacher that is carried out by college which has accredited education personnel procurement programs, both carried out by government and society, and established by government. Regarding to the issue, in accordance with regulation of Minister of National Education number 9 year 2010 that has been set about Program of

———

[*] Corresponding author Isti Hidayah
E-mail : isti.hidayah@yahoo.com

Professional Education of Teachers for teachers in-service. From the execution of the program, it has been set an implementation guideline of PPG program for teachers in-service.

Semarang State University (UNNES) as one of LPTK that has been set as the program executor with 19 study programs and for 2011, UNNES has carried out the program with PGSD Study Program. To determine the quality of program implementation, it needs to be evaluated. Evaluations do not stop until the determination of program implementation result, but at the same time to identify problems or obstacles that arise in the process of program implementation. Evaluation results, the achievement of target program, the existing barriers, needs, and issues that arise in the stakeholders (students, professors, teachers, tutors, principals, and managers), according priority to be analyzed and studied further as program improvements / planning in the period / semester / next academic year. This evaluation is very essential, to improve the quality of national education through the provision of human resources (HR) that is a qualified teacher, and professional. Meanwhile, the condition of teachers is still alarming. Data from SIMPTK showed that 84% of primary school teachers in the state unqualified (Dharma, 2009:10).

Management is a series of events that point to the collaborative efforts between two or more people to achieve the goals set (Arikunto, 2008:3). According to Henry Fayol, a series of activities is a management function which includes planning, organizing, commanding, coordinating, and controlling, which further solidified these functions into the planning, organizing, leadership, and control (Robbins, 2003:4).

Quality improvement of an organization / unit which is ongoing or continuous is the application of the principles of total quality management. According to Sallis (2006), it is explained that in the operational quality management there are several factors that must be considered, namely: the existence of continuous improvement, setting standards of quality, cultural change (change of culture) to be creative and independent, that is organizational change bottom up, and approaches to the users themselves (keeping close to the customer). Implementation of total quality management does improvement continuously in order to achieve satisfaction or meet the needs of users (stakeholders).

Tampubolon (2000:66) explained that there are two levels of quality management, namely: strategic quality management and technical quality management. Strategic quality management is a top-level management that produces quality services that are strategic, long-term, and wide-ranging. Technical quality management is under the level of quality management that produces services that are technical. Levels of technical quality management is spearheading the success of an organization in achieving quality, because of the services or products produced acceptable final straight, felt, and utilized by users.

2.   Method of the Study

Stages to be carried out in this study were (1) to develop a research instrument as program evaluation instrument includes input, process and output, (2) data collection, (3) data analysis, including data grouping based on variables and type of respondents, data tabulation based on variable of all respondents, present data, and calculations performance. A statistical technique in this research is descriptive statistics. Descriptive statistics were used to analyze statistical data in ways that describe or depict the data that has been collected as without intending to apply to the general conclusions or generalizations (Sugiyono, 2008:147). Instrument was developed based on standards applicable to the PPG program in-service (Rustad, 2011:40-43).

In analyzing the data, the researcher would also pay attention to the principles of quality management, a review of the planning, process, and evaluation, product evaluation and process evaluation. The referred analysis was

evaluating evaluation (meta-evaluation) (Brinkerhoff, 1986:204-221). The instrument used to reveal the necessary data was a questionnaire to reveal research subject perception towards the program implementation.

3. Results and Discussion

Input components in the execution of PPG program in-service for PGSD Study Program include: curriculum, program participants, lecturers, teachers, guidance teacher, and school partners. Based on perceptions from participants program of curriculum component availability in the PPG program in-service of PGSD study program was indicated by the percentage of 100 (100%), but not so with the results shown on the perception of human resources involved in the program implementation (Guidance Lecturer, Instructor, Guidance Teacher, and Headmaster / Teacher). Availability of curriculum components in the PPG program in-service of PGSD Study Program according to non participant human resources was by 50%. While the assessment of curriculum quality (compliance standards) was better but has not reached the criteria very well (4.60 out of a maximum score of 5).

Quality of PPG program in-service participants of PGSD Study Program based on human resources evaluation involved in the implementation and assessment program by the participants themselves gave no different evaluation. Participants' perception gave an average score of 4.36, whereas human resources assessment by non-participants was 4.53.

Availability or existence of associated components with the presence of the Guidance Lecturer and or instructor based on PPG in-service program standard of PGSD Study Program according to participants was 94%, while according to another human perception involved (Guidance Lecturers / Instructors, Guidance Teacher, Headmaster, and Teacher) was 40%. Meanwhile, the quality of existence Guidance Lecturers according to the participant as well as other human resources involved were not much different, namely 4.57 according to participants and 4.75 according to non human resource participants, and this included more than a good criteria.

Availability or existence of components associated with the presence of Guidance Teacher as in PPG program standards in-service PGSD Study Program by participants was 97%, while according to another human perception was involved Guidance Lecturers / Instructors, Guidance Teacher, Headmaster, and Teacher) was 78% . Meanwhile, the quality of existence Guidance Teacher according to the participant as well as other human resources involved were not much different, namely 4.44 according to participants and 4.77 according to non human resource participants, and this included more than a good criteria.

Partner school is a school where the participants of PPG Program in-service are having device implementation that has been developed in the Workshop (SSP). Partner schools are determined by LP3 (Development Institute for Professional Educators) Semarang State University. Partner school is a school that has had a MoA with LP3. Availability of components related to the existence of partner schools and the quality as perceived by the participants was 92% with more than good quality (4, 51). Meanwhile, according to other human resources was 80% with more than good quality (4, 38). The availability and quality of learning facilities that are used in the

process was conducted on the participants while the participants performed appropriate curriculum activities, for example, during the learning and development workshops for participants intership at school (PPL) at the partner school. While the evaluation at the end of the PPG program participants carried out in the form of the end of the workshop assessment and PPL. It can also be said that the assessment of the competence of the participants through a combination of both (process and product). Furthermore, it can be explained that the assessment of the participants in the workshop SSP include: assessment during the workshop activities, the ability of academic field of study from participants, peer teaching abilities of participants, participant competencies, RPP (learning plan) SSP workshop results, and CAR proposal. PPL assessment includes: teaching practice, non-academic activities, social and civic competence, portfolio, PPL reports, and CAR implementation reports. The evaluation of monitoring program implementation was carried out by the Monitoring and Evaluation Team conducted by the Quality Assurance Team Semarang State University. Monitoring and Evaluation activities were carried out 2 times that was the midterm and end of the program.

Results of research, especially the availability or feasibility of components or indicators on the input, process, and output the results indicate a difference between the perception or assessment by participants and other human resources (Instructor / Lecturer, Tutor, Principal / Partner School Teachers), while the assessment towards the quality of the availability or feasibility input, process and output do not differ much. The differences are predictable because of socialization or underprepared preparation. Socialization program is complete with component inputs, processes, and outputs a program that will be implemented resulting in uneven perception or understanding are not the same. Participants have the perception of the existence towards the component input-process-output almost 100% caused by the program participants are those who are undergoing the stages in the program, although initially not or do not understand or do not know.

All the components that will be implemented in the program should be prepared before the program and should be disseminated to all stakeholders. In accordance with the quality management function, then a program will be qualified when planning and organizing functions are already prepared and clear. All that will be involved obviously work to be done, and even all the tasks or plan should not be implemented, although the actual task. A plan will be used as a guide in the work or carrying out the program.

Quality assessment results both by participants and human resources involved in the implementation of the program provide results with more criteria than just "good", but have not reached the criterion of 'Good One'. Quality improvement should be carried out continuously and sustainably. Referring to the principles of quality management, it is to provide for the implementation of quality assurance for PPG Program in-service of PGSD Study Program, it is needed some attention and improvement.

Constraints in the implementation of PPG program in-service of PGSD Study Program which is prominent and need special attention without neglecting other constraint is PPL implementation in conjunction with preparation time of National Examination (UN). In accordance with the Guidelines for Professional Teacher Education (Directorate General of Higher Education, 2010:24-26) explained that, PPL system applied clinical supervision approach and reflective action in the form of cycle with sustainable principles, structured, and relevant to the RPP.

4. Conclusion

  •
Based on the results of the study and discussion of this research, it can be concluded the following.

   Differences in perceptions of the availability or feasibility component input, process, and output due to socialization programs which are not optimal.

- The weaknesses or barriers that exist in the implementation of PPG program in-service include preparedness plans of program activities that are not optimal; implementation of PPL, which coincided with the 2nd half at the partner school cannot run smoothly, because it coincides with activities related to school activities preparatory UN (National Exam), and PPG does not have program online system to expedite the implementation of the academic program PPG

- Best practices in the administration of PPG Program in service of PGSD Study Program that can be applied to the implementation of a similar program or next program is: involvement of Guidance Lecturer and Teacher since the development of learning tools until intership at school; CAR proposal as part of the learning device development workshop (SSP), as well as an integrated part of PPL implementation gives benefit in coaching teacher competence as professional teacher; role as the team's quality assurance as monitoring and evaluation team in the implementation of the PPG program in service of PGSD Study Program provide quality assurance to the program implementation, and assessment of the competence of the participants carried out by several related components (instructor / Lecturer, Tutors, Principal / Teachers who are competent, professional and related workers), and is determined from several components (processes and products)

- Supporting factors that can be recommended for implementation in the PPG program in service of PGSD study program are: the existence of quality assurance team as a monitoring and evaluation program team; understanding or perception of the same and the right of participants and human resources involved to the component input, process, and output program.

- Model evaluation of programs that can be recommended is the evaluation towards the inputs, process, and output which is done sustainably.

Suggestions that can be recommended from the results of this study are:

- Each design activities in the program implementation should be designed and prepared carefully in the beginning before the program runs, and it should be understood exactly with the same perception

Further studies are required to compare the effectiveness of evaluation model implementation with block and non block pattern (Figure 1).
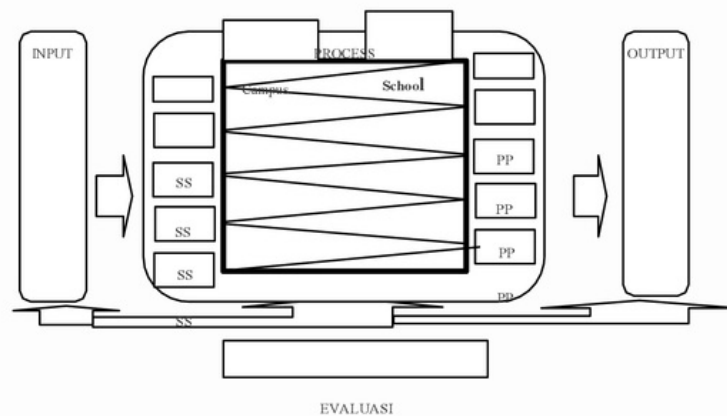

EVALUASI

Figure 1. Non Block Pattern

References

Arikunto, Suharsimi dan Yuliana, Lia. 2008. *Manajemen Pendidikan*. Yogyakarta: Aditya Media Bekerjasama dengan FIP UNY.

Brinkerhoff, Robert O, et al. 1986. *Program Evaluation: a Practitioner's Guide for Trainers and Educators*, Boston: Kluwer-Nijhoff Publishing

Dharma, S. 2009. *Arah Kebijakan Peningkatan Mutu Pendidikan dan Tenaga Kependidikan*. Makalah disampaikan dalam Seminar Nasional dalam Rangka Dies natalis Unnes ke 44, diselenggarakan oleh Program Pascasarjana Unnes, tanggal 4 Januari 2009

Direktorat Jenderal Kementrian Pendidikan Nasional. 2010. *Pedoman Pelaksanaan Pendidikan Profesi Guru (PPG)*

Robbin, Stephen P. 2006. *Perilaku Organisasi*, Edisi kesepuluh. Transaled by Benyamin Molan. 2007. Indonesia: indeks

Rustad, Supriadi, dkk. 2011. *Pedoman Penyelenggaraan Program Pendidikan Profesi Guru (PPG) bagi Guru dalam Jabatan*. Direktorat Jenderal Pendidikan Tinggi, Kementrian Pendidikan nasional

Sallis, Edward. 2006. *Total Quality management in Education (Management Mutu Pendidikan)*. Alih Bahasa Ahmad Ali Riyadi dan Fahrurrozi. Yogyakarta: IRCiSoD

Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Penerbit CV Alfabeta

Tampubolon, Daulat P, Trilogi Juran di Perguruan Tinggi. *Pembelajaran Bermutu di Perguruan Tinggi (Peningkatan Mutu Proses Pembelajaran dengan Pendekatan Manjaemen Mutu Terpadu)*. Penyunting Tampubolon. Jakarta: Forum Kerjasama Sembilan Universitas Kerjasama Indonesia-Kanada, Dirjendikti. Hal 63-77.

Implementation Review of Profesional.docx