

The Role Of The Teacher Education Profession (Ppg) In Improving The Competence Of Teacher Professionalism

Indah Pratiwi M.M¹, Nurul Umamah², Anis Syatul H³

History Education Student, University of Jember
mayorimayangsari@gmail.com

Abstract: *This study aims to determine the extent to which the role of the teacher education profession in improving the competence of teacher professionalism. the method used in this research is literature study, and uses a qualitative approach. PPG is an educational program that is held to prepare S-1 education and non-education graduates to master the competence of teachers as a whole in accordance with educational standards. Professionalism is one of the competencies that every teacher must have. Certification is a motivation for teachers to improve the quality of learning this is because teachers perform well in their fields. Certificates are obtained from the professional teacher education program (PPG). Through PPG, teachers can improve their ability to select and master teaching materials, plan, develop, and actualize a productive teaching and learning process.*

Keywords: *Competence, Professional Teacher Education, Teacher Professionalism*

INTRODUCTION

Education in Indonesia in the social and cultural context, has placed the role and function of teachers in such a way that many teachers are positioned to have a dual or even multifunctional role. They are required not only as educators who must be able to transform the values of science, but are required as moral guardians for their students. In fact, teachers are also considered as second parents for students to guide their education process globally.

According to the National Education System Law, Educators are qualified education personnel as teachers, lecturers, counselors, learning assistants, widyasarana, tutors, instructors, facilitators, and other designations in accordance with their specialties, and participate in organizing education. It can be concluded in the National Education System Law No.20 of 2003 concerning the National Education System that teachers are not just givers of knowledge in front of the class, but teachers as professionals who can make their students able to plan, analyze, and conclude the problems they face.

Indonesian Law No.20 of 2003 concerning the National Education System states that teachers are professional educators. Teachers are required to have a minimum academic qualification of Bachelor Strata One (S1) which is relevant and master the competencies as a learning agent, this is also stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 8, which states that Teachers must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and have the ability to realize national

education goals. But in reality, it shows that the quality of teachers in Indonesia is still relatively low. The low quality of teachers in Indonesia can be seen from the feasibility of teaching. This is due to the lack of competence and qualifications of teachers as education personnel.

The competence of a teacher in mastering learning materials broadly and deeply in accordance with the content standards of the education unit program, subjects, groups of subjects he/she teaches and the concepts and methods of scientific disciplines, relevant technology that conceptually overshadows the education unit program, subjects, and groups of subjects he/she teaches (Linda, 2017). It can be concluded that professional competence is very important for teachers. However, based on the 2018 Regional Education Balance Sheet (NPD) data, the results of the Teacher Competency Test (UKG) which measures professional and pedagogic competencies are still below average, so it is necessary to develop teachers' professional competencies.

So the government overcomes this problem with teacher certification. Educator certification for teachers is obtained through professional education programs organized by universities that have accredited educational procurement programs, both organized by the government and the community, which are then determined by the government. One of the professional education programs organized by the government is Teacher Professional Education or often known as PPG. PPG is an educational program organized to prepare educational and non-educational S-1s who have the interest and talent to become teachers in order to master the competencies of teachers as a whole in accordance with

educational standards. Based on what has been described above, this article aims to provide an explanation of how the role of PPG in improving teacher professional competence.

RESEARCH METHODS

This research uses a library research method that takes data sources from relevant theories. The writing in this article uses a qualitative approach method with a literature study writing design. The writing design of the literature study refers to the content of the literature review. So data from written works, both from books, journals, and scientific conference articles related to the problems and objectives of the article will be analyzed and then carried out an analysis process to get answers to the writing of this article.

RESULTS AND DISCUSSION

A. Definition Of Teacher Professional Education

According to Law No. 20/2003 on SPN, professional education is higher education after undergraduate programs that prepare students to have jobs with special expertise requirements. Thus the PPG program is an educational program organized for S-1 Education and S-1 / D-IV Non-Education graduates who have the talent and interest to become teachers, so that they can become professional teachers in accordance with national education standards and obtain educator certificates.

Referring to Law No. 20/2003 Article 3, the general objective of the PPG program is to produce prospective teachers who have the ability to realize the objectives of national education, namely developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The specific objectives of the PPG program as stated in Permendiknas No. 8/2009 Article 2 are to produce prospective teachers who have competence in planning, implementing, and assessing learning; following up on assessment results, mentoring, and training students and conducting research, and being able to develop professionalism on an ongoing basis.

B. The Role of PPG in Improving Teacher Professionalism Competence

a. Pedagogical Competence Improvement

Pedagogical competence in national education standards explains in article 28 paragraph 3 point (a) that pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize

their various potentials. In line with this opinion, Susilo (2011: 115) explains that pedagogic competence is the teacher's ability to manage student learning, including preparing learning tools, implementing learning and evaluating learning. In pedagogic competence teachers must understand the most important things such as understanding the world of children, children's characteristics, and the process of children's education (Janawi, 2011: 68).

In pedagogical competence, teachers must be able to master how the basic skills of teaching teachers, according to the results of Turney's research in Kusnadi's book entitled Profession and Ethics of Teaching, there are eight basic teaching skills that are considered very instrumental in the success of teaching and learning activities which include:

1. Questioning skills
2. Reinforcement skills
3. Skill in organizing variations in movement and sound
4. Explanation skills
5. Skill in opening and closing the lesson
6. Skills for guiding small group discussions
7. Classroom management skills
8. Individual small group teaching skills

Teachers must understand students. Which are the indicators, namely: understanding learners by utilizing the principles of cognitive development, understanding learners by utilizing the principles of personality, and identifying learners' initial teaching provision.

Teachers must be able to design lessons to be learned, including understanding the educational foundation for learning purposes. The sub indicators are: applying learning and learning theories, determining learning strategies based on the characteristics of students, competencies to be achieved and teaching materials, and preparing learning plans based on the selected strategies.

The role of PPG in improving pedagogic competence can be done through training on effective teaching methods, evaluation techniques, and learning strategies, PPG can organize workshops and teaching practices to provide direct experience to teachers, and PPG can teach the use

of technology and learning media to improve teaching effectiveness.

b. Personality Competency Improvement

Personality competence is the ability of a stable personality, noble character, wise and authoritative and a role model for students Law Number 14 of 2005 article 10 paragraph (1). In the Explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, it is stated that teacher personality competence is the ability of a personality that is: 1) steady; 2) stable; 3) mature; 4) wise and prudent; 5) authoritative; 6) noble; 7) be a role model for students and the community; 8) evaluate own performance; and 9) develop themselves continuously.

Meanwhile, when referring to national education standards, teacher personality competencies include: 1) Having a steady and stable personality whose indicators are acting according to legal norms, social norms, being proud as an educator, and having consistency in acting according to norms; 2) Having a mature personality, with the characteristics of displaying independence in acting as an educator who has a work ethic; 3) Having a wise personality, which is shown by actions that are beneficial to students, schools and society and promote openness in thinking and acting; 4) Having an authoritative personality, namely behavior that has a positive influence on students and has respected behavior; and 5) Having noble character and being a role model, by displaying in accordance with religious norms (faith and piety, honesty, sincerity, helpfulness), and having behavior that is exemplified by students.

The role of PPG in improving personal competence can be done by integrating character education in the curriculum to develop a good personality in teachers, as well as providing guidance and supervision to help teachers develop professional ethics and emotional stability.

c. Improving Professional Competence

Teacher professional competence describes the abilities that must be possessed by someone who holds a position as a teacher, meaning that the abilities displayed characterize his professionalism. Not all competencies that a person has indicate that he is professional because professional competence not only shows what and how to do the job, but also masters the rationality that can answer why it is done based on certain concepts

and theories.

According to Hamzah B. Uno (2007: 18-19), teacher professional competence is a set of abilities that must be possessed by the teacher so that he can carry out his teaching duties. The professional teaching competencies that must be possessed by a teacher include the ability to plan, implement, and evaluate learning systems, as well as the ability to develop learning systems.

Professional Competence is the mastery of learning materials broadly and deeply, which includes mastery of the subject curriculum material at school and the scientific substance that overshadows the material, as well as mastery of the scientific structure and methodology.

1. Mastering the material, structure, concepts, and scientific mindset that support the lessons taught.
2. Mastering the competency standards and basic competencies of the subject/field of development.
3. Creatively develop capable learning materials.
4. Develop professionalism sustainably by taking reflective action.
5. Utilize technology to communicate and develop themselves.

Teachers who have professional competence must be able to sort and select and classify learning materials that will be delivered to students according to their type. Without these competencies, it is certain that the teacher will face various difficulties in shaping student competencies, and will even fail in carrying out learning.

PPG provides in-depth training on teaching materials and skills relevant to each teacher's field of study, offers courses on curriculum development and technology integration in learning, and PPG conducts workshops that encourage teachers to conduct research and development in the field of education.

d. Social Competency Improvement

Social competence relates to the ability of educators as part of the community to communicate and associate effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community. Teachers are social beings. His daily

life cannot be separated from social life, either at school or in the community. Therefore, teachers are required to have adequate social competence.

Adam (1983) states that social competence is an individual's ability to apply emotions that are appropriate to the social context at hand (social sensitivity), the ability to feel what others feel (empathy), confidence in their own abilities (locus of control). The three abilities above reflect social skills that make a person able to strengthen and maintain positive peer relationships.

Here are the things that teachers need to have as social beings.

a. Communicate and get along effectively

For teachers to communicate effectively, there are seven social competencies that must be possessed:

1. Have knowledge of social and religious customs and mores;
2. Have knowledge of culture and tradition;
3. Have knowledge of the core of democracy;
4. Have knowledge of aesthetics;
5. Have social appreciation and awareness;
6. Have the right attitude towards knowledge and work;
7. Loyal to the dignity of human beings
8. School-community relationship management.

In the process of organizing school and community relations, there are four components that are considered: program planning, organization, implementation and evaluation. As for the activities can be done with a variety of techniques, namely direct techniques such as face-to-face, personal visits, by mail, or mass media and indirect techniques. The meaning of indirect techniques is activities that are not intentionally carried out by the perpetrator, but have a positive value for the benefit of school and community.

b. Play an active role in the community

The teacher acts as a representative of the community. Thus, the position of teacher is also a social position. In carrying out their duties, teachers need to upgrade themselves with competencies that are similar to the normative aspects of education (good faith), consideration before choosing a teaching

position, and have a program to improve the progress of society and education.

c. Become an agent of social change

Agents of change who are able to encourage understanding and tolerance. One of the tasks of teachers is to translate past experiences into meaningful lives for students. As educators, teachers need to develop students' social intelligence, namely discussions, role-playing, problem-solving, direct visits to communities and diverse social environments.

Through the various trainings and experiences provided by PPG, teachers can develop strong social competencies. These competencies are essential for creating a positive and supportive learning environment, building good relationships with students and the community, and being a good role model in social interactions. Thus, PPG not only improves the quality of teaching but also the quality of social relations in the educational environment.

The PPG role can be carried out through extracurricular activities and social activities that help teachers develop social skills. These activities provide opportunities for teachers to interact with students and colleagues outside the formal classroom context. PPG also emphasizes the use of technology to support positive social interactions. Teachers are taught how to use digital platforms to communicate with students and parents and how to utilize social media professionally.

CONCLUSIONS

The PPG program is an educational program organized for S-1 Education and S-1 / D-IV Non-Education graduates who have the talent and interest to become teachers, so that they can become professional teachers in accordance with national education standards and obtain educator certificates. The certificate is obtained from the professional teacher education program (PPG). Through PPG, teachers can improve their ability to select and master teaching materials, plan, develop, and actualize a productive teaching and learning process. By improving pedagogic competence, personality competence, professional competence, and social competence through the role of the PPG program.

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