

**LECTURERS' PERCEPTION ON THE TEACHER CERTIFICATION
PROGRAM (PPG) FOR IN-SERVICE ENGLISH TEACHERS AT UNP
IN 2021**

Thesis

*Submitted as a Partial Fulfillment of Requirement to Obtain Bachelor of
Education (B.Ed.) in English Language Education Program*



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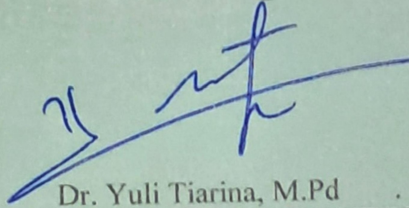
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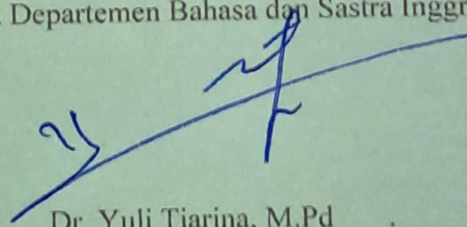


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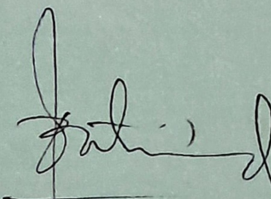
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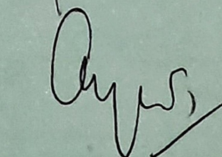
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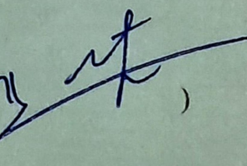
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ABSTRACT

This study investigates lecturers' perceptions of the PPG Daljab program for in-service English teachers at Universitas Negeri Padang (UNP) in 2021. It evaluates the impact of the Covid-19 pandemic on the program's teaching and learning processes. Specifically, the study aims to analyze lecturers' views on learning processes implemented of the program, which focus on online self study for deepening material course, lesson plan development, and teaching practicum. This study's participants were eight lecturers who taught PPG Daljab in 2021 at Universitas Negeri Padang. The type of research used in this study is qualitative research. Data were gathered using open and closed questionnaires distributed via Google Forms. Result reveals Lecturers view the online self-study method for the Deepening Material course in PPG Daljab 2021 positively, citing its effectiveness in improving students' mastery of content and higher-order thinking skills. Challenges include student engagement, technical issues, and the need for improved guidance and scheduling. Additionally, lecturers expressed a positive view of the Lesson Plan Development course in PPG Daljab, recognizing its relevance and the benefits of employing innovative teaching methods. Yet, challenges in students' practical application and language proficiency were identified, signaling opportunities for improvement. Regarding the PPG Daljab 2021 Teaching Practicum, the majority of lecturers also view the teaching practicum positively, highlighting effective preparation, guidance, and skill implementation. Despite some concerns about facilities and language skills, the teaching practicum is seen as significantly contributing to the development of professional teachers.

Key words: Lecturer Perception, In-Service Teacher Certification Program, Online Self Study for Deepening Material Course, Lesson Plan Development, and Teaching Practicum

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ABSTRAK

Studi ini menyelidiki persepsi dosen terhadap program PPG Daljab untuk guru bahasa Inggris dalam jabatan di Universitas Negeri Padang (UNP) pada tahun 2021. Studi ini mengevaluasi dampak pandemi Covid-19 terhadap proses belajar mengajar program tersebut. Secara khusus, penelitian ini bertujuan untuk menganalisis pandangan dosen tentang proses pembelajaran yang diterapkan dalam program tersebut, yang berfokus pada pembelajaran mandiri secara daring untuk pendalaman materi, pengembangan perangkat pembelajaran, dan praktik mengajar. Partisipan penelitian ini adalah delapan orang dosen yang mengajar PPG Daljab tahun 2021 di Universitas Negeri Padang. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Data dikumpulkan dengan menggunakan kuesioner terbuka dan tertutup yang didistribusikan melalui Google Forms. Hasil penelitian menunjukkan bahwa para dosen memandang positif metode belajar mandiri daring untuk mata kuliah pendalaman materi pada PPG Daljab 2021, dengan alasan bahwa metode ini efektif untuk meningkatkan penguasaan materi dan kemampuan berpikir tingkat tinggi. Tantangan yang dihadapi antara lain keterlibatan mahasiswa, masalah teknis, dan perlunya peningkatan bimbingan dan penjadwalan. Selain itu, para dosen juga menyatakan pandangan positif terhadap mata kuliah pengembangan perangkat pembelajaran di PPG Daljab, mengakui relevansinya dan manfaat dari penggunaan metode pengajaran yang inovatif. Namun, tantangan dalam penerapan praktis dan kemampuan bahasa mahasiswa diidentifikasi, yang menandakan adanya peluang untuk perbaikan. Mengenai praktik mengajar PPG Daljab 2021, mayoritas dosen juga memandang praktik mengajar secara positif, menyoroti persiapan, bimbingan, dan implementasi keterampilan yang efektif. Meskipun ada beberapa kekhawatiran tentang fasilitas dan keterampilan bahasa, praktik mengajar dipandang berkontribusi secara signifikan terhadap pengembangan guru profesional.

Kata Kunci: Persepsi Dosen, Program Pendidikan Guru dalam jabatan, Belajar Mandiri Secara Daring untuk Pendalaman Materi, Pengembangan Perangkat Pembelajaran dan Praktik Mengajar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Many countries are reforming their education systems, including teacher preparation and Professional Development (PD) programs. These programs aim to enhance teacher competency and improve education quality. For example, in England, Wales, and Northern Ireland, the PGCE program helps graduates become teachers. Singapore has institutions like NIE and AST for teacher education (Loh, & Hu, 2019). In Indonesia, the professional development program for teachers named Teacher Certification Program and locally known as PPG Program (Program Pendidikan Profesi Guru).

The Indonesian government has reformed its educational system and designed a professional teacher education program. The PPG program is the results from the educational system's reformation based on law no 14 of 2005 about teachers and lecturers. The law says that a teacher is a professional educator whose main task is to educate, teach, guide, train, assess, and evaluate students. This law shows that the government tries to improve Indonesian Education by upgrading teacher's qualifications and skills. The law indicates that teacher is a profession. Professional teachers must possess pedagogic competency, personality competency, social competency, and professional competency, which can be obtained through professional Education.

The Teacher Certification Program (PPG) prepares qualified teachers according to national standards. This enhances teachers' competencies, developing their skills and knowledge. Successful completion leads to a certificate and professional teacher status. PPG serves both pre-service (PPG Prajab) and in-service (PPG Daljab) teachers. PPG Daljab is for civil servant and non-civil servant educators, conducted by The Institute of Teachers' Education (LPTK). Universitas Negeri Padang is one LPTK administering this program.

Universitas Negeri Padang's PPG program includes PPG Prajab and PPG Daljab, both resembling traditional face-to-face undergraduate programs. Initially, PPG Daljab followed a hybrid model, combining online and in-person components to accommodate participating teachers' school responsibilities. However, in 2020, due to the COVID-19 pandemic, it transitioned to fully online delivery. The pandemic has prompted widespread changes, particularly in education, leading to the adoption of distance learning to ensure educational continuity.

Adapting to the Covid-19 pandemic, the PPG Program revised its approach. Following a government circular issued by the Ministry of Education and Culture regarding PPG Daljab 2021, The program employs a Learning Management System (LMS) managed by the Directorate General of Teachers and Education Personnel. The curriculum involves deepening material by self-study, developing lesson plan, and teaching practicum. First, students will learn into pedagogic and professional modules, followed by developing lesson

plan, and teaching practicum applies learned knowledge in schools, guided by supervising teachers.

During the learning processes, PPG Daljab students will be deepening the material through the PPG LMS. Learning through LMS gives both lecturer and student ease because it will save time and be easy to access anywhere and anytime. Thus, it will improve the lecturer and the PPG Daljab students in IT skills and knowledge in the current situation which demands them to teach online. “Teachers must be competent and reliable in the era of technology, so that they can play an optimal role where teachers are required to have skills and expertise, including in the use of IT” (Nugroho, 2012).

In short interviews with the lecturer and PPG Daljab students of 2021, they also mentioned that they felt the short duration of the PPG Program, as well as the same lecturer's opinion. The students and lecturers believe that this program is too quick and give a rushed impression to the students in comprehending the competency in a short time. The new learning mechanism of PPG 2021, which cut the learning credit, makes more burdens for both lecturer and student. As a result of this new mechanism, this will make both lecturer and student will make extra effort to comprehend the learning material in a short time and also the students feel overwhelmed in completing many assignments given. The lecturers believe that the students have not fully achieved and mastered the purpose of this program as well as the in-service English teachers also agree with the lecturer's opinion. The long duration may be needed in ripening the teacher skill and competencies. “In order to improve

teachers' professional development, it included the need to provide teachers with more extended training & workshops” (Eksi, G & Aydin, C, 2012). So, by the short learning credits, it will make the short time of learning process. People will be more questioning whether the purpose of this program could be achieved or not.

Many researchers have done studies about the perception of the implementation of teacher certification programs. In the international context, their many studies focus on the perceptions of teacher certification programs both by the students or the lecturers. Many of them have been conducted by seeing in various perspectives about this program for example by Eksi, G & Aydin, C (2012), which focus on the lecturers/instructors' perception in the specific area such as the development need of teacher education program and then the effects of teacher Education programs.

In Indonesia, only a few research which focus on seeing the lecturers' perception of this program. They mostly researched the student's perception of this program. The previous research has done by Murdiyanto (2019), a lecturer from UNJ (Universitas Negeri Jakarta) who have conducted a study to analyze the participants' perceptions of PPG programs in 2019. In addition, also done by Mariati (2020) who analyzed economic students inhibiting and supporting factors in the implementation of online learning of PPG Daljab 2020 in UMSU.

The previous study only focuses on students' perception of the implementation PPG programs in general. It only shows the implementation of the problem faced and the obstacles found while it still blended learning and not see the implementation of the PPG program in the online learning

processes in the whole learning activities. It is essential to see how the actual online learning processes in PPG learning activities, especially in this pandemic situation which we first experienced. It needs to see how the program is running and adapting to the situation.

According to the problem mentioned above, the implementation of PPG Daljab may be perceived differently by both lecturers and students. The problem mentioned above was from the students side. So, It needs to see the perception from the point of view of the lecturer about this program to know how the actual of PPG program implemented. In order to fill the gap above, this research was conducted. This study aims to analyze the lecturers' perceptions of PPG Daljab program especially in the field of English studies/subjects that take place at UNP for 2021. This is intended to identify the reality of the implementation of the online teaching and learning PPG program as long as PPG students and lecturers carry out teaching and learning tasks through LMS classes.

Based on the issue and evidence mentioned above, the researcher wants to know how about the lecturers' perception to the implementation of the PPG Daljab program for in-service English teachers at UNP. The focus of this study is on their perceptions toward the PPG Daljab's learning processes conducted in 2021.

B. Identification of the Problem

Based on the background problem above, the problem of this research can be identified to the implementation of the PPG Daljab's learning processes

that may be brought out different perceptions for both students and lecturers. From the preliminary research, there has been a study done by seeing what students perceived about this program yet there have not specific studies conducted on what the lecturers perceived about the implementation of this PPG Daljab program learning processes.

C. Limitation of the Problem

From the identification of the problem stated above, this research limit to focus on the English lecturers' perception toward the implementation of PPG Daljab's learning processes in 2021 at UNP.

D. Formulation of the Problem

Based on the focus of the research above, the writer formulates the problem into "What are the English lecturers' perceptions on PPG Daljab program to In-service English teacher conducted at UNP in 2021?"

E. Research Questions

This research is to focus on English lecturers' perceptions related to the implementation of the learning processes of PPG Daljab program in 2021 which includes the online self-study of deepening material, developing lesson plan, and teaching practicum. So, the problem of this research can be formulated in specific areas as the following questions below:

- 1) What are the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during deepening material course through Online Self-Study at UNP?

- 2) What are the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during the developing lesson plan at UNP?
- 3) What are the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during the teaching practicum at UNP?

F. Purpose of the Research

This research aims;

- 1) To find out the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during Deepening Material Course through Online Self-Study at UNP.
- 2) To find out the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during the developing lesson plan at UNP.
- 3) To find out the English lecturers' perceptions toward the implementation of PPG Daljab's learning processes during the teaching practicum at UNP.

G. Significance of the Research

This research expectedly give the contribution for lecturers' and PPG Daljab students about the lecturers' perception of the implementation of PPG Daljab's learning processes through the online self study of deepening material course, developing learning tools, and teaching practicum. This is both advantage for lecturers and PPG students for in-service teacher. First, It will give the useful information about how the PPG Daljab's learning processes implemented and shows the picture how the implementation of

PPG students for in-service teacher during the restriction situation. Thus, It will give the contribution to the development of PPG Daljab program not only in UNP but also to all LPTK which admistering the PPG Daljab program in Indonesia in the future.

H. Definition of the Key Terms

Teacher Certification Program : A program which design by Indonesian government in order to improve teacher quality and teacher professionalism. This program is intended to get a license as a certified teacher.

Lecturer : Facilitators to student learning in a specific subject skill.

Pre-service teacher : Pre-service teacher is a graduate student of bachelor of Education and bachelor of Non-education who have the talent and interest to become teachers.

In-service teacher : In-service teacher is a civil servant teachers and non-civil servant teachers who have taught at an education unit.

Perception : Perception is how the way we see the world. When we see the things around us, our mind will interpret what we feel and think about it.