

Research article

Implementing Teacher Professionalism Training for Social Sciences Teachers

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Abstract.

This research explored strategies for implementing teacher professionalism training (PPG) for social sciences teachers and was conducted at Semarang State University. This strategy was designed so that teachers would meet the standards of professionalism both inside and outside the classroom. This study used qualitative research methods. Data collection was conducted by observations, documentation analysis and interviews with participants in the process of implementing PPG for social sciences teachers at Semarang State University. The results of this study were: (1) intensive assistance in the participant's mastery of the material was a major focus in the implementation of PPG training for social sciences teachers, in addition to developing the skills and ability of PPG participants; mastery of teacher competency skills, literacy skills and character building as professional teachers were the next strategies in implementing education; and some teaching materials were still improperly evaluated as they were not used as determinants of graduation assessments; (2) stakeholder involvement, including of professional organizations and/or external professional and relevant parties in the implementation of PPG, was crucial; and (3) the importance of establishing an academic forum by teachers participating in PPG to carry out seminars and discussions in order to hone knowledge and support professionalization was identified. Moreover, this research revealed the sustainability and usefulness of teacher professionalism in schools. Furthermore, teachers as PPG participants absorbed both the material and skills that were taught and thus could pass the performance test and knowledge test. The recommendations of this study are that every study program of a PPG organizer must always develop a PPG implementation strategy to produce professional teachers. As an input, professional teachers outside the campus are required as stakeholders for improving PPG implementation.

Keywords: profession, teacher, strategy, sustainability

1. Introduction

One key element in the education system in schools is teacher professionalism. Quality education is very dependent on the presence of quality educators, which are professional teachers [1]. Professional and qualified teachers are required to transform educational inputs through the learning that they manage. Teacher professionalism is important to be improved in order to materialize the quality of education and teachers [2,3]. Teacher professionalism emphasizes the mastery of knowledge or management

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skills and their implementation strategies. Professional teachers are those who possess the competencies required to carry out educational and teaching tasks, these competencies include professional knowledge, attitudes and skills, both social and academic in nature [4]. Professional teachers with their competencies are expected to encourage the improvement of quality education [5].

In Indonesia, the development of teacher professionalism is always strived for. Teacher professional development is influenced by three aspects including learning activities, teacher characteristics, and school conditions [6]. Along with the requirements of teacher professionalism in Law No. 14 of 2005 on teachers [7] and lecturers and Government Regulation No. 17 of 2010 [8], the definition of teacher was then developed [9]. Suggested that professional teachers are those who have taken teacher education programs and hold a master's degree and have obtained a state diploma and have experience in teaching large classrooms. Mulyana in Pangestika explained 3 (three) indicators of teacher professionalism, which are ability to understand and apply educational foundation and learning theory; mastering the learning process; and organizing learning programs, evaluating and fostering students' personalities [10]. This explanation confirms the statement that becoming a professional teacher is a complex process in which it involves the cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to be aware, confident in their ability to find appropriate alternatives for better improvement or change [11]. Those two statements emphasize the importance of teacher professional abilities to develop in addition to pedagogical abilities, in order to help teachers learn and improve the pedagogy required to teach these skills [12].

For more details, it can be viewed from the correlation between components to create professional teachers in the following picture.

Teachers in obtaining professional titles, while the government administratively gives professional certificates to them, they must go through a phase in obtaining professional certificates, which is by taking part in the Teacher Professionalism Training (PPG) program. According to Law No. 14 of 2005 [7], educator certificates means formal evidence as acknowledgment granted to teachers and lecturers as professionals. The main objective of the PPG program is to create professional or competent teachers.

The PPG program has so far been implemented by the Educator Workforce Education Institute (LPTK) appointed by the Ministry of Education and Culture of the Republic of Indonesia [13]. The strategic role of LPTK as a teacher builder is very significant in influencing national development [14]. Therefore, efforts on improvement are made and always pursued by LPTK in order to materialize what is expected in education [15,16,17].

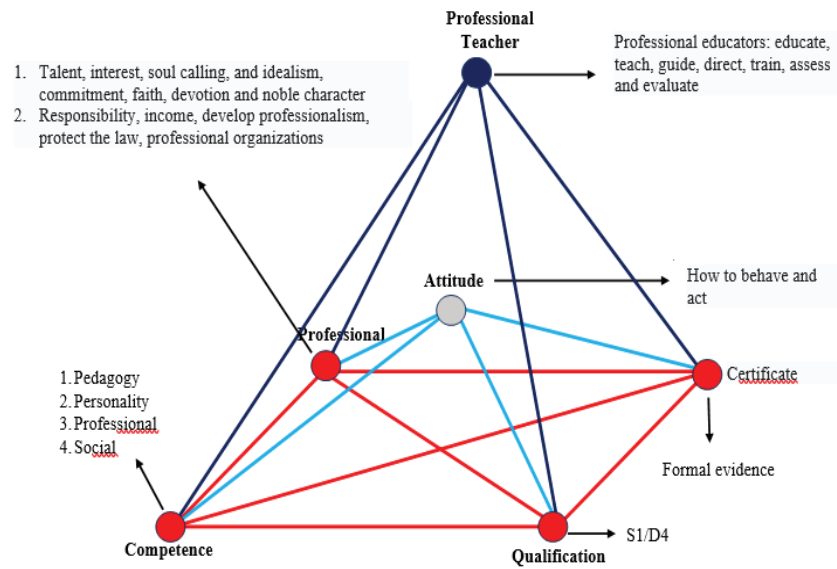


Figure 1: Correlations between professional teacher components.

Semarang State University is one of the LPTKs that was given authority. The University then gave assignments to several study programs (Prodi) to organize the program, one of which was the Social Sciences Education Program.

The Ministry of Education and Culture has issued new rules to accomplish teacher certification up to 2019 through the PPG program on duty. PPG IPS implemented in 2019, for example, is PPG on duty attended by teachers who have taught Social Studies at school. Implementation of study programs is in accordance with a curriculum that has been defined nationally [18]. The PPG curriculum structure on duty has been designed to facilitate PPG program participants on duty in achieving the graduate competency standards stated in the graduate learning achievement in their respective fields of study or expertise programs. However, the experience of conducting PPG by several study programs, in the face of problems with completeness and graduation of participants at the Knowledge Test phase.

The purpose of this research is to explore the implementation strategy of Teacher Professionalism Training (PPG) for Social Sciences teachers, which is carried out at Semarang State University. PPG is attended by teachers on duty, which is civil servant and non-civil servant teachers, who have taught at the educational unit that meets the qualifications [19]. In carrying out the program, the Social Sciences Education Program certainly has various steps and strategies, that the participating teachers meet the standards, fulfill the required qualifications and understand correctly what needs to be done, both inside and outside the classroom. Moreover, PPG participating teachers can

easily master the material and skills so that they can pass the Knowledge Test (UP) to obtain the title of a professional teacher.

2. Method

This study used a qualitative research method. The results of this study try to explain in detail about the existing conditions in the field. Data collection was done by (1) observation, that is structured observation in which the researcher has prepared observation guidelines. The observation instrument used a checklist, (2) documentation and interviews in the process of implementing Teacher Professionalism Training for Social Studies Teachers at Semarang State University. Data validation used the theory from Lather and Connolle, 1994 [20], that strategies to improve validation can be done through (1) face validity, (2) triangulation, (3) critical reflection, (4) catalytic validity. Data validation used the theory from Lather and Connolle, 1994 [20], that strategies to improve validation can be done through (1) face validity, (2) triangulation, (3) critical reflection, (4) catalytic validity. Data analysis in this research was carried out by reducing data, data presentation, and drawing conclusions.

3. Research and Discussion

3.1. Implementation of PPG Social Sciences Education Program

PPG IPS is implemented in two methods that are online methods through the SPADA system and the structured face-to-face. In the online method, PPG participants learn about pedagogic and professional material through the system. Participants also discuss, work on assignment exercises in the form of solving quiz questions, making Lesson Plan (RPP), designing learning media and determining the learning evaluation tools. The assignment is then assessed and given with the input by the instructor through the online method, of which input from the instructor is then corrected by the participant. Through this method the literacy skills of PPG participants are very supportive, as they must understand and develop the material as well as complete the predetermined evaluation. The ability of PPG participants to complete the evaluations varies depending on their literacy abilities. For those who do not reach the predetermined minimum value, they cannot proceed into the next phase, which is face-to-face learning. In 2019, 6 (six) PPG participants did not complete, thus they could not proceed into face-to-face learning, as the remaining 21 (twenty one) participants went to the next stage. The mastery in this

online process is determined through the criteria of the value obtained in the online process.

The next phase is a workshop with a face-to-face block system for 160 hours of meetings, followed by teaching practice activities at school. Having completed all activities, PPG participants take the Competency Test and Knowledge Test at the end of the activity. The above activities are designed to improve the teachers' ability, professional and pedagogical skills. The workshop is prepared to increase participants' understanding of the learning management in the classroom, carried out in the workshop schedule for the preparation of the Lesson Plan (RPP); determine learning strategies, learning media, formulate learning evaluation tools, and manage participants in the classrooms. It is followed by a workshop on designing Classroom Action Research. The workshop activities are conducted, guided by an instructor who has a background and expertise in social studies education. In the process of activities, the Study Program evaluates each stage.

Some of the encountered obstacles and the strategy of completion in the workshop in the study are mapped in the following table.

TABLE 1: Encountered Problems and Problem Solving Strategy.

Encountered problems	Problem solving strategy
Different knowledge and skills of participants on the Lesson Plan makes them arrange it diversely.	Generalizing perception and providing material about the ideal lesson plan.
Participants' educational background, from Undergraduate Program in History, Sociology, Economics and Geography, causes a partial understanding of integrated social studies material.	Material comprehension at each workshop by the instructor.
Low participants' mastery in material measured from the scores during the pre-test.	Material comprehension based on the content outlines (essential material).
Low participants' ability to work on the questions according to the content outlines.	Preparation of questions according to the content outlines for participants' to discuss outside the classroom through whats app group media assisted by the instructor.

Source: Data processed from the results of research (2020).

One thing becoming the concern of the organizing study program is output and evaluation of the workshop activities. It is acknowledged that the final assessment of PPG is determined by the Performance Test and Knowledge Test so that the Study Program considers it necessary to carry out a strategy that all participants could complete their studies thoroughly. Some things are done, for example, the timing of each workshop meeting hour is used to analyze the content outlines, as the prepared material for the Knowledge Test. In this phase, it is very important to pay attention to participants' literacy, which includes its access, sources and validity.

The focus on the material comprehension of Knowledge Test preparation is also designed for the instructor to carry out with participants during class and outside class meeting hours. By utilizing whats app group, the instructor's guide participants to analyze, develop content outlines and transfer it into practice questions. These questions are prepared by participants independently, collected and tested through whats app every night. For participants, it is beneficial as a medium for their learning outside the classroom in groups. In the classroom, in addition to workshops that participants attend, the learning is not merely conducted using the lecture method, but also by discussion on participants' problem solving in their daily lives as social studies teachers. Accordingly, the implementation of this activity will not be tedious, as participants also put more focus on studying and solving existing problems so that academic discussions are going positively as the interaction between instructors and participants run well.

The next activity is professional placement (PPL) by participants. This activity is carried out as a form of learning implementation that has been done in class in the previous activity. PPG participants are positioned into several places. They are guided by professional social studies teachers at the school and also supervisors who provide input and evaluation. In this PPL activity, PPG participants have the task to design the learning, provide material to students, conduct evaluations, and also manage classes. The activity will hone the professional, pedagogic, personality and social skills of PPG participants. They must be able to rapidly adapt to the school environment, understand the character of students quickly, so that learning plans can be prepared to use for the teaching. In this teaching activity, participants accompanied by a supervising teacher will obtain input and evaluation on how to teach, manage classes, as well as the teaching material.

3.2. Urgency of Stakeholder Engagement Outside the Campus

The implementation of PPG in Social Studies Education Program is inseparable from the involvement of stakeholders outside the campus. Some of these stakeholders include the Ministry of Education and Culture of the Republic of Indonesia, the Ministry of Religion of the Republic of Indonesia, Junior High Schools in Semarang, and Teacher Associate (MGMP) IPS Forum in Semarang. The Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia plays the role of implementing PPG. They determine the selection of teachers according to their respective clusters of knowledge to participate in this activity. Both ministries also appoint PPG campus organizers as partners in this activity. PPG implementation standards are also made by

the ministries that the campus must be able to meet these standards as a requirement for organizing this program.

In the workshop activities, the Study Program cooperates with the school coordinated by Professional Educational Institutions (LP3) UNNES. The involvement of professional social studies teachers who have been certified in the workshop is designed and implemented to provide knowledge and provision to participants in the preparation of learning tools, media and evaluation. Participants share knowledge with teachers on social studies education problems of which solutions can be discovered to deal with existing problems and can be applied to each PPG participant's school so that social studies learning can achieve the desired goals.

In the implementation of the Professional Placement (PPL), the involvement of schools, which is junior high schools (SMP) that meet the standards, is also carried out. Junior High Schools are designated by universities as schools for professional placement of PPG participants. Support from the school certainly takes a part in this case, as the principal must give approval if the school will be a school for professional placement, as well as assigning social studies teachers who will be tutors for PPG participants. Coordination is administered routinely by universities and schools, from pre-implementation, implementation to post-implementation (evaluation).

In the pre-implementation, the activity is conducted to request the school's preparedness to become a school for PPG professional placement, appointing social studies teachers who would become the participants' tutor. In the implementation, coordination is also carried out regarding the guidelines for implementation of the professional placement for PPG participants, determination of the number of PPG participants' practice hours, the determination of practical classes, and regarding the rights and obligations of tutors. In post-implementation, coordination is also conducted about evaluation of participants' practice. Intensive communication between universities and schools can be evident from that between participants, tutors and PPL supervisors. The 6 Semester Credit unit of this professional placement sharpens their knowledge, enhances teaching skills of PPG participants' on duty that have become social studies teachers in their respective schools. Based on the interviews with 8 (eight) PPL tutors of PPG IPS teachers, it is known about 1) guidance material consisting of skills in preparing lesson plans, developing learning media, class mastery, and evaluation of social studies learning; 2). Tutors have no difficulty to guide, as the participants already have teaching skills. Likewise for the supervisor, they have been directed and coordinated by the Study Program to guide participants' professional placement ideally, based on the Performance Test outlines.

The involvement of teachers who are members of the MGMP is also carried out in the implementation of the Performance Test. Those who have the qualifications and are registered are entitled to take the Performance Test, which is one of the graduation standards for PPG IPS participants. Coordination is carried out with the school, determining the schedule for implementing the Performance Test. IPS MGMP is involved as a forum for social studies teachers as practitioners in social studies subjects, as it is expected that any input from the IPS MGMP to PPG IPS participants is able to improve their competence. After they complete PPG, participants are expected to be able to develop their abilities when they return to their respective schools. Participants form a forum, carry out discussions about the material they get at their respective institutions, and fill each other's knowledge on the forum they have formed.

The PPG program requires participants/students to take part in online learning activities (in networks), workshops, teaching practices in schools, which in the end their graduation level is determined on the achievement of mastery in the performance test and knowledge test. The Social Studies Program takes various steps and strategies, so that the participating teachers meet the standards, fulfill the required qualifications and understand correctly what needs to be done, both in the classroom and outside the classroom. Moreover, PPG participating teachers can easily master the material and skills that they can pass the Knowledge Test, obtaining the title of a professional teacher. In accordance with Regulation of the Ministry of Research and Technology, Technology and Higher Education No. 55 of 2017 article 20 paragraph (11) [21], the burden of learning PPG programs on duty for at least 24 semester credit units (SKS), which are broken down in the form of learning, strengthening (comprehension of) academic material, workshops, and professional placement practice. Academic materials include pedagogical academics and fields of study or professionals that have been administered online. While the workshops are conducted in the development of learning tools, peer teaching and the preparation of classroom action research.

Mastery of a performance test is obtained from the ability and skills of participants in preparation of the design of learning tools during online learning to the workshop on preparation of learning tools and peer teaching, teaching practice (PPL) is carried out in schools. The instructor and examiner conducts an evaluation of the implementation of the Professional Placement Practices conducted by participants as one of the graduation requirements in this program, and this activity is called a performance test. Another evaluation is the PPG participants' knowledge test. Knowledge test is administered to test the teacher's pedagogical and professional skills. Among the 21 PPG participants, all of them can complete the performance test and knowledge test so that they are

eligible to obtain a professional teacher certificate. In order to achieve good results for participants on the Knowledge Test, the Study Program establishes strategies that all participants are well-prepared and accomplished. The figure below describes the flow chart and strategies of achievements achieved in PPG.

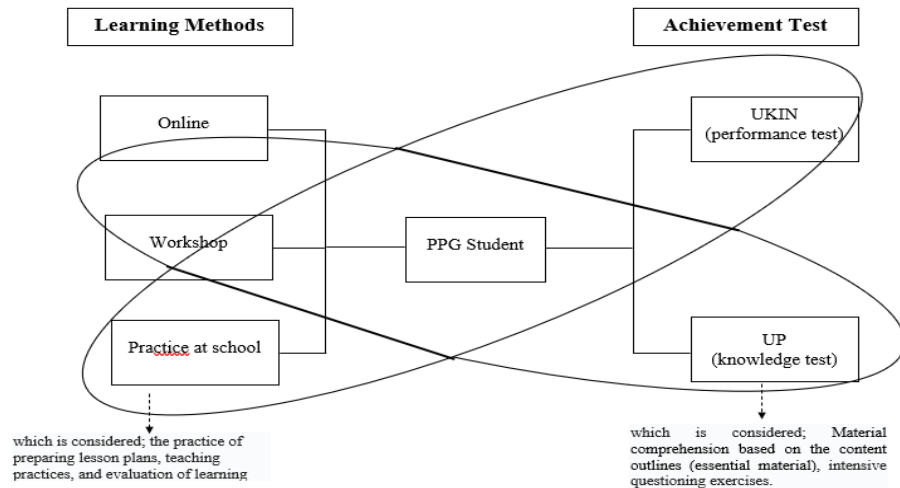


Figure 2: Achievement flow and strategy.

The steps in the preparation above, one of which is by material comprehension, preparing the questions elaborated from the content outlines, and the rest is beneficial for participants. Participants actively learn during hours of learning both inside and outside the classroom, by working on HOT (Higher Order Thinking) questions with a high level of reasoning. It is important to do along with analysis, synthesis, and evaluation that can help to practice answering questions [22]. Questions items that participants make in the material comprehension, compiled with high quality, written with assessment procedure as outlined in the Regulation of Ministry of National Education No. 20 of 2007 on Assessment Standards [17].

Stakeholder involvement, which is professional organizations and/or professional and relevant external parties are required [23] that participants have knowledge, experience in the field, acknowledgement, especially when they carry out practices in schools. Any input from professional organizations, which is IPS MGMP to PPG IPS participants is able to improve the competence of PPG participants. It also provides input to UNNES as the LPTK in organizing teacher professionalism training.

4. Conclusion

Based on the results and discussion above, two things are concluded; *first*, intensive assistance to participants' mastery of the material, is still a major focus in the implementation of Social Sciences Teacher Professionalism Training (PPG), in addition to the importance of developing the skills and abilities of PPG participants to carry out at the workshop. Mastery of teachers' competency skills, literacy skills and character building as professional teachers are the next strategies in implementing education. However, some teaching materials are still improperly evaluated as they are not used as determinants of graduation assessments; *Second*, the urgency of stakeholder involvement, which is professional organizations and or professional and relevant external parties in the PPG implementation as they are professional teachers. Any input, direction and guidance of professional teachers as stakeholders outside the campus is required that participants are able to obtain knowledge and skills in attending teacher professionalism training activities. After they complete PPG, participants are expected to be able to develop their abilities when they return to their respective schools. Participants form a forum, carry out discussions about the material they get at their respective institutions, fill each other's knowledge on the forum they have formed.

Every LPTK as PPG organizer, especially Study Program has a way, strategy in materializing the maximum competence of graduates, in order to produce graduates of professional reliable teachers. This strategy will change every time, as the most important is communication between participants and study programs, in this case the instructor that this strategy is determined for the interests of participants and institutions according to established procedures. Any input, professional teachers as stakeholders outside the campus are also required to improve the implementation of PPG at later phase.

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