

The Evaluation Of Teacher Professional Education Program

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Abstract

This article uses the Provus Evaluation Model (Discrepancy Model) developed by Malcolm Provus. The current article aims to analyze whether the program is worth continuing, improving, or stopping. This model emphasizes the formulation of (1) standards, (2) performance, and (3) discrepancy in detail and measurable. The results show some general weaknesses of the teacher professional program (PPG), namely the lack of practical application of the program, where teachers focus too much on theory and not enough on practical teaching skills. Teachers may not receive adequate financial support for self-direction during the program or after they complete it. Some programs may not reflect the latest research and developments in education. Balancing teaching and professional development can be challenging, and some programs may not offer flexible scheduling and equity of training time for pre-service and in-service teachers.

Keywords: Evaluation, Program, Professional Teacher Education.

INTRODUCTION

Teachers are an important element in the learning process (Vighnarajah et al., 2008); (Alfath & Azizah, 2022). Although sources of knowledge information can be obtained anywhere and anytime, teachers still play an important role in transferring knowledge (Juhji, 2016); (Sundari, 2017). Teachers are a very important factor in the education process because competent and qualified teachers will ensure the level of educational excellence (Furinda & Ratnawati, 2021). The competence of a teacher means his teaching skills, power, and potential that satisfies the implementation of his functions. Teachers are the main factor in carrying out educational reform because teachers are agents of fundamental change (Syed et al., 2015). The basic responsibilities of teachers, who are professionals in education, are to teach, guide, direct, train, assess, and evaluate early childhood learners in formal education, primary education, and secondary education (Shabir, 2015). Teachers must have various competencies in order to practice as professional educators (Yasir, 201). Teachers are very important for the progress of education in Indonesia because they directly impact the quality of education (Indriani, 2015).

Based on the CEOWorld Survey, the UK is the country with the best quality of education in the world in 2020, with a total of 78.2 points, while Indonesia is ranked 70th with a total of 46.6 points compared to Malaysia with 51 points. CEO World conducted this survey in 93 countries by interviewing 196,300 respondents regarding the quality of education in their respective countries. The ranking is based on three equal weights that relate to a well-developed public education system, high-quality education, and whether respondents would consider studying in the country. The combination of federally-run and decentralized education systems ranked highest (Ireland, 2020). The following data is presented in the graph below:

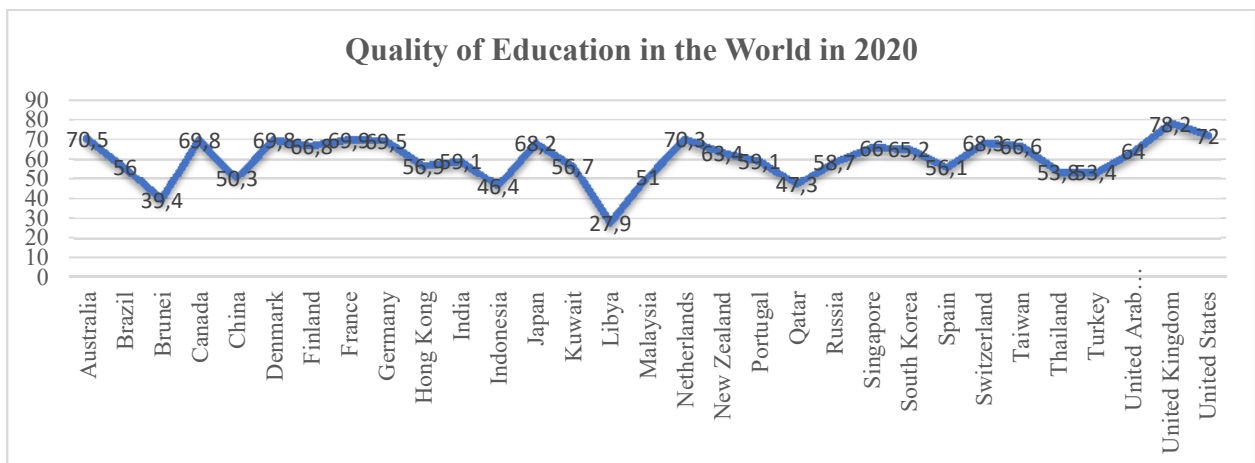


Figure 1: World Education Quality Chart 2020

To determine the ranking, CEOWORLD researchers analyzed and compared 93 countries in two main categories: (1) Quality and (2) Opportunity. To evaluate these dimensions, researchers looked at 16 indicators that fell into one of the three categories. Each attribute was rated on a 100-point scale. (1) The Quality Index is (a). Public education system, (b). Willingness to attend university, (c). Number of research institutes, (d). University funding and endowment, (e). Specialization expertise, (f). Industry linkages, (g). Professional effectiveness of academic education, (h). Institutional outputs based on research, (i). Higher education institutions are featured in various global rankings.

While (2) Opportunity Indices include: (a). Adult literacy rate, (b). Graduation rate, (c). Primary school completion rate, (d). Secondary school completion rate, (e). High school completion rate. (e). College-level school completion rate. (f). Government expenditure on education, total (% of GDP). In reality, this condition also reinforces the position of Indonesian education with the lack of equitable distribution of teachers in the regions of Indonesia, especially the eastern province of Indonesia, which is presented in the figure below (Muhammad, 2023):

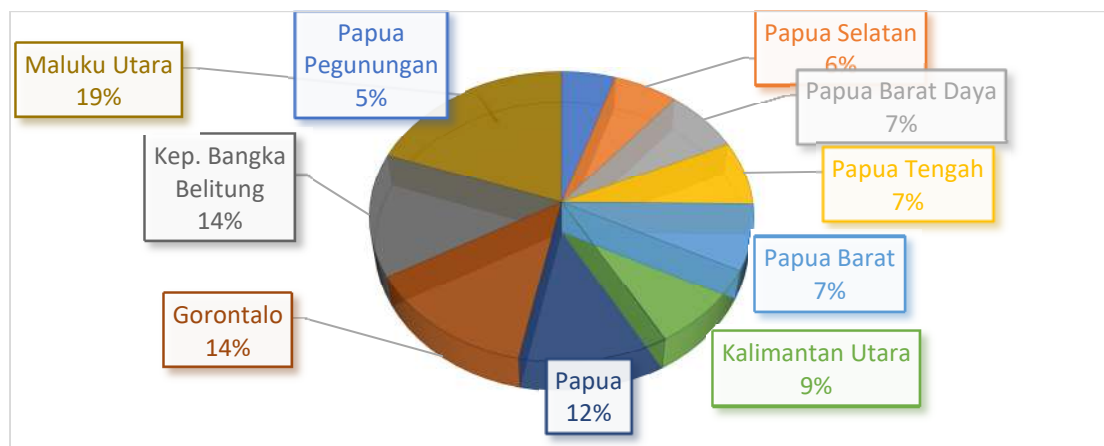


Figure 2. 10 Provinces with the Lowest Number of Teachers in Indonesia (Odd Semester FY 2023/2024)

The Ministry of Education, Culture, Research, and Technology (MoECristek) noted that there were 3.36 million teachers in Indonesia in the odd semester of the 2023/2024 academic year. Even so, there are still a number of provinces in the country that have the lowest number of teachers. Data shows that eastern Indonesia has a lower availability of teaching staff than other regions. This inequality has led to a gap in education in Indonesia, some of which are caused by the competence and welfare of teachers (Amalia & Saraswati,

2018); (Wahyudin, 2021); (Mansir, 2020); (Raudhah, 2020); (Rwigema, 2022), causing reluctance of education graduates in big cities to devote themselves to all regions of Indonesia. Therefore, the government's strategy is to organize the Teacher Professional Education Program (PPG) as a supporting instrument for teachers to be more prosperous and professional.

In order to prepare competent and qualified teachers, the government has prepared a Teacher Professional Education Program (PPG) in the form of a PPG Study Program. Teacher professional education, according to Article 15 of Law No. 20 of 2013 concerning the National Education System, is a higher education that prepares students for jobs that require special expertise. In line with this, Article 17 paragraph (1) of Law No. 12 of 2012 concerning Higher Education explains that professional education is defined as higher education after an undergraduate program that educates students for jobs that require special expertise. According to Article 1, paragraph 5 of the Regulation of the Minister of Research, Technology and Higher Education Number 55 of 2017 concerning Teacher Education Standards, the Teacher Professional Education Program or what is referred to as the PPG Program is an educational program held after graduating from an undergraduate or applied undergraduate program to obtain an educator certificate in early childhood education through formal education, basic education, and/or secondary education (<https://ppg.kemdikbud.go.id/ppg-prajabatan>).

Regulation of the Minister of National Education No. 16/2007 on the standards of academic qualifications and teacher competencies explains that the standards of teacher professional competence are: (1) mastering the material, structure, concepts, and scientific mindset that supports the subject being taught; (2) mastering the competency standards and basic competencies of the subject/field of development being taught; (3) creatively developing learning materials that are taught; (4) developing professionalism sustainably by taking reflective action; (5) utilizing information and communication technology to communicate and develop themselves. Zulfitri et al. (2019) further explained that the professional competency standards of teachers can be developed through PPG. This is because the PPG curriculum uses the principle of activity-based curriculum, namely learning tool development workshops. This approach is a practical application of the idea of technological pedagogical content knowledge, or TPACK. The framework called TPACK brings together subject knowledge, pedagogical knowledge, and technological knowledge in a learning environment so as to improve teachers' capacity to create educational resources.

Previous research conducted by Dalyono & Agustina (n.d.) explained that in order for teachers to play a role in improving the quality of education in Indonesia, teachers need to be prepared in such a way as to become professional teachers; one way is by participating in PPG. However, Simanjourang et al. (2020) indicate that the PPG program still needs to be revised, especially in the inputs and processes in education. Mardhatillah, O., & Surjanti, J. (2023) explained that the PPG program significantly improves teacher quality. These studies show the importance of PPG in improving teachers' quality. However, in implementing PPG, there needs to be an evaluation to correct shortcomings (Daud et al., 2020); (Hanun, 2021); (Tintington et al., 2023). The results of this analysis will influence the evaluation of the implementation of the teacher professional education program (PPG) in Indonesia.

METHODS

Matching methods are techniques used to evaluate multiple study findings using an assessment methodology. This article uses the Provus Evaluation Model (Discrepancy Model). This model, according to Madaus, Sriven & Stufflebeam (cited in Darodjat & Wahyudhiana, 2017) departs from the assumption that to determine the feasibility of a program, the evaluator can compare what should be expected to happen (standard) with what actually happens (performance). By comparing these two things, it can be known whether there is a discrepancy between the standards set and the actual performance. This model, developed by Malcolm Provus, aims to analyze whether a program should be continued, improved, or discontinued. This model emphasizes the formulation of (1) standards, (2) performance, and (3) discrepancy in detail and measurable. The evaluation program carried out by the evaluator measures the size of the gap in each program component. With the description of the gaps in each program component, the improvement steps can be done clearly.

RESULTS AND DISCUSSION

Teacher Professional Education Program Standard

The Teacher Professional Education Program (PPG) standard is organized to prepare educational and non-educational undergraduates to master teachers' competencies following specific and particular academic standards. As implementers of education at early childhood, primary, and secondary levels, teachers must have competencies and qualifications that meet national education standards. Through PPG, teachers can improve their ability to select,

master teaching materials, plan, develop, and actualize a productive teaching and learning process (Sudrajat et al., 2023). One of the competencies that teachers must have in the education 4.0 era is professional competence, which can be obtained through the PPG program. Some essential aspects of the PPG program include.

(a) Teacher Pedagogical Competence: This program refers to the principle of activity-based curriculum, which emphasizes the development of teacher pedagogical competence (Zulfitri & Putri Setiawati, 2019). The activity-based curriculum principle is an approach to curriculum development that places learning activities at the center of the learning process. This approach emphasizes the importance of students' active involvement in learning through various activities, such as experiments, projects, role plays, discussions, and practical tasks. This principle aims to improve the understanding, skills, and application of the concepts taught through direct experience and active interaction with the subject matter. Thus, activity-based learning requires students to develop a deeper understanding and relevant skills.

However, in implementing the activity-based curriculum, teachers will experience obstacles such as (1) greater time and resources because implementing an activity-based curriculum requires greater time and resources, both in terms of preparation and implementation. After all, it involves developing various activities relevant to the learning material; (2) It is not always easy to implement because an activity-based curriculum requires the involvement of creative and skillful teachers in designing and implementing learning activities that are interesting and meaningful to students. This is not always easy for all teachers to do; (3) Not all learning materials can be presented actively because some learning materials may be challenging, such as theoretical or conceptual materials requiring in-depth understanding; (4) More complicated evaluation due to the activity-based curriculum can also make the evaluation process more complicated because teachers need to assess not only the understanding of concepts but also the ability of students to apply these concepts in the context of real life.

(b) Personality Development, Learning, and RPP Development become PPG program standards. (1) personality development is forming individual characters and attitudes that include moral, social, emotional, and spiritual aspects. Personality development aims to form individuals with good personalities who are responsible and can adapt to the surrounding environment. (2) learning is a process of interaction between teachers and students that aims to achieve learning objectives. The purpose of learning is to improve students' knowledge, skills, and attitudes, which can be done through various methods and techniques that are in

accordance with the characteristics of students. (3) RPP (Learning Program Plan) is a document that contains lesson plans that the teacher will implement.

The lesson plan includes learning objectives, materials, methods and techniques, and assessment. The lesson plans are developed to ensure that learning can achieve learning objectives determined in the curriculum. However, inconsistency and the inability to adapt to change can also hinder personality development. (c) PPG Training and Education that includes mastery of aspects of information and communication technology. Mastery of information and communication technology (ICT) is very important in facing the demands of the times. Mastery of ICT by prospective teachers will help them deliver learning materials in a more exciting and interactive way and prepare students to face the digital era. In PPG training, prospective teachers and teachers need to be given an in-depth understanding of the use of ICT in learning, including the use of educational software, the creation of digital learning materials, and the application of technology in learning assessment.

Teachers also need to be trained in managing online classes, utilizing digital learning resources, and protecting themselves and their students from the risks that arise in cyberspace. However, there are several obstacles, such as (1) limited access and facilities that not all teachers have adequate access and facilities to learn and master ICT. This can be an obstacle to mastering ICT by teachers. (2) The lack of ICT skills training provided in PPG is still limited and inadequate. Thus, teachers are not fully able to master ICT well.

Performance of the Teacher Professional Education Program

The performance of the Teacher Professional Education Program (PPG) can be assessed through various studies that focus on teacher competence, social competence, and professionalism. Evaluation of teacher competence involves assessing teachers' knowledge, skills, and attitudes in carrying out their duties (Riadi A., 2017); (Muslimin, 2020). Social competence will determine the teacher's ability to interact and communicate with various related parties, such as students, parents, and colleagues (Rukmara et al., 2022). In addition, teacher professionalism is also the focus of the assessment, which includes aspects of discipline, ethics, and continuous self-development (Imron, 2018); (Fauzi, 2018). By conducting a comprehensive study of these three aspects, an accurate picture of PPG performance and its contribution to improving the quality of education can be generated. The rate of increase of qualified teachers in Indonesia is presented in the following figure (Annur, n.d.):

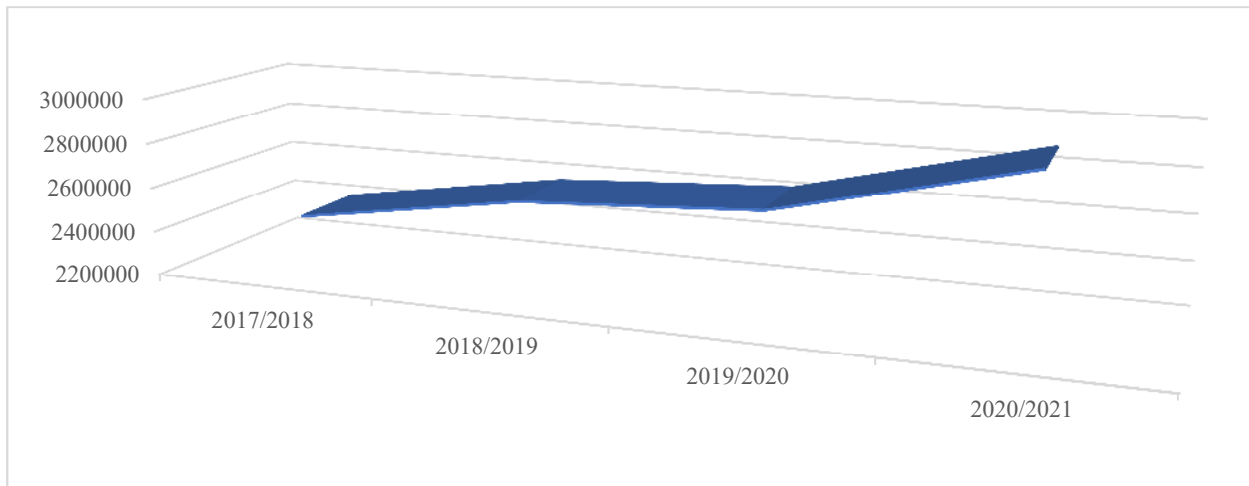


Figure 3: The Number of Teachers Eligible to Teach in Indonesia Increased by 9.60% in the 2020/2021 academic year

The Central Statistics Agency (BPS) report shows that there are 2.91 million teachers eligible to teach in Indonesia in the 2020/2021 school year. Eligible teachers are teachers who have met the academic qualification requirements (teachers with a D4 / S1 diploma or higher). This number increased by 9.60% compared to the previous school year or year-on-year (yoy). There were 2.65 million teachers eligible to teach in Indonesia in the 2019/2020 school year. The majority of teachers eligible to teach in the 2020/2021 school year are teachers in elementary schools (SD). The number reached 1.56 million or 53.91% of the total teachers eligible to teach nationally. Teachers who have met the academic qualification requirements can then follow PPG to encourage performance for a teacher in achieving his or her goals.

The performance expected of a PPG participant is (1) discipline: A professional teacher is expected to have high discipline in carrying out his/her duties. This includes adherence to teaching schedules, lesson preparation, and school rules. Discipline also includes managing the class well and maintaining order in the learning environment. (2) Ethics: It is a moral foundation that guides a teacher's behavior. A professional teacher is expected to act with integrity, honesty, and fairness in her/his relationships with students, colleagues, and parents. Ethics also include respect for diversity, respect for students' rights, and maintaining the confidentiality of personal information. (3) Self-development: a professional teacher must always strive for self-development. This includes improving

teaching competencies, knowledge of the latest educational developments, and mastery of educational technology.

Teachers are also expected to learn from experience, receive feedback, and participate in professional development activities. However, the obstacle that teachers often face in self-development is the absence of efforts to continue developing the latest skills and knowledge in the field of education. This is due to a lack of motivation to attend training or workshops that can improve teaching quality. In addition, the inability to manage stress and pressure can affect a teacher's professional performance.

Detailed and Measurable Discrepancy of Teacher Professional Education Program

The discrepancy evaluation model is appropriate for evaluating an education or learning program. The procedures used in discrepancy evaluation are (1) design, (2) installation, (3) process, (4) product, and (5) comparison or the fifth in the form of costs and benefits if needed (Mustafa, 2021). The result of the discrepancy model evaluation is to determine the gap that occurs between the expected conditions and the reality in the field so that it can guide the next steps in making decisions.

(1) The design of the Professional Teacher Education Program

The design of the Professional Teacher Education Program aims to improve the pedagogical competence and professionalism of prospective and in-service teachers. The program covers various important aspects, such as developing language competence, teaching methods, and testing. Some important points in the PPG program include (a) competencies and skills: The PPG program helps prospective teachers improve their competencies and skills in areas such as administration and student development; (b) curriculum: The PPG program develops a curriculum implemented by teacher candidates and in-service teachers. This curriculum covers a range of important topics relevant to professional education; (c) training and preparation: the PPG program prepares teacher candidates to teach and develop purposeful educational competencies. This training helps teacher candidates become professional teachers; (d) practical exercises: PPG programs also include practical exercises that allow prospective or in-service teachers to undertake practical educational experiences. These practical exercises help them develop their skills and competencies in teaching and developing students.

The implementation of the Professional Teacher Education Program (PPG) involves the practical application of ideas, concepts, and policies to produce a positive impact on

teachers' knowledge, skills, and values. This application aims to improve teacher professionalism and competence. The program usually includes activities such as in-depth student recognition, subject mastery, educational packaging, and continuous professional development. The motivation for teacher certification is not always to improve professionalism or competence but sometimes just to increase income. The implementation of the program should be in accordance with relevant regulations and should encourage a continuous and varied approach to professional development (Gunawan, 2013); (Hanun, 2021). Implementing the Professional Teacher Education Program (PPG) involves the practical application of ideas, concepts, and policies to positively impact teachers' knowledge, skills, and values. PPG is designed to prepare prospective teachers with a strong theoretical foundation as well as relevant practical experience. Through the practical application of ideas, concepts, and policies, PPG aims to improve the quality of education teachers provide.

In this context, practical application refers to the ability of prospective teachers to implement learned theories and concepts into real situations in schools. This involves the development of teaching skills, classroom management, learning evaluation, and various other aspects of the teaching profession. In addition, practical application also includes engaging prospective teachers in field activities, internships, or direct teaching experiences in schools.

The ideas, concepts, and policies implemented in PPG cover various aspects of education, including curriculum, teaching methods, inclusive learning, school management, and assessment. By understanding and applying these ideas, concepts, and policies, prospective teachers can become agents of change capable of improving the quality of education in their schools.

The positive impact of the practical application of ideas, concepts, and policies in PPG can be seen in improving teaching skills, understanding student needs, implementing innovations in learning, and increasing teacher professionalism. Thus, PPG is essential in preparing prospective teachers who are competent and ready to face challenges in the world of education.

(2) The Application of Teacher Professional Education Program

The PPG (Teacher Professional Education) program is designed to improve the competence and quality of teachers in Indonesia. Online facilities for Teacher Professional Education (PPG) are important tools in supporting the development of competencies and skills for

prospective teachers. Some online facilities commonly available in PPG include (a) Learning Platform: an online learning platform that provides materials, assignments, exams, and interaction between PPG participants and teachers. This platform allows PPG participants to study independently, follow the learning schedule, and interact with teachers and fellow participants. Some common features that are usually available in online learning platforms include learning modules, discussion forums, online assignments, online exams, and tracking of learning progress. With the online learning platform, PPG participants can access learning materials anytime and anywhere, making it possible to learn flexibly according to their own schedules and needs. (b) Learning Management System (LMS): LMS allows the management of materials, assignments, and interaction between PPG participants and teachers in a structured and organized manner. LMS is usually used in the context of distance education or e-learning, where PPG participants can access learning materials and assignments from anywhere and anytime via the internet.

The LMS has several features that facilitate program management, such as schedule setting, assignment submission, task collection, and automatic grading. In addition, the LMS also allows interaction between PPG participants and teachers through discussion forums, messaging, and video conferences. Using the LMS makes program management more efficient and structured, as all materials and assignments are stored in one place that is easily accessible by PPG participants and teachers. In addition, the LMS also allows teachers to monitor PPG participants' learning progress in real-time and provide faster and more accurate feedback. (c) Digital Learning Resources: Digital learning resources such as e-books, electronic journals, learning videos, and other resources that support the program process. The advantage of using digital learning resources is flexibility and ease of access. Participants can access digital learning resources anytime and anywhere, as long as they are connected to the internet or have access to digital storage media. In addition, digital learning resources can also be tailored to the needs of participants, thus increasing the effectiveness of the program. However, the use of digital learning resources also has some challenges. One of them is limited access to the internet or digital storage media, which can limit participants' access to digital learning resources. In addition, participants also need adequate technology skills to be able to utilize digital learning resources properly. (d) Online discussion forums allow PPG participants to discuss, exchange information, and support each other in understanding program materials. This forum allows participants to discuss difficult topics, ask questions, and share experiences. This can help deepen participants' understanding of the material and

broaden their horizons through other people's perspectives and experiences. In addition, the discussion forum also allows participants to network and collaborate with fellow PPG participants, which can benefit their future career and professional development. By actively participating in discussion forums, PPG participants can maximize the benefits of the program. (e) Webinars and virtual classes allow PPG participants to take part in live program sessions through online facilities. With webinars and virtual classes, PPG participants can access learning materials, interact with teachers, and participate in discussions without having to be physically present in a particular location.

This allows greater accessibility for PPG participants in remote locations or with mobility limitations. In addition, webinars and virtual classes also make it possible to record learning sessions so that participants can access the materials again. (f) Online Evaluation and Examination: The online evaluation and examination system enables efficient measurement of PPG participants' understanding and achievement. Using an online platform, participants can easily access exams and evaluation materials from anywhere, anytime, as long as they are connected to the internet. This allows for greater flexibility in the learning process and enables teachers to provide feedback quickly and accurately. In addition, these systems can also provide real-time data on participant performance, which can be used to analyze and improve more effectively. However, keep in mind that online evaluation and examination systems also require special attention to data security and test authenticity to ensure the fairness and validity of evaluation results.

(3) Teacher Professional Education Program Process

The teacher professional education program process is a series of activities designed to prepare prospective teachers and teachers to be ready for teaching tasks in schools. This process generally includes several stages, ranging from formal education in universities to internships in schools. The following are some of the general stages in the process of a teacher professional education program: (a) Formal Education: Prospective teachers or teachers usually have to complete formal education at a college or other higher education institution. They will learn about teaching theory and practice, curriculum, educational psychology, and other relevant topics. (b) Teaching Practice: During formal education, prospective teachers practice teaching in partner schools. They will gain hands-on experience in managing classrooms, designing and implementing lessons, and interacting with students, parents, and school staff. (c) Professional training: upon the completion of formal education, prospective teachers or teachers usually have to attend teacher professional training organized

by government agencies or accredited private institutions. This training can cover various topics, such as classroom management, learning evaluation, curriculum development, and teaching ethics. (d) Certification: After completing the teacher professional education program and professional training, prospective teachers and teachers must take a certification exam organized by a government agency. They must pass this exam to be certified as teachers who meet the set competency standards.

(4) Teacher Professional Education Program Products

Teacher professional education program products are programs designed to prepare prospective teachers and teachers with the necessary skills and knowledge to teach in schools. These programs usually include training in various aspects of education, such as educational psychology, teaching methodology, classroom management, and learning evaluation. The product of a teacher professional education program may vary depending on the country or region in which it is held. However, they generally include some essential components, such as educational theories and principles and the subject matter to be taught. Professional training teaches about the ethics and professional standards to be followed in the teaching profession - self-development training, about self-development and developing the skills necessary to be an effective teacher.

(5) Costs and Benefits of the Professional Teacher Education Program

The Professional Teacher Education Program (PPG) is designed to improve education quality in Indonesia by producing qualified and professional teachers. The costs and benefits of this program can be explained as follows: PPG education costs vary depending on the university or institution that organizes the program. The cost will be relatively expensive if done independently. The benefits obtained can improve the quality of education. PPG aims to produce qualified and professional teachers. Thus, this program can improve the quality of education in Indonesia. Increased Salary: As qualified and professional teachers, PPG graduates can get higher salaries than ordinary teachers. Improve Skills: During the PPG program, participants will gain better knowledge and skills in teaching, managing classes, and interacting with students.

CONCLUSION

The evaluation of the implementation of teacher professional education found some weaknesses based on the discussion above; one of the common weaknesses of teacher professional programs is the lack of practical application of programs that focus too much on

theory and less on practical teaching skills. Teachers may not receive adequate financial support for self-support during the program or after they complete it. Some programs may not reflect the latest research and developments in education. Balancing teaching and professional development can be challenging, and some programs may not offer flexible scheduling and fairness of training time. It is important to note that the drawbacks of teacher professional programs can vary greatly depending on the specific program and context. Therefore, this article suggests an updated methodological approach for prospective and in-service teachers, especially concerning time, cost, and content with contemporary educational dynamics.

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