Professional Teacher Education (PPG) of Islamic Religious Education (PAI) in Indonesia

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Abstract
The purpose of this study is the first, to analyze the competence of lecturers in teaching; Secondly, to analyze how the implementation of PPG PAI in FITK UIN Jakarta. This study used a qualitative approach, using methods of descriptive analysis. The data collection was done by using participatory observation, interview and documentation. Analysis of the data used in qualitative research is the analysis model data flows. A number of measures contained in the model analysis, namely data collection, data reduction, data presentation, and conclusion. The first conclusion of this study, not all PPG lecturers teaching ability were good, as an explanation outside the context of teaching materials, teaching methods are monotonous, and do not understand the character of students. Second, the implementation of the PPG FITK which includes teaching, PPLK, PTK, and observation madrasa has been running well, but there are some things that need to be improved, such as the placement of teachers at all levels MI, MTs, and MA, the communication between students and teachers tutors and lecturers mentor, teaching courses PTK still theoretical, and observation at the madrasa deemed unnecessary. Besides, there are other problems associated with the effectiveness of PPG as follows: the distance participant's homes away because there is no hostel, teachers are still on duty at the school, so it was not the focus of lectures, educational background that is not relevant to the PPG, and scholarships are often late.

Keywords—PAI PPG; Teaching; PPLK; PTK; Observation

I. INTRODUCTION
Some studies showed that the teacher certification is still not able to boost the performance of the teachers (El Hariri 2010; Kartowagiran 2011), whereas, ideally, a competent teacher is one who maintains good instructional performance (Burke 1995, 28). For instance, a study (survey) of 55 certified teachers in Sleman Regency indicated that the performances of most of them (professional teachers) have not been good yet; out of 17 indicators surveyed, 7 indicators were good and 10 others were not (Kartowagiran 2011). Teachers as a profession (Pring 2005, 52; Nelson 2007, 11) must be supported by competence and good performance.

One of the problems of PPG (Professional Teacher Education) related to LPTK (Institution of Educational Personnel Training) is not all LPTK’s implementing PPG have a good standard, both in public and private sectors, such as the
competence of lecturers and dormitories. The Ministry of Education and Culture reported that there are only a hundred quality LPTK’s of 415 campuses available. The data of Majalah Dikti (Magazine of Higher Education) Vol. 3 in 2013 mentioned that the total number of current LPTK’s are 429 campuses, consisting of 46 public and 383 private campuses. The number of students are up to 1,440,770 students. Meanwhile, in 2010, LPTK’s were only 300 campuses. So, there is an increase of 100 more LPTK’s within 3 years or 3 LPTK’s (campuses) per month. In other words, every 10 days appeared a new LPTK.

In 2001, based on the research of Balitbang Depdiknas, there was a decline in the professionalism of teachers. When the competency tests, which were the same questions given to the students, were given to the teachers, the scores of some teachers were far below the scores obtained by the students. The data explained that out of about 1.4 million elementary school teachers in Indonesia who were considered possibly competent to teach were only 38%, while, for junior high school level, though slightly better yet still below 70%.

The efforts to improve the competence and qualifications of the teachers have been made by several parties. In 2011-2014, the government, through Kemendikbud (The Ministry of Education and Culture), has a strategic objective for teachers, i.e. nonetheless 88% of elementary school/MI teachers are S-1/ D-4 graduates and 80% certified, for SMP/ MTs teachers, at least 98% of S-1/ D-4 graduates and 90% certified, as well as for SMA/ SMK/ MA teachers, approximately 98% of S-1/ D-4 graduates and 90% certified.

The improvement of teachers’ quality is also carried out by LPTK as a teacher-producing institution. The competence of teachers are expected to be obtained through professional education (Seyfarth 2002, 122). Professional development is covering planning, implementation, and evaluation (Castteter 1981, 313; Schermerhorn 1999, 309). The task of the institution is to maintain its quality (Sallis 1993, 11). Professional education is a higher education after undergraduate program that prepares the students to get jobs with special requirements (the Act No. 20 of 2003 on National Education System and the Act No. 14 of 2005 on Teachers and Lecturers).
The Act No. 14 of 2005 on Teachers and Lecturers demanded the obligations which lead to the professionalism of educators. Among those obligations are implicitly having a very close relationship with LPTK’s roles in preparing the candidates for professional teachers. The best teacher is whom is well-prepared (Darling-Hamond 2006, xiii).

Previously, a professional teacher (qualified to teach) was attributed to LPTK’s graduates who automatically earned a diploma and Akta IV (teaching certificate), yet, since 10 years ago, the alumni of LPTK and teachers should take the competency test through a portfolio assessment, PLPG (Professional Teachers Training and Education) or PPG. LPTK got an extension mandate, PPG.

In 2015, the government abolished the certification of teachers through PLPG, and replaced it with PPG for a year (Permendikbud No. 87 of 2013). PPG is only followed by who (teachers) had already have S-1 and/or D-4 qualifications (PP No. 74 of 2008 on Teachers). PPG has to bring about prospective teachers who master both the disciplinary and pedagogical contents (Dantes 2007).

The ineffectiveness of the certification of teachers (Sergur) and/or PPG — as explained above, is caused by other than student inputs, as well as involving parties including human resources, infrastructure, curriculum, and partnering schools. Based on the aforementioned background, the writer will try to investigate and examine the implementation of PAI (Islamic Religious Education Department) PPG in LPTK of UIN Syarif Hidayatullah, Jakarta.

II. Methodology


This study used a qualitative approach using descriptive analysis. The data collection was conducted by using the participatory observation technique, in-
depth interviews and documentation. The respondents of the research were the PPG lecturers, students, and committee. The other respondents were the principals, vice principals, teachers and students of LPTK’s partnering schools/madrasahs. The researcher conducted in-depth interviews with the respondents. The documents were collected from LPTK is PPG curriculum, schedule, students’ attendance, lecturers’ attendance and data, and some class’ documents and assignments such as modules, syllabi, lesson plans, instructional media, UK scores of the participants, final scores of the participants, and so forth. The observations were conducted in PPG classrooms, PAI laboratory, micro-teaching classes, and LPTK’s partnering schools/madrasahs. Secondary data were taken from some results of the research and governmental policies related to the focus of research. The study was conducted in FITK of UIN Syarif Hidayatullah, Jakarta.

The data analysis of this research is the flow model analysis. A number of techniques of this analytical model are namely data collection, data reduction, data presentation, and conclusion (Miles and Huberman 1992, 15–20). The validity of data is assessed by the extended presence of the researcher, continuous and attentive observation and triangulation techniques using a variety of sources, methods and theories. In order to obtain reliable and credible research data, Lincoln and Guba (1985) classified reliability and/or credibility techniques into: a) the extension of the residence time in the field, b) persistent observations, c) triangulation, d) negative case analysis, e) member check, discussions with colleagues (peer debriefing), and f) references sufficiency checking.

III. RESULT AND DISCUSSION

3.1. Teaching

In 2012, all PAI lecturers of PPG in FITK had already met the administrative requirements. No lecturers were undergraduates (S-1 degree) any longer; even some were post-graduates (doctoral degree) from domestic colleges/universities and abroad. The lecturers are from the consortium of PAI lecturers’ that concentrate on diverse subjects including Fiqh (Islamic jurisprudence), Hadith (prophetic traditions), Quran and Islamic Cultural History.
Among the competencies should be required by lecturers is professionalism, i.e. the mastery of the extensive and intensive (instructional) materials. Lecturers are expected to always provide new knowledge that is unknown or little known to the students. Professional development is changing thinking and practice (Day 2002, 191). The material mastery of PPG lecturers is ranging from less good to good or even very good. According to the students, there was a lecturer who explained the material out of the learning goals and the mastery of the material needs to be improved. Teaching consists of planning, monitoring and assessment, and classroom management (Skinner 2005, 8).

The teaching methods of the lecturers were active learning and diverse methods, such as lectures, discussions, question and answer, research-based, and reviews or assignments. According to the students, the lecturers were very creative and attractive, so the students learned many new things in the classroom. However, there were few lecturers who taught monotonously, so it is not attractive to students. "The teaching methods of the lecturers still need to be improved, because not all students are competent in all PPG materials," said Usep Rusmana. In addition, the use of media by lecturers was quite good, so that teaching learning activities did not make the students get bored. The media used were the power-point slides, internet, VCD, LCD, and research results.

Communication skills of each lecturer were very good and/or good, so the learning atmosphere is very enjoyable. The learning process went seriously but in a relaxing atmosphere. The students suggested that the teaching learning process was very inspiring. However, lecturers also need to understand the unique characters of each student. According to Usep Rusmana, a student of PPG Fiqh class, "Not all lecturers were close to and comprehend PPG students’ characters, there is a need of more efforts in understanding the various characters of the students."

Even if the learning process as perceived by the students was serious but relaxed, yet, the assessment process was quite fair and reasonable. The assessment was conducted in the process, the middle, and at the end of the learning comprehensively, and used the authentic assessment. One of the lecturers said that 80 percent of the students got A’s and the rest are B. According to a lecturer, the
authentic assessment includes selected aspects of students’ knowledge, background, tasks, and portfolios.

Most of the students’ responses in the classroom were very active, creative and led to problem solving, and there was also less active due to the PPG participants’ own characters. Nevertheless, the lecturers were always trying to enliven the class by using various methods and strategies, depending on the atmosphere of the class. Usep Rusmana, a student, argued that lecturers should be more open, close to the students, and understand the students’ diverse conditions and characters; hence, the meeting point could be achieved.

3.2. **PPLK in Madrasah**

Praktek Profesi Lapangan Kependidikan/PPLK (Professional Practice in Educational Field) was carried out for 3 months for 3 rounds at 3 (educational) levels, namely MI, MTs, and MA for 3 months. The teaching practice was implemented directly and independently, without the teaching practice guide/assistance, as many as four times in each round (Suryan 2013, 18). By the time a group of students and lecturers came to a madrasah, madrasah teachers and students welcomed them warmly. Yet, there were still some students who thought that tutoring teachers (guru pamong) were "arrogant". The teachers should not be arrogant, but should respect the opinions of others and know how to treat them (Norbu 2006, 7). On the first arrival, the students accompanied and entrusted by the supervisor to the madrasah. Then, the madrasah accepted them and provided tutoring teachers for each student.

In the madrasah, the students taught in the classroom like a teacher. They replaced the teachers in the classroom, whether in MI, MTs, or MA level. At the time of teaching at the school, students felt comfortable. One student stated, "I feel comfortable, especially when there is a simple attitude of all parties." Each student had different times of teaching, there were three, four up to five times. "The management and conditions of MTsN 3 and MAN 4 were arranged neatly in a variety of fields. Teaching practices were easy and fun because she was assisted by the media, especially the in-focus available in every class," (Suryan 2013, 20).
Students’ success in implementing PPLK was related to the roles of the tutoring teachers and supervisors (lecturers). According to the students, the tutoring teachers always accompanied them inside and outside of the classroom. They always gave feedback, guidance, and motivation as well. Other students found the tutoring teachers were very open, cooperative, and provided freedom in presenting the material in the classroom. However, some students claimed that, they were occasionally accompanied by tutoring teachers, and given an insignificant input.

The supervisors also always gave feedback, especially when the students found problems in the school. They are adequately vigilant, dedicated, and responsible. But, there are students who stated that not all lecturers behaved synchronically as mentioned above. Some supervisors came to school in a certain time only. Lecturers give feedback to students about the moral condition of the students. Lecturers were willing to cooperate and assist the student during the apprenticeship. Students used active learning in the classroom, but some did not. PPLK provided new experiences for students, and some were interested to teach in the madrasah. However, there was an assumption that PPLK did not yet fully meet the expectations, related to the communication with tutoring teachers and new environment for students. Competence is influenced by education and teaching experience (Spencer and Spencer 1993, 7).

Students faced some problems during PPLK, including newly-acquainted pupils, new environmental adaptation, communication with tutoring teachers, the (long) distance of the school, tutoring teachers, inadequate school’s understanding of PPLK, and the classroom control at different levels. According to a lecturer, "The problem was the school could not hold a meeting with the supervisors (lecturers), the supervisors were too busy (for many activities) on campus." From the students’ perspective, there were also obstacles, such as what a lecturer stated, "The students and tutoring teachers were not disciplined, often absent; and, the desire of tutoring teachers were not in accordance with the students’. There were also problems related to female students, who are heavily pregnant. "Due to the condition of the writer who was being pregnant, she could not implement the teaching practice at the 2nd and 3rd meetings ..." (Suryanih 2013, 18).
According to respondent, named Suryanih (2013, 18), "In the first and second rounds, the writer did not find many obstacles as it was held in MTs and MA where she used to teach at the same level. The obstacles occurred at the time of teaching in MI due to the lack of her teaching experience at MI level." The problem faced was not on the mastery of the materials, but in the mastery of pupils or the classroom control, in which they still love to play. To overcome this obstacle, the student prepared a lesson plan using fun and attractive methods that trigger the students to be more active. Teachers should strive to get pupils’ feedback (Cyril and Poster 1993, 79). “I used teaching methods in the teaching practice is an active method and cooperative learning such as the index card match, learning star with the question, reading guide, team quiz, reward and punishment, and question and answer" (Suryanih 2013, 19). Another obstacle in MI was no in-focus media, so that teaching learning process was less optimal. In contrast, MTs and MA provided in-focus media so that students could present power point slides and play a video. Learning activities were so much fun, and the students could practice IT knowledge they got from PPG materials.

As a solution, the students created a manual teaching material media such as an index card games to stimulate learners’ enthusiasm to learn. "As a result, they were very enthusiastic and eager in learning," (Suryanih 2013, 19). "It eventually turned out that the teaching practice at three (educational) levels has opened the eyes of my heart and enlightened my vision to create a diverse programs, media, and methods to meet the target learners’ needs and learning objectives" (Suryanih 2013, 20).

The participants (students) expected that the next PPLK would be carried out at only one level in line with their regular positions in their schools. PPLK was prepared well and carefully on campus, therefore, when they are in the schools/madrasahs are ready (to teach) and well prepared as well. PPG participants whose jobs in MA, so they conducted PPLK in MA only, they did not need to practice in MTs and/or MI because it was less helpful. Programs and activities of PPLK should have clear time duration.
3.3. Classroom Action Research (PTK) in Madrasah

Among the competencies should be required by a teacher is the writing skill. Teachers can demonstrate their writing skills through writing an opinion on education, textbook, student worksheets, and conducting a research such as classroom action research. Teachers in schools can conduct classroom action research (PTK), as a means of professional development (Glenny and Hickling 2005, 46). One of the subjects in PPG is a classroom action research in the first semester. In the second semester, the students are to carry a classroom action research in the school/madrasah, as well as teaching practice. The schools need to cooperate with LPTK, including in terms of classroom action research (Crowther 2005, 76; Gaunt 2005, 121). Some students thought they had enough understanding and mastery of the theories and practice of classroom action research, but some did not so.

The implementation of classroom action research in the school went well, and the students carried it out as much as two cycles. However, some felt it was difficult. The difficulties were for instance in implementing the learning models and/or having different views with the tutoring teacher. Moreover, there are difficulties in understanding and applying the (research) cycles. Students could get a benefit from classroom action research, i.e. having new experiences on research and how to overcome the problems faced in the class. According to the students, they have never conducted any classroom action research at their schools. Therefore, the classroom action research in the school/madrasah conducted during PPG is their first and last classroom action research from 2012 to 2015.

There is a problem during classroom action research, which was coincided with PPLK, so there was an insufficient allocation of time. Meanwhile, there are some students who see no problem with it, because there were so many activities and time at school. According to Royani, "The classroom action research alongside PPLK was effective, because the students could know the reality directly that occurs in the classroom." Students are confused to find any single problem in ideally good schools. Some schools are considered less cooperative when the students required certain data to complete his research. The little allocation of time made the study was less optimal, and also the (long) distance between the
dormitory and the school/madrasah could be an obstacle. When they were asked about the possibility of plagiarism related to classroom action research, student replied that it was possible since the students’ incapability in research, technical factors, limited sources of reference, and the low creativity of students.

There were good classroom action research conducted by the students and not good as well. According to Ahmad Royani, a PPG lecturer, "So far, the quality of classroom action research provided solutions for existing problems in the schools." Furthermore, classroom action research must involve the teachers in the schools to investigate collaboratively; it should really give a solution to the problem. To improve classroom action research in the future, there are some advices and suggestions from lecturers and students. There should be enough additional time and the materials of classroom action research in the first semester should be taught directly on procedures and simulation of its flows. It should be taught practically, not theoretically. According to Fawas, a PPG student, "For the next classroom action research should not be conducted in the PPLK school, because it is quite troublesome, where the participants have to prepare teaching materials for practice along with the materials for research, while the participants do not know the school’s condition and situation very well where they practice."

Among the titles of students’ classroom action research are as follows: a. Moh. Samanda, The implementation of everyone is a teacher here method for improving SKI Learning Outcomes; Class VIII B MTs Al-Hamidiyah, Depok; b. Fawaz, Improving students’ learning outcomes in learning fiqh through Contextual Teaching and Learning (CTL) Method; c. Subhan Al-Hasyimi, The implementation of demonstration and question-answer methods in improving class VIII-C students’ motivation in Fiqh class at MTs Pembangunan UIN Jakarta; d. Usep Rusmana, The application of inquiry model in learning fiqh to enhance students' learning activeness (classroom action research on fiqh subject in class X of MAN 4 south jakarta academic year 2013-2014).

3.4. Institutional Visitation and Observation

Visitation, observation and as well as reporting in the madrasah were conducted in group. The results of institutional visitation and observation at MI
Pembangunan UIN Jakarta as follows: a. Teaching methods used focused on the development of life skills in speaking, memorizing, communicating, and interacting with the environment, as well as ICT skills; b. Use of the media to learn using the internet, in-focus, computer, and other learning media were provided fully.

In addition, institutional visitation and observations were also carried out at MIN Pondok Pinang, South Jakarta. However, there was peculiarity in the two reports of the visitations, in which the findings of the methods and the use of media were exactly similar, both in terms of words and sentences. The observation was conducted for one to two days. The purpose of this observation was to comprehend madrasah-based management, classroom control, and the background and profile of the madrasah. According to some students, the goal was not met optimally; even it could be said totally not.

After the observation activities, students have varying views on whether this activity was necessary or not. For those who disagree, they argued that it should not simply observation, but also photographing the madrasah comprehensively as a reference when they returned to their schools. Nonetheless, those who rejected the view stated that this activity was apparently not necessary to be held as it can be done during PPLK and PTK.

3.5. Curriculum

PPG curriculum in PAI department of FITK was designed to allow students to acquire four competences, namely pedagogic, personal, social, and professional. Firstly, pedagogical competence can be obtained from the following subjects: *Potensi Peserta Didik dalam Pembelajaran, Perangkat Pembelajaran, Evaluasi Pembelajaran, Bahan Ajar dan Media Berbasis ICT*. Secondly, personal competence can be obtained from the values that are taught during teaching learning process, lecturer-with-student interaction, and student-with-student interaction. Thirdly, social competence can be obtained from the subject *Classroom Action Research* and classroom action research in madrasah. Lastly, professional competence can be obtained from the two courses: *Pendalaman Materi dan Penguatan Bahasa. Penguatan Bahasa* helps the students to read and
understand the sources written in Arabic and English. Micro-teaching and PPLK in Madrasah can develop the four competences mentioned above. The teaching practice requires four teacher competences, ranging from the skill in making a lesson plan, teaching in front of the peers (students) and the pupils, creating the media, to conducting the assessment.

3.6. Graduation

Out of 90 participants of PAI PPG which were divided into 30 participants for each class, namely Fiqh, Hadith Quran and Islamic Cultural History, the percentage of those who passed the class was 100 percent, with the passing average score is above 70. There were some who repeated the test due to various factors, but in the end they pass as well.

3.7. Challenges and Opportunities

The effectiveness of PPG is supported by many factors. Among the supporting factors are the first, the demands of certification; secondly, LPTK’s roles in providing sufficient facilities and infrastructure, LPTK should provide adequately complete library and provide digital references; and, thirdly, the scholarship must be given punctually. According to Imam Thabrani, a respondent, "There is a lot of things PPG participants preferred. They feel thirsty with (PPG) training, materials, and workshop, because not all teachers get them. They like how to use IT and learn foreign languages. They also love the PPLK activities that inspired PPG participants related to the excellent school/madrasah."

While, inhibiting factors are such as, the first, the (long) distance of participants’ residences, and there is no hostel; secondly, the students (as well as teachers) are still on duty at their schools, so they were not too focused on the study; thirdly, the educational background was irrelevant to PPG. The admission of PPG participants is inappropriate to their instructional fields; fourthly, there was no guarantee that the teachers who attended PPG would not be dismissed by their principals; fifthly, there was no guarantee for the needs fulfillment of the participants’ families of during PPG, which is for one year; and, lastly, scholarship was often late.
IV. CONCLUSION

The conclusion of this study is as follows: firstly, teaching ability of PPG lecturer of FITK at UIN Jakarta has been good, but there were few considered not good enough, such as the out-of-context explanations of teaching materials, teaching methods were monotonous, and did not understand the various unique characters of students. Secondly, the implementation of PPG in FITK which includes teaching, PPLK, classroom action research, and observation has been running well, but there are some things need to be improved, such as the placement of teachers at all levels MI, MTs, and MA, the communication between students and tutoring teachers and lecturers (supervisors), theoretical classroom action research teaching, and unnecessary (school/madrasah) observation.

Besides, there were some other problems regarding the effectiveness of PPG as follows: the far distance of participant's dormitories; the participants as well as the teachers are still on duty at their schools, so they could not focus well on the lectures; irrelevant educational background to PPG; and late scholarships.

The implication of the first conclusion is that the instructional performance of PPG lecturers has been good, but a few has been assessed not good enough; thus, it requires FITK to improve its teaching faculties gradually and continuously. While the second conclusion, the implementation of PPG in FITK which includes teaching, PPLK, classroom action research, and observations has been running well, but there are some things that need to be fixed, hence, it requires FITK to improve the implementation of PPG next year.

From the conclusion of the study, it may bring about the following recommendations: 1) FITK need to improve the competences of lecturers through training and workshops on teaching learning process; 2) PPLK is sufficiently implemented at one level of the school/madrasah, which is synchronized to the educational level the teacher used to teach; 3) classroom action research teaching should be directed to practical use, not theoretical; 4) observation activities in the school/madrasah need to be reconsidered, because it can be carried out during PPLK and classroom action research; 5) FITK should have special dorms for PPG participants; 6) the certification of teachers are to adjusted to their diplomas; and 7) timely payment of scholarships.
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