

The Effectiveness of Teacher Professional Education Program in English Teaching

Novi Berliana Sukoco¹, Dila Charisma², Eline Rozaliya Winarto³
^{1,2,3}English Education Department, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Cirebon

Jl. Tuparev No.70, Kedungjaya, Kec. Kedawung, Kabupaten Cirebon, Jawa Barat 45153

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v18i.1257](https://doi.org/10.30595/pssh.v18i.1257)

Submitted:

02 September, 2024

Accepted:

19 September, 2024

Published:

23 September, 2024

Keywords:

Teacher Perspective Teacher,
Professional Education
Program (PPG), English
Teaching

ABSTRACT

This study aimed to document the alumni of the Teacher Certification Program at the two of Universities in Cirebon regarding the effectiveness of the PPG program in preparing professional English teachers. The design was a survey under the quantitative approach. The program's effectiveness was assessed based on four main aspects: Learning Materials, Learning Evaluation, Lesson Planning, and Learning Media. This study involved all PPG alumni in the academic year 2023, with a total of 50 respondents. Data were collected through a Google Form-based survey that adopted the PPG program evaluation questionnaire. In terms of learning materials, 71% of alumni stated that the PPG helped them improve their mastery of the material and teaching quality, as well as making them feel more prepared to teach effectively. Conversely, only 29% agreed. Regarding learning evaluation, 59% of alumni strongly agreed that the PPG enhanced their ability to evaluate student learning, understand various evaluation methods, and boost their confidence in conducting evaluations, while the rest agreed. In the aspect of lesson planning, 63% of alumni strongly agreed that the PPG enhanced and developed their ability to design engaging and varied lessons. Concerning learning media, 63% of alumni also strongly agreed that the PPG helped them improve the use of learning media, student engagement, and understanding of effective ways to use learning media to support the student learning process. This research showed that 72% of alumni believed that the PPG program had a significant impact on enhancing teacher professionalism, with the greatest impact seen in the aspects of professional and pedagogical competence. This study also indicated that there are several aspects that need to be considered by PPG organizers for future program improvements.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Novi Berliana Sukoco

Universitas Muhammadiyah Cirebon

Jl. Tuparev No.70, Kedungjaya, Kec. Kedawung, Kabupaten Cirebon, Jawa Barat 45153

Email:

1. INTRODUCTION

Professional education for teachers is increasingly gaining attention as a method to support the complex skills required by students for preparation for higher education and the workforce in the 21st century. To develop these competencies, a more sophisticated teaching approach is needed, (Hammond, 2017) One of the skills or talent that is widely research and discussed recently is entrepreneurial skills. Entrepreneurship is one of the generic

skills included in the Graduates Attribute in Malaysia Higher Education Curriculum (MOE, 2000). According to (Zulfitri, 2018) the professionalism of teachers is associated with several crucial factors, namely teacher competence, certification, and professional allowances. These factors are connected to the quality of education. A teacher who demonstrates professionalism through their competence will contribute to the formation process and performance, thereby supporting the overall quality of education.

According to (Siregar, 2018) teaching is a profession that requires specialized knowledge, skills, and responsibility for the betterment of education and the well-being of students. Educational institutions seek teachers who have the ability to align with academic and educational resources, possess strategies for developing professionalism, and can become successful educators to meet the demands of the 21st century. The professionalism of teachers is determined by technical skills and social skills.

The English is widely spoken as a second language—English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom.

This paper will be discussing about about the effectiveness of the PPG program in English teaching

2. METHODOLOGY

This research was part of a broader study on the Teacher Professional Education Program (PPG). The research method used is a descriptive research method with a quantitative approach. This research uses a descriptive quantitative research method.

Sugiyono (2016: 7) explains that the quantitative research method is based on the philosophy of positivism, used to study samples and research populations. The sample used consists of 50 respondents taken from teachers who have participated in the PPG program in their positions at two universities in Cirebon, out of a total population of 67. The measurement scale uses a Likert scale, and the data analysis techniques employed in this research include quantitative data analysis techniques and descriptive data analysis techniques.

The quantitative descriptive formula to calculate the percentage from a questionnaire is:

$$P = F/N \times 100\%$$

P is the percentage value

F is the frequency of responses

N is the total number of respondents.

The approach used in this questionnaire is the Likert scale. (Sugiyono, 2019)

$$\text{Total Score Option } n = T \times P_n$$

Total number of respondents who chose P_n = Likert scale score choice

To obtain interpretation results, one must know the highest score (Y) and the lowest score (X) for the assessment.

Y = Highest score x total number of respondents

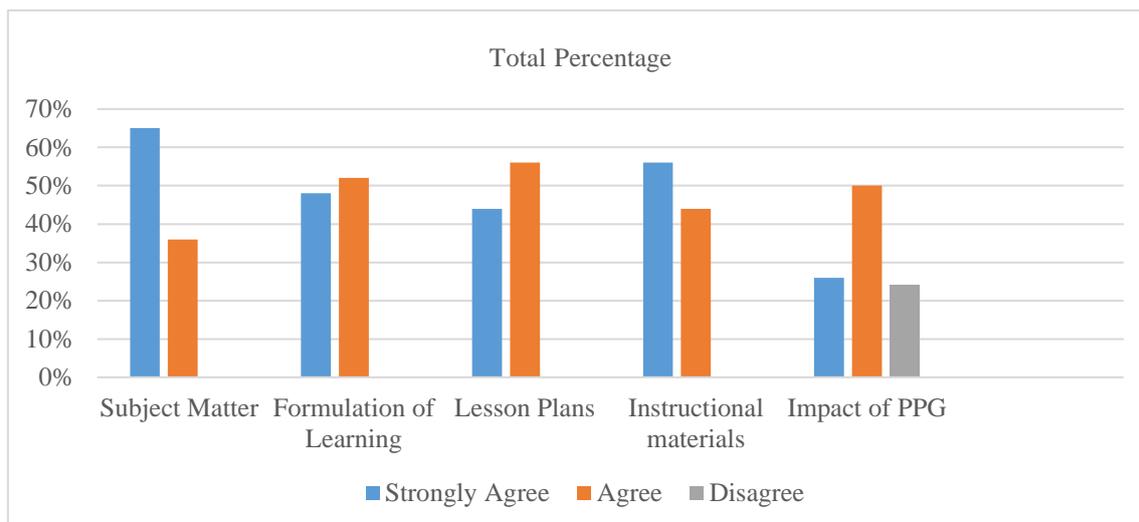
X = Lowest score x total number of respondents

Index% = total score: $Y \times 100$ / Pra Resolution I = 100: number of options

The flow of this research involves steps where the researcher first conducts a survey, then distributes a questionnaire to the respondents. To access the research, the researcher must obtain permission from the two universities involved. The data source in this research is taken from questionnaires. The data collection technique is carried out by providing a number of written questions or statements to respondents for them to answer. In this questionnaire, the researcher has formulated 15 statements directed at the teachers that covered key points related to the certification requirements for PPG graduates' expertise in the subject matter, assessment of learning, formulation, of lesson plans, and utilization of instructional materials, as well as the impact of the PPG program.

3. FINDINGS AND DISCUSSIONS

From this research, the Teacher Education Program showed that out of a population of 67 PPG teachers, only 50 teachers participated. The findings in this study with the results of previous research (Basikin, 2023) Findings from the present study reported that there were changes in their knowledge and skills in their teaching English which indicated that there were many incompetent teachers who did not meet academic qualifications or have the ability to achieve national education goals, and faced various other obstacles. One of the constraints affecting the performance of certified teachers was older teachers who struggled to utilize technology, facilities, and infrastructure.



The following image explains in more detail the total percentage of the questionnaire results from the calculations of the quantitative descriptive formula regarding the development of several important aspects in professional teacher education, namely: understanding of subject matter, assessment of learning, lesson planning, and Instructional materials, as well as the impact of the PPG Program. (Daud, 2020), PPG has been successful in preparing prospective teachers with sufficient abilities, both in terms of the content of English language teaching material (professional competence) and material related to teaching methods (pedagogical competence).

The results from the Likert scale calculation show a total score of options $n = T \times P_n$ is 233 from a total of 50 respondents who filled out the questionnaire. Additionally, the results from the score interpretation calculations are:

$$Y = 250$$

$$X = 100$$

With the score index $\% = \text{total score} : Y \times 100$ being 93.2%. with Pra Resolution percentage of 20%, the interval distance between options is 20%.

4. CONCLUSIONS

The overall results indicate that the PPG language has a significant impact on the understanding of learning materials, assessment of learning, formulation of lesson plans, utilization of teaching materials, as well as the impact of the PPG program itself. In addition to those aspects and impacts, with a Likert scale index result of 93.2%, the calculation of the questionnaire regarding the effectiveness of the PPG program for English language teaching falls into the very effective category.

REFERENCES

- Basikin. (2023). The Contribution of Inservice Teacher Education Program (PPG) on Teachers' Professionalism. *English Language Teaching Educational Journal*, 124-136.
- Daud. (2020). Evaluation of the Teacher Professional Education Program (Ppg): English Students' Perspective. *jurnal pendidikan*, 185-200.
- Fatimah. (2021). The impact of PPG program on the performance of pre-service and in-service english teachers based on teacher's self-assessment. *Journal of English Language Teaching* , 315-326.
- Hammond. (2017). Effective Teacher Professional Development . *LPI*.
- Nurhalimah. (2022). a Need of English Teacher Professional Competence in 21St Century. *Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*.
- Qadar. (2023). Analisis Perbandingan Penerapan Model PjBL (Project Based Learning) dengan PBL (Problem Based Learning) dalam Meningkatkan Hasil Belajar Peserta Didik . *Intelektualita Journal of Education Sciences and Teacher Training*, 1-13.
- Siregar. (2018). Continuing Professional Development (CPD) for Teachers of English. *Jurnal Bahasa dan Sastra*

- Sugiyono. (2016). *Metode penelitian pendidikan : pendekatan kuantitatif, kualitatif, dan R&D*. ALFABETA.
- Zulfitri. (2018). Teacher Professional Development . *Jurnal iainlangsa*.