Implementation of Teacher Professional Education Program for English Language Teachers at Universitas Muhammadiyah Sidenreng Rappang

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Abstract

   This study examines the implementation of the Teacher Professional Education Program (Pendidikan Profesi Guru or PPG) for English Language Teachers at Universitas Muhammadiyah Sidenreng Rappang (UMSR). The research aims to explore the effectiveness of the program in enhancing the professional competencies of teachers, particularly focusing on pedagogical skills and content knowledge. A qualitative approach was employed, utilizing document analysis, semi-structured interviews, and field observations to gather insights from faculty members, program coordinators, and teacher participants. The results of the study reveal that while the PPG program has significantly contributed to improving the teaching skills of participants, several challenges persist, including issues related to infrastructure, internet connectivity, and teacher preparedness, particularly in rural areas. Despite these challenges, the blended learning model combining online instruction and face-to-face workshops has proven effective in delivering flexible learning opportunities for teachers. Additionally, the Practice Teaching and Field Practice (PPL) components provided valuable hands-on experience, allowing participants to apply theoretical knowledge in real classroom settings. The findings suggest that continuous support from the government and educational institutions is crucial for addressing the remaining obstacles and ensuring the long-term success of the PPG program. This study contributes to the broader understanding of teacher professional development in Indonesia and highlights the need for ongoing investment in education to improve teaching quality.

Keywords : Teacher Professional Education Program (PPG), English language teaching, teacher development, blended learning, Indonesia

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Abstrak

Penelitian ini mengkaji implementasi Program Pendidikan Profesi Guru (PPG) bagi Guru Pendidikan Bahasa Inggris di Universitas Muhammadiyah Sidenreng Rappang (UMSR). Tujuan dari penelitian ini adalah untuk mengeksplorasi efektivitas program dalam meningkatkan kompetensi profesional guru, khususnya dalam keterampilan pedagogis dan pengetahuan materi. Metode penelitian yang digunakan adalah pendekatan kualitatif, dengan teknik pengumpulan data melalui analisis dokumen, wawancara semi-terstruktur, dan observasi lapangan untuk mengumpulkan wawasan dari anggota fakultas, koordinator program, dan peserta PPG. Hasil penelitian menunjukkan bahwa meskipun program PPG telah memberikan kontribusi signifikan terhadap peningkatan keterampilan mengajar peserta, beberapa tantangan tetap ada, termasuk masalah terkait infrastruktur, konektivitas internet, dan kesiapan guru, terutama di daerah pedesaan. Meskipun demikian, model pembelajaran campuran yang menggabungkan instruksi online dan workshop tatap muka terbukti efektif dalam menyediakan kesempatan belajar yang fleksibel bagi guru. Selain itu, komponen Praktik Mengajar dan Pengalaman Lapangan (PPL) memberikan pengalaman praktis yang berharga, memungkinkan peserta untuk menerapkan pengetahuan teoretis di lingkungan kelas yang nyata. Temuan ini menunjukkan bahwa dukungan berkelanjutan dari pemerintah dan institusi pendidikan sangat penting untuk mengatasi hambatan yang tersisa dan memastikan keberhasilan jangka panjang program PPG. Penelitian ini berkontribusi pada pemahaman yang lebih luas tentang pengembangan profesional guru di Indonesia dan menyoroti perlunya investasi berkelanjutan dalam pendidikan untuk meningkatkan kualitas pengajaran.
Kata kunci: *Program Pendidikan Profesi Guru (PPG), pengajaran bahasa Inggris, pengembangan guru, pembelajaran campuran, Indonesia*

Introduction

The quality of education is greatly influenced by the proficiency and professionalism of teachers. As key facilitators of learning, teachers must continually enhance their skills and adapt to evolving educational demands. In response to this need, the Indonesian government has implemented various policies, one of which is the Teacher Professional Education Program (Pendidikan Profesi Guru or PPG). This program aims to certify teachers and elevate their qualifications, ensuring that they meet national education standards. At the heart of this initiative is the preparation of professional teachers who are equipped to deliver high-quality education, particularly in subjects such as English.English language education is vital in Indonesia's educational landscape as the language plays a crucial role in global communication, trade, and academia. The proficiency of English language teachers directly impacts students' ability to engage in global opportunities. However, challenges in teaching English in Indonesia, including inadequate teacher training and resource limitations, have raised concerns about the overall effectiveness of English education. In response, the PPG program has been designed to address these challenges by improving teachers' pedagogical skills and content knowledge.

The implementation of the PPG program at Universitas Muhammadiyah Sidenreng Rappang (UMSR) represents a critical step toward enhancing the quality of English language education in the region. This university, as part of Indonesia's larger educational framework, has been actively involved in preparing and certifying teachers through a rigorous and structured program. The aim of the PPG program is not only to enhance the professional development of teachers but also to ensure they can adapt to the diverse educational environments they serve.One of the key components of the PPG program is the blended learning model, which combines online learning and face-to-face workshops. This model allows teachers to engage in continuous professional development while balancing their teaching responsibilities. At UMSR, this approach has proven particularly effective in providing flexibility for teachers, many of whom come from rural or underserved areas with limited access to professional development opportunities. The blended learning model ensures that teachers can access educational resources and engage in peer discussions regardless of their location.

Moreover, the PPG program at UMSR emphasizes practical experience through the Practice Teaching and Field Practice (PPL) components. These sessions allow teachers to apply theoretical knowledge in real classroom settings, helping them to refine their teaching methods and adapt to different student needs. Through peer teaching and mentorship from experienced educators, PPG participants gain insights into effective teaching strategies, which are critical in enhancing their classroom performance.Despite its success, the implementation of the PPG program has faced several challenges. Issues such as the geographical distance of participants, limited infrastructure, and inconsistent internet connectivity have affected the smooth delivery of the program. Moreover, the level of preparedness among teachers, especially in integrating technology into their teaching practices, remains a concern. Addressing these challenges requires collaboration between the government, educational institutions, and local communities to ensure that all teachers, regardless of their location, can benefit from the program.

In addition to improving teachers' pedagogical skills, the PPG program at UMSR aims to foster a sense of community among English language educators. The program encourages collaboration and networking among participants, creating a supportive environment where teachers can share best practices, challenges, and solutions. This sense of camaraderie helps to build a strong professional network that extends beyond the program, contributing to the long-term professional growth of teachers.Ultimately, the success of the PPG program in improving the quality of English language teaching depends on the continued support and investment from all stakeholders. By addressing the challenges of implementation and maintaining a focus on

teacher development, Universitas Muhammadiyah Sidenreng Rappang can continue to contribute significantly to Indonesia's educational progress. The future of English language education in the country depends on the sustained efforts to professionalize the teaching workforce and equip them with the necessary skills to succeed in an increasingly globalized world.

RESEARCH METHOD

This study employs a qualitative research approach to explore the implementation of the Teacher Professional Education Program (PPG) for English Language Teachers at Universitas Muhammadiyah Sidenreng Rappang (UMSR). The qualitative method was chosen because it allows for an in-depth understanding of the program's processes, challenges, and impacts from the perspective of various stakeholders involved in the program. The data collection methods included document analysis, semi-structured interviews, and field observations to gather rich, descriptive data on the program's implementation.The research was conducted at UMSR, located in Sidenreng Rappang, South Sulawesi, Indonesia. The participants were selected using purposive sampling to include a diverse group of stakeholders involved in the PPG program. These included faculty members, program coordinators, PPG participants (teachers enrolled in the program), and administrators at UMSR. The sample size consisted of 15 participants, including 5 faculty members, 2 program coordinators, and 8 teacher participants. These participants were selected based on their roles and experiences in implementing or participating in the PPG program.

Data Collection Methods

Data were collected using three primary methods:

1. Document Analysis: Relevant documents, including program guidelines, curriculum outlines, and evaluation reports, were analyzed to understand the formal structure and objectives of the PPG program. This method provided insights into the policy framework and curriculum design that guide the program's implementation.

2. Semi-Structured Interviews: In-depth interviews were conducted with faculty members, program coordinators, and PPG participants. The interview guide was designed to explore the participants' experiences with the program, including its strengths, weaknesses, and the challenges they encountered. Interviews lasted between 45 minutes to 1 hour, and participants were encouraged to provide detailed responses. The interviews were recorded and transcribed for analysis.

3. Field Observations: The researcher conducted direct observations of several PPG activities, including online learning sessions, workshops, and Practice Teaching (PPL) activities. Field notes were taken to document the interactions between instructors and participants, the use of technology in the program, and the overall environment in which the program was delivered. These observations helped to validate the data collected from interviews and document analysis by providing real-time insights into the program's operations.

The data analysis followed a thematic approach, where patterns and themes were identified across the data sets. The process involved several steps:

1. Data Reduction: The researcher began by organizing the raw data, including interview transcripts, observation notes, and documents. This stage involved eliminating irrelevant data and focusing on information that directly addressed the research questions.

2. Coding: The researcher assigned codes to specific phrases, sentences, or paragraphs within the data that related to key aspects of the PPG implementation, such as curriculum

delivery, participant engagement, challenges faced, and outcomes achieved.

3. Thematic Analysis: After coding, the researcher grouped the codes into broader categories or themes. These themes were then reviewed and refined to ensure they accurately represented the data and aligned with the research objectives. Thematic categories included program structure, instructional methods, teacher readiness, infrastructure challenges, and program outcomes.

To ensure the credibility of the research findings, the study employed triangulation by using multiple data sources—document analysis, interviews, and observations. This method helped to cross-check and verify the consistency of the data collected. Additionally, member checking was conducted by sharing the interview transcripts with participants to confirm the accuracy of the data. Peer debriefing was also utilized, where a colleague familiar with the research topic reviewed the analysis process and provided feedback to ensure objectivity and comprehensiveness in the interpretation of the data.The research adhered to ethical guidelines throughout the study. Informed consent was obtained from all participants prior to conducting interviews or observations. Participants were assured of the confidentiality of their responses, and pseudonyms were used to protect their identities in the reporting of the findings. Moreover, participants were informed of their right to withdraw from the study at any time without any consequences.This research is limited by its qualitative nature, which may not allow for the generalization of the findings to other PPG programs across Indonesia. Furthermore, the study was confined to one university, UMSR, and thus, the findings are specific to the implementation of the PPG program in this particular context. Future research could explore comparative studies across multiple institutions to broaden the understanding of PPG implementation in different regions.

FINDINGS AND DISCUSSION

This study on the implementation of the Teacher Professional Education Program (PPG) at Universitas Muhammadiyah Sidenreng Rappang (UMSR) revealed several key findings regarding the effectiveness of the program in enhancing the professional capabilities of English language teachers. The analysis of interviews, observations, and documents provided insights into the program's strengths, challenges, and areas that require improvement. The PPG program at UMSR was found to be well-structured, aligning with the national objectives of enhancing teacher competencies. The program integrates a blended learning model that combines online learning with face-to-face workshops and Practice Teaching (PPL). The online component allows teachers from various regions to participate without the need for relocation, which is particularly beneficial for those residing in remote areas. The face-to-face workshops and PPL sessions, on the other hand, offer opportunities for practical experience and peer collaboration, which are crucial for teacher development.However, several participants reported that the online learning component, while flexible, presented challenges related to internet connectivity, particularly for teachers from rural areas. The quality of the digital infrastructure was found to be inconsistent, leading to difficulties in accessing learning materials and participating in online discussions. This issue highlighted the digital divide between urban and rural participants,

The study revealed that the teachers' readiness to engage with the PPG program varied significantly. Participants with prior exposure to technology and online learning platforms adapted more quickly to the blended learning format, while others struggled with technical aspects such as navigating learning management systems and utilizing digital tools for teaching. This disparity in digital literacy underscores the importance of providing additional technical training for teachers, especially those with limited prior experience in using technology for professional development.Furthermore, the PPG program participants demonstrated varying levels of motivation and engagement. Teachers who

were already active in their professional development prior to enrolling in the PPG program tended to be more enthusiastic and engaged throughout the program. In contrast, some participants expressed difficulties balancing their teaching duties with the demands of the PPG coursework, particularly during the online sessions. These findings suggest that a more flexible scheduling system or support mechanisms could help alleviate the workload and improve overall participation.One of the most significant findings was the effectiveness of the blended learning model in facilitating both theoretical knowledge acquisition and practical skills development. The online component provided flexibility and accessibility for teachers, allowing them to learn at their own pace and from diverse locations. The workshops and PPL activities, however, were viewed as the most valuable part of the program by participants, as these sessions provided hands-on experience and opportunities for peer learning. Teachers particularly appreciated the peer teaching component, where they received constructive feedback from both their colleagues and instructors, helping them refine their instructional strategies.

Nonetheless, some challenges in the implementation of the blended learning model were observed. Teachers noted that the online component could be more interactive, with many expressing a preference for more synchronous learning opportunities, such as live discussions and real-time feedback from instructors. The lack of real-time engagement during online sessions was seen as a limitation, suggesting that a more interactive online learning platform could enhance the learning experience.The field practice (PPL) component of the PPG program was found to be highly beneficial in preparing teachers for real-world classroom environments. Participants reported that the PPL sessions allowed them to apply theoretical knowledge gained during the program, adapt their teaching styles, and gain confidence in managing diverse student groups. However, logistical challenges were noted, particularly in terms of the geographical distance between the university and some of the partner schools where PPL was conducted. This occasionally caused difficulties in coordination and transportation, limiting the amount of time participants could spend on their field practice.Additionally, some participants expressed concerns about the lack of standardization in PPL activities across different partner schools. While some schools provided a rich, supportive environment for practice teaching, others lacked sufficient resources or had different expectations regarding the role of PPG participants. This inconsistency in the PPL experience points to the need for clearer guidelines and more uniform standards across partner schools to ensure that all participants receive a comparable quality of practical training.

Despite the challenges, the PPG program at UMSR produced positive outcomes in terms of improving teachers' pedagogical skills and knowledge of English language teaching. Participants noted significant improvements in their ability to design lesson plans, use appropriate teaching methods, and assess student performance. The combination of theoretical knowledge and practical experience provided a holistic approach to professional development that many teachers found transformative.However, the study also revealed areas where the program's impact could be further strengthened. Teachers emphasized the need for ongoing support after the completion of the program to ensure sustained professional growth. Without continued professional development opportunities, there is a risk that the skills and knowledge gained during the PPG program may not be fully utilized or maintained over time.

Key factors supporting the success of the PPG program included the availability of skilled faculty, administrative support from UMSR, and the strong commitment of participants. The university's infrastructure, such as its online learning platform and access to teaching resources, played a crucial role in the program's success. Moreover, the sense of community and collaboration fostered among participants encouraged peer support, which was instrumental in helping teachers overcome challenges.On the other hand, the main factors hindering the program's success were

logistical constraints, technological limitations, and the inconsistent preparedness of participants. As previously mentioned, internet connectivity issues, particularly in rural areas, and the lack of digital literacy among some teachers presented significant barriers. Additionally, balancing the program's demands with participants' existing teaching duties added further strain, reducing engagement for some teachers.

CONCLUSION

The implementation of the Teacher Professional Education Program (PPG) for English Language Teachers at Universitas Muhammadiyah Sidenreng Rappang (UMSR) has proven to be a valuable initiative in enhancing the professional capabilities of teachers. By offering a blended learning model that combines online instruction with face-to-face workshops and practical field experience, the program provides a flexible and comprehensive approach to professional development. The findings of this study indicate that participants benefited greatly from the hands-on practice provided by the Practice Teaching (PPL) component, which allowed them to apply theoretical knowledge in real classroom settings.Despite the program's success, several challenges remain. Issues such as internet connectivity, particularly for participants in rural areas, and varying levels of digital literacy, pose barriers to the program's full effectiveness. The study also found that while the blended learning model offers flexibility, participants expressed a desire for more interactive and real-time online learning experiences. Additionally, logistical difficulties related to geographical distances between the university and partner schools created inconsistencies in the field practice experience.

To ensure the long-term success of the PPG program, continuous improvement in infrastructure, particularly in digital tools and internet access, is essential. Moreover, providing additional support and training for teachers to navigate online learning platforms, along with increasing real-time interaction, will further enhance the program's effectiveness. Follow-up initiatives such as mentoring programs, regular workshops, and alumni networks could also ensure that the skills and knowledge gained during the program are sustained and further developed.In conclusion, the PPG program at UMSR has made significant contributions to the professional development of English language teachers, but ongoing efforts are needed to address the remaining challenges. With targeted improvements in technology, support systems, and learning interactivity, the program has the potential to further elevate the quality of English language teaching in Indonesia and contribute to the country's broader educational objectives.

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