PROFESSIONAL DEVELOPMENT FOR ISLAMIC RELIGIOUS EDUCATION AND *MADRASAH* TEACHER

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ABSTRACT

In Indonesia, PPG (*Pendidikan Profesi Guru*/Teacher Professional Development) program is designed for in-service teachers to develop their competence and professionalism to meet national education standards. This program requires participating teachers to take UKMPPG (*Uji Kompetensi Mahasiswa Pendidikan Profesi Guru*/Competence Test for Teacher Professional Development) which covers both UP (Uji Pengetahuan/Knowledge Test) and UKIN (*Uji Kinerja*/ Performance Test). This study aims to examine teachers' performance in UKIN test held by LPTK (*Lembaga Pendidik dan Tenaga Kependidikan*/Teacherand Academic Staff College) UIN Sunan Gunung Djati. Data was collected using observation and documentation techniques. Data analysis was done using a qualitative descriptive method. The results showed that LPTK UIN Sunan Gunung Djati has provided good facilities to support the implementation of the PPG program. There are eight types of subjects tested in UKIN. There are differences in scores between classes in the UKIN test which shows variations in scores for each class with a total of 11 class intervals. The passing score for the UKIN test in 2021-2022 is 99.56%. The results of this research are expected to contribute to policy making related to the implementation of PPG in the Ministry of Religious Affairs in Indonesia.

Keywords: Learning Tools, Lesson Plan, Performance Test, Teacher Professional Development

ABSTRAK

Di Indonesia, program PPG (Pendidikan Profesi Guru) dirancang untuk guru dalam jabatan untuk mengembangkan kompetensi dan profesionalisme mereka untuk memenuhi standar nasional pendidikan. Program ini mengharuskan guru untuk mengambil UKMPPG yang dilaksanakan dalam dua jenis, UP (Uji Pengetahuan) dan UKIN (Uji Kinerja). Penelitian ini bertujuan mendeskripsikan kemampuan peserta didik dalam ujian UKIN yang diselenggarakan oleh LPTK UIN Sunan Gunung Djati. Data dikumpulkan dengan menggunakan teknik observasi dan dokumentasi. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan, LPTK UIN Sunan Gunung Djati menyediakan fasilitas yang baik untuk mendukung pelaksanaan program PPG. Terdapat delapan jenis mata pelajaran yang diujikan dalam UKIN. Terdapat perbedaan nilai antarkelas dalam tes UKIN yang menunjukkan variasi nilai untuk setiap kelas dengan jumlah interval kelas 11. Nilai kelulusan ujian UKIN di tahun 2021-2022, 99,56%. Hasil penelitian ini diharapkan dapat berkontribusi bagi pengambilan kebijakan terkait implementasi PPG di Kementerian Agama di Indonesia.

Kata Kunci: LPTK UIN Sunan Gunung Djati Bandung, PPG dalam Jabatan, Perangkat Pembelajaran, Uji Kinerja

INTRODUCTION

Professional teachers are able to deliver successful learning process (Wang et al., 2014). They have good classroom management to achieve learning outcomes (Hamid, 2017). Competence and professionalism are essential for professional teacher. To ensure this teacher quality, the government has established the regulation in Law 14, article 9, Year 2005 stating that teachers should have several competencies: pedagogic, personal, personal, social and professional (Hermawan et al., 2018). In Indonesia, the government organizes PPG (*Pendidikan Profesi Guru*/Teacher professional development) that is designed to improve tachers' competences. It provides a training program to develop teachers' professionalism (Zulfitri et al., 2019) and build their competence (Ningsih & Fatchan, 2016).

PPG program consists of material exploration, workshops, PPL (*Praktik Pengalaman Lapangan*/Field experience practice). After accomplishing several learning stages, participating teachers are required to take a test called UKMPPG (*Uji Kompetensi Mahasiswa Program Profesi Guru*/Competence Test for Student of Teacher Professional Development) (Zid et al., 2021). UKMPPG is a final test to assess and determine whether or not students pass the program and eligible to achieve Professional Certificate for teachers. UKMPPG is divided into two stages: UP (*Uji pengetahuan*/Knowledge test) and UKIN (*Uji Kinerja*/performance test) (Alam et al., 2022). Having successfully taken UKMPPG test, students are given teacher certificate. In carrying out UKIN test, students prepare portfolios and other learning tools like RPP (*Rencana Praktik Pembelajaran*/Lesson plan). These components must be fulfilled by participants who take part in UKMPPG (Diharmis & Hamzah, 2021). The program is open for both PNS (*Pegawai Negeri Sipil*/Civil servant) teachers and non-PNS teachers (Maryani, 2022). After participating in PPG program, teachers are expected to be able to improve their professionalism in managing classroom and shaping their behaviour to deliver quality learning (Flower et al., 2017).

In education, Professional development (PD) is tailored to serve as continuous effort for teachers to build their capacity and assisted by a government and educational institutions. Several studies on teacher profession development in many countries have been conducted. Such as research on the achievement of PD concepts and models for teachers in Scotland (Fraser et al., 2007), the implementation of four Huber's evaluation framework of PD activities in Malaysia (Hiew & Murray, 2021) and how PD has developed in Norway over the past 6 years (Hagen & Nyen, 2009). In Indonesia, studies on the perceptions of various general teachers towards PD and research on the effectiveness of PD on student scores in urban and rural areas have also been conducted (Soebari & Aldridge, 2016; Widayati et al., 2021).

In Indonesia, PPG is designed to improve teachers' professionalism and competence that are compatible with national education standards (Soenarto et al., 2021). PPG requires teacher to participate in education and training to develop their competences. Having participated successfully in PPG, teachers have the right to achieve teacher certificate (Simanjorang, 2020). To implement PPG program, the government selects several universities that meet the requirements set by the government. LPTK (*Lembaga Pendidikan dan Tenaga Kependidikan*/Teacher and Academic staff college) UIN Sunan Gunung Djati Bandung is one of the institutions assigned by Ministry of religious Affairs to carry out PPG Program (Siregar et al., 2022). The institution has been chosen because of several reasons. The university has facilities that meet the requirements for delivering best educational service for students and in this context for implementing the PPG program (Zurainan et al., 2021). Other reasons include adequate human resources and supporting facilities and infrastructure to carry out PPG program and best serve participant of PPG in their learning process (Malau et al., 2022).

PPG enables teachers to achieve teacher's professional certificate (Uchtiawati, 2020). Certified teachers have earned credential from the government and they gain several advantages like getting wider career opportunities, registering for several educational programs organized by the government such as GGD (*Guru Garis Depan*/teacher at the front line) and participating in SILN (*Sekolah Indonesia Luar Negeri*/Indonesian school overseas). Apart from that, by having teacher certificate, they also receive a professional allowance (Limbong & Lumbantoruan, 2022). The most important thing, PPG benefits teachers in improving their competence and professionalism in education (Maulana et al., 2023). However, studies on the PPG program for *madrasah* teachers in Indonesia are still rare.

In terms of participant, PPG Program can be attended by school teachers under the Ministry of Education and *madrasah* teachers under the Ministry of Religious Affair. *Madrasah* teacher is a term for teachers who teach in *Madrasah* (formal education units under the auspices of the Minister of Religious Affair). *Madrasah* teacher includes Islamic Religion, Raudhatul Athfal, *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, *Madrasah Aliyah* and Vocational *Madrasah Aliyah*) (Jusuf & Maaku, 2020; Purwanti, 2016).

Some studies have been conducted to investigate *madrasah* teachers. A research on *Madrasah Ibtidaiyah Nurul Asyrof* teachers in Lampung shows that teacher's planning and evaluation are quite good, but learning practices are not maximized because theoretical explanations are not accompanied by practice (Yansyah, 2022). Another study investigated *Madrasah Aliyah* 1 Samarinda teachers. The results show that their planning and practice of teaching were good, but the learning evaluation was considered less than optimal (Islami, 2016).

To ensure professional development, *madrasah* teachers need to take PPG program because PPG is a continuous process through which teachers try to improve their pedagogical skills in class (El Deen, 2023). A study reported that 325 *madrasah* teachers who were certified for 5-10 years were known to have a higher level of professionalism than teachers who had certificates for less than five years (Tambak et al., 2021). Improving professional development of *madrasah* teachers will increase teacher work productivity (Asmarani et al., 2021), learning effectiveness, teacher performance and teacher competence (Rahmatullah, 2016). Apart from the PPG program, principals' leadership and their support for teachers to participate in PPG are also the determining factors in improving teachers' professionalism (Muhammadi et al., 2015; Nurulloh et al., 2020; Postholm, 2012; Warisno & Hidayah, 2022).

PPG issues have been discussed by several researchers. The issues include PPG implementation at UIN Serang Banten (Hanun, 2021); PPG pre-service teachers (Subroto, 2019); students' perception on hybrid program for PPG (Murdiyanto, 2020); PPG to develop professional teacher (Hamid, 2017). Previous studies provide general information on PPG program. However, studies that focus on participants' performance on UKMPPG have never been reported. Therefore, this study aims to investigate participants' performance test scores who take part in the PPG program at LPTK UIN Sunan Gunung Djati Bandung in several batches, namely 2021-2022. The results of this study are expected to be able to complete information regarding the implementation of PPG and can be used by policy makers related to the PPG program at the Ministry of Religious Affairs.

METHOD

This research is qualitative descriptive method using Gibbs' framework (2018). Data were collected using observation and documentation related to the management of PPG at LPTK UIN Sunan Gunung Djati Bandung. The population used in this study were participants who took UKIN test and the samples used were all participants who took UKIN test during the PPG implementation, namely two batches in 2021 and two batches in 2022.

This research was conducted from October to December 2022. Data analysis was carried out simultaneously with data collection in the field by reducing data, presenting data and drawing conclusions and verifying data by triangulating data (Gibbs, 2018). The data that has been obtained is then made into class intervals for each batch. They present graduation data from each batch and graduates from all batches in graphical form following the method of data presentation from Burnard et al., (2008).

RESULTS AND DISCUSSION

This study investigates the implementation of PPG at LPTK UIN Sunan Gunung djati Bandung. The data collected will be described in this section. There are three findings to deliver: PPG implementation at UIN Sunan Gunung Djati, Students performance in UKMPPG test and students' variance values in UKIN test. Those results will be discussed with relevant previous studies and literature.

PPG Program Implementation at LPTK UIN Sunan Gunung Djati

Prior to the implementation of PPG Program, there was an SPK (*Surat Perjanjian Kerjasama*/letter of cooperation agreement) between the Director of the PAI (*Pendidikan Agama Islam*/Islamic religious education), Director General of Islamic Education, Ministry of Religious Affair Education and the Dean of Tarbiyah faculty, UIN Sunan Gunung Djati that has been made. The letter states that UIN Sunan Gunung Djati is chosen as one of the institutions to carry out the implementation of PPG for PAI teachers in 2021 and 2022 for In-service teachers. There are two batches to administer for PPG program in 2021. The first Batch started in June and the second batch started in September 2021.

PPG for PAI teachers at UIN Sunan Gunung Djati consists of material exploration, workshops, PPL (*Praktik Pengalaman Lapangan*/Field experience practice), tasks and portfolios project as well as evaluation program. At the end of the PPG program, there is an evaluation named UKMPPG that is divided into two: UP and UKIN. When it comes to UKIN, first Batch was scheduled from September 16 to18, 2021 and second batch was conducted from December 3 to 5, 2021. In 2022, while UKIN for the first batch took place from July 22 to 24, 2022, the second batch started from September 1 to 5, 2022. TPD program and UKMPPG were conducted Online. Both learning activities and test were delivered online. PPG program consists of learning activities to explore and deepen pedagogic and professional material, workshop to prepare learning material and learning tools, review of learning outcomes reviews and UKMPPG featuring UP and UKIN.

UKMPPG is the final test and carried out to determine whether or not participants who are In-service teacher succeed PPG program. This final test is coordinated directly by national committee from MORA. When it comes to UKIN in 2021, the test was carried out after students successfully participated in PPL. In UKIN, a number of examiners ranging from teachers and lecturers who had previously participated in the refreshment stage were involved. Furthermore, the assessment process and results are reported directly through the application to the central committee. In this process, the local committee from UIN Sunan Gunung Djati deposit scores which are sent through an application and has no involvement in determining UKIN result. The application is prepared by the central committee. The system applies to other LPTK institutions assigned by the ministry in organizing PPG program such as the LPTK FTK UIN SMH Banten (Hanun, 2021) and LPTK UIN Walisongo (Shanie & Fahrurrozi, 2022). At several LPTK institutions, PPG program was carried out in a hybrid manner like PPG program at UNJ/Universitas Negeri Jakarta (Murdiyanto, 2020).

The series of activities above is an adaptation of Kennedy's framework for implementation models of TPD (Teacher Professional Development). Kennedy's framework suggests that professional development can be located along a continuum where it can be

categorized as 'transmissive', 'transitional' or 'transformative' model (Kennedy, 2014). Transmissive rely on teacher development through externally delivered, 'expert' tuition. In PPG for PAI teachers, the material exploration for several classes were delivered first before other activities. Then the transitional models support either a transmissive agenda or a transformative agenda. PPG for PAI teachers' activities that fit under this category include coaching/mentoring in workshops, discussions, tasks and portfolios from the lesson plan. At the other end of the spectrum, transformative professional learning suggests strong links between theory and practice. PPG for PAI teachers requires students to perform PPL as a chance to practice the theory from its program in their school. Apart from Kennedy's framework, there are several other frameworks that are usually used in TPD, namely Bell and Gilbert's framework, Reid's quadrants (Fraser et al., 2007), Huber's evaluation framework (Hiew & Murray, 2021) and nine models' framework (Kennedy, 2005).

Students Participating in UKIN Test of UKMPPG

In 2021, there were two batches for PPG program. When it comes to UKMPPG, Batch one had 766 students and batch two featured 2343 students participating in UKIN test. For Batch 2 in 2022, there were 495 students and 686 students. The detailed description on participating students in UKIN can be seen in Table 1.

Table 1. Number of Students Taking UKIN test Based on Subject Type

No	Subject Teacher	Number			
		Batch 1	Batch 2	Batch 3	Batch 4
1	Akidah Akhlak	41	32	49	49
2	Qur'an Hadist	31	30	33	41
3	Fiqih	64	42	21	83
4	SKI	19	21	19	0
5	Arabic language	32	22	21	26
6	RA teacher	34	26	32	36
7	MI teacher	68	36	24	24
8	PAI	477	134	234	426

Based on table 1, there are eight types of participating students in UKIN based on the subject they teach. Compared to other subjects, PAI teachers are the largest number participants taking UKIN test. LPTK UIN Sunan Gunung Djati is one of the LPTK institutions that focuses on improving the quality of teachers in PAI subject during PPG program. Compared to other institutions hosting PPG program, the university has been awarded for its best service in terms of the best management Category for PAI teacher participants in 2021. The university received the award from Ministry of religious affairs for its service.

Students' Performance in UKIN Test

Based on the results of the analysis, it reveals that there are variations between UKIN scores from one batch to another batch. Variations in class intervals in each subject can be seen in Appendices I, II, III, and IV. The variation in values found for each batch indicates that there are differences in students' conditions who took part in this PPG program. Variations between classes of each batch ranged from 11 interval class (figure 2.).

Based on the data taken from batch 1 in 2021, there are 11 interval class with the most common composition found in class intervals for score 84-87 with a minimum score of 66 and a maximum score of 95. Referring to the minimum score obtained in UKIN test, it is shown that there were participants who did not pass UKIN test in that year. Referring to the data from batch 2 in 2021, it is shown that the minimum score was 71 and a maximum score

was 95. Therefore, it can be concluded that in the second batch in 2021, no student failed in UKIN test. Considering the selection process to participate in PPG program, teachers need to perform their best to pass the selection. Qualified teachers who take part in theprogram are teachers who have met the qualifications. The initial participant screening of the PPG program is in accordance with one of Huber's evaluation framework models, namely the selection of potential participants (Hiew & Murray, 2021; Huber & Skedsmo, 2016).
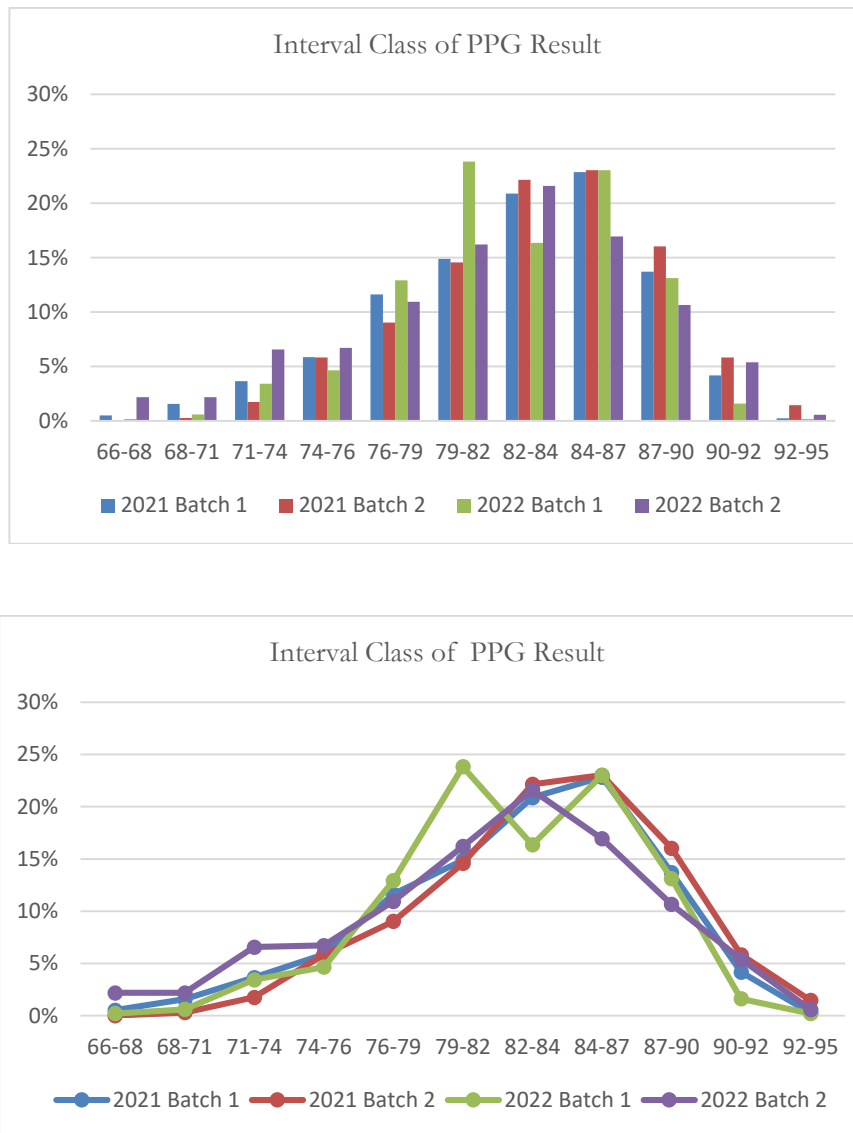

Figure 2. Interval Class Variance of PPG Result

Referring to the class interval in the first Batch in 2022, it is shown that participants who had UKIN scores of 79-84 have a larger composition compared to other class intervals. The variation in UKIN scores for participants in the second batch of 2022 shows that the class interval with the highest scores is between grades 83-85. The minimum and maximum limits for the two batches are 39-96 and 70-94 respectively. The minimum score that must be achieved by PPG participants to pass UKIN is 70. In batch 1, there were participants who did not pass UKIN but in batch two all participants passed UKIN test.

The variations occur in each batch because of several reasons. There are differences in students' profile, students' background in terms of their regions, student's different competencies in taking UKIN test. This is in line with research which states that there were differences in the mentors' perceived ratings of the teachers' professional interests, growth, and attitudes (El Deen, 2023). One difference that is also observed in the TPD program is the differential effectiveness of a teacher professional development program for teachers in urban and rural schools in Indonesia (Soebari & Aldridge, 2016; Widayati et al., 2021).

There are several components tested in UKIN namely portfolios and learning tools consisting of lesson plans and learning videos. When it comes to the results of the scores for each of those components, the portfolio components yielded very varied values compared to the values of lesson plans and learning videos. For example, in the first Batch in 2021, it is shown that the minimum value for the students' portfolio component (1.5) is lower compared to lesson plans (65) and learning videos (68). The low value of the portfolio component can be caused by several factors such as internal factors like students' digital literacy and external factors such as technical errors in uploading the portfolio components to be assessed. Other studies reported that the teachers still have poor competence and low self-perception of their digital skills (Li & Yu, 2022; Liza & Andriyanti, 2020; Rizal et al., 2019; Sánchez-Cruzado et al., 2021). Some teacher's digital competencies were low, so that it had to be strengthened by PPG program that is delivered online.

In addition, the absence of required evidence is another factor for students so that the scores they obtained did not reach the specified KKM (*Kriteria Ketuntasan Minimal*/minimum achievement criteria). In the portfolio, some components assessed are research, innovation, information seeking, reflection, and dedication that require the latest evidence from last 3 years. Therefore, students found it difficult to fulfil the evidence required. This means that the portfolio requires not only emotional and motivational aspects but also cognitive and actional aspects which are important factors in the professional development of teachers (Hoekstra & Korthagen, 2011; Vygotsky, 2000).

Learning tools are other components that are tested at UKIN. They include lesson plan and learning Video. The former refers to the content of the lesson and the latter demonstrate teachers' ability to conducts teaching in class by using video format. When it comes to the score generated from the lesson plan and the video, it is shown that students achieved very good value. This shows that students have established their habit to prepare lesson plan and video for their teaching activities in their schools. Preparing learning tools is an important part that must be done by a teacher before they teach. Without this preparation, the learning process in class cannot take place properly (Kusumaningrum et al., 2017; Puspitarini & Hanif, 2019).

Lesson plans as learning tools contain learning practice to learning evaluation plans. Lesson plans are also assessed comprehensively, especially on students' ability to plan evaluations. Assessment for learning (AfL) is one of the skills expected to develop during the PPG program. Practicing Assessment for learning (AfL) can facilitate students' development of metacognition. However, teachers often struggle with the implementation of AfL in their classrooms (de Vries et al., 2022; Widodo & Riandi, 2013). Moreover, a study on *Madrasah Aliyah* 1 Samarinda teachers found that learning evaluation was considered less than optimal (Islami, 2016). The high percentage of achievement in UKIN indicates that AfL planning as one of the factors assessed in the lesson plan has been familiar to the *madrasah* teacher.

Success Rate in UKIN Test

UKIN is one of the final tests that students take to pass in the PPG program. Based on the final score of UKIN, it is shown that the success rate to take UKIN is in the high category with a score of 99.56. Students who did not pass UKIN reaching 0.44% (very low). Success

rate of UKIN shows that almost all students who took part in the PPG program had very good performance and a great opportunity to become professional teachers. Based on Figure 6, the students' success rate for each batch shows that only the first batch in 2021 experienced failure in UKIN test. In the second batch, all students passed UKIN test. These results are similar to the results of the previous study by (Hanun, 2021) which states that the success rate for UKIN test at LPTK UIN Serang Banten shows a very high score (100%).
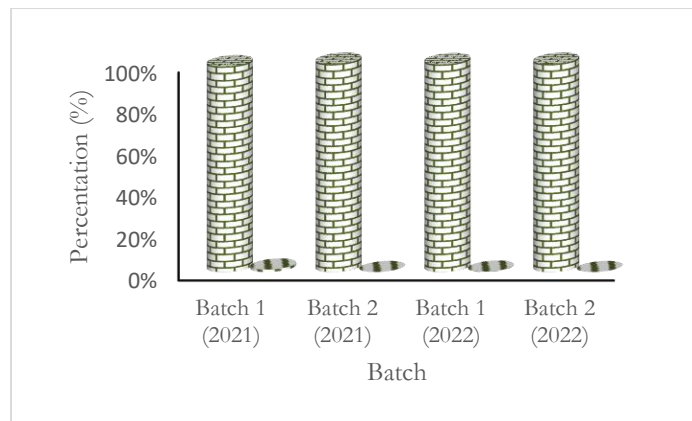

Figure 6. Passing Grade of UKIN for each Batch

Students' achievement in UKIN can be influenced by several factors such as internal factors and external factors. Internal factors refers to mainly individual motivation of the students (Opfer & Pedder, 2011). When it comes to participant status, civil servant teachers participated in more structured PPG program compared to their non-civil servant peers. For PNS teachers, their participation in PPG activities are more closely related to their career promotion (Widayati et al., 2021). There are some internal factors contributing to students' failure in PPG. Students failed to fulfill all the documents required in the UKIN test and their low quality of learning process makes it hard for them to succeed in UKIN test.

Unlike internal factors, the external factors that determine the students' success in PPG come from outside themselves. An effective result of PPG can be achieved by considering the availability of a wide range of opportunities for professional learning from a number of providers, the professional learning in their own schools and collaboration with colleagues (Farmer & Childs, 2022). Those stakeholders greatly contribute to students' participation in PPG. Schools are in a position to facilitate students' learning activities and provide support for students' achievement (Opfer & Pedder, 2011). In addition to schools and other educational institutions, the structure of curriculum materials plays a great role to determine students' achievement (Moore et al., 2021). Those factors influence students in their learning process and their effort to achieve in learning.

This study has contributed to the scholarly research on professional development for teachers in PPG program in Indonesian context. However, there are some limitations. This study concerns PPG participants performance in UKIN test. Further studies are recommended to investigate the evaluation of students' perceptions and motivation before and after the PPG program. In addition, further study can investigate the effectiveness of the PPG program after teachers returned to their respective schools to implement knowledge from PPG. Other researchers may fill the gaps to contribute to scholarship of PPG program especially for *madrasah* teachers in Indonesia.

CONCLUSION

PPG program is designed for in-service teachers to develop their competence and professionalism to meet national education standards. It requires teachers to take UKMPPG that is delivered in two types of test: UP and UKIN. This study has investigated students' performance in UKIN test organized by UIN Sunan Gunung Djati. The results showed that UIN Sunan Gunung Djati provided good facilities to support the implementation of the PPG program. In UKIN test, there were eight subject types that teachers teach and Islamic Religious Education Subjects is the largest number of participants. There were variances of values between classes in UKIN test. The values show a variety for each class with a number of class intervals, namely 10-11 variations between classes. UKIN test passing grade in 2021-2022 is 99.56%. In the first Batch in 2021, there were participants who did not pass UKIN test. All Students in Other Batches achieved maximum results and passed UKIN test. The results of this study are expected to be able to contribute scholarly information regarding the implementation of PPG for policy makers at the Ministry of Religious Affairs in Indonesia

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