

EVALUATION OF THE IMPLEMENTATION OF ELEMENTARY TEACHER CERTIFICATION POLICIES THROUGH TEACHER PROFESSIONAL EDUCATION PROGRAMS IN GORONTALO CITY

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ABSTRACT

This study aims to comprehensively evaluate the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City from four different aspects. The evaluation shows that in terms of context, the implementation of this policy is considered very good with an achievement of 92%, which is in accordance with the Standard Operating Procedures as the organizer of PPG activities. In addition, in terms of input, the evaluation showed excellent results with a percentage of 97%, supported by the availability of adequate Human Resources and the qualifications of instructors in accordance with government requirements. In terms of process, the study found excellent performance with an achievement of 95%, showing that PPG activities were carried out in accordance with the SOP set by the Ministry of Research, Technology and Higher Education. On the product side, the evaluation showed excellent results with a percentage of 93%, emphasizing that a well-organized process in implementing the PPG program contributed to the quality of the final product produced. Overall, these findings confirm that the teacher certification policy through the teacher professional education program in Gorontalo City has been successfully implemented from all aspects evaluated, providing an important view for the development of future education policies and the importance of compliance with operational standards to achieve optimal results in teacher professional education.

Keywords: *Teacher Certification Policy, Teacher Professional Educator, Educational Program*

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INTRODUCTION

The success of development is no longer measured in terms of economics but how much development can improve the quality of human resources (HR). Therefore, investment in the aspect of human resource development as the basic capital of development is urgently needed. At this time, the potential of Indonesian human resources as one of the development resources is more emphasized on the quantitative aspect while the quality aspect is still being developed, so it cannot be optimally empowered as a development resource. One of the efforts to improve the quality of human resources can be done by improving the quality of education because with quality education, quality human resources will also be created, which in the end can support the realization of national development targets in the implementation of education. In the implementation of education, the role of teachers is the spearhead in improving the quality of services and educational outcomes, especially in building and improving the quality of human resources (HR) through formal education.

Teachers are a very strategic profession in the formation and empowerment of the nation's successors. Therefore, empowering and improving the quality of teachers as educators is a must that requires serious handling. For this reason, the government has issued Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas) and Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (UUGD) (Rosary, 2022), UUGD article 8 states that a teacher must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals (Fahmi et al., 2011). Suwardi (2012, 7-9), has

identified that the implementation of teacher certification has at least been able to have a positive impact on teachers, among others: 1) improving the quality of teachers; 2) protection of the teaching profession; 3) improving teacher welfare; 4) encourage the interest of young people to serve as teachers; 5) improving education administration; 6) increase teachers' motivation to make scientific papers. However, (Badrun, 2016) found that certified teachers still dominantly utilize their certification allowances to meet basic needs rather than to improve the quality of the profession. To anticipate the increasingly difficult challenges of the world of education, efforts to improve teachers' professional competence must be developed. One of the government's tangible manifestations in improving the quality of teachers is teacher certification (Darling-Hammond, 2002).

Teacher and Lecturer Certification has been patronized by Law number 14 of 2005 in order to provide guidance for professional teachers and Government Regulation number 74 of 2008 concerning Teacher Certification (Aqib, 2009) (Rusmita et al., 2023) (Margi, 2013). Teacher certification is the process of granting educator certificates to teachers, which is signed by the university providing the certification as proof of recognition of the formality of teachers given to teachers as professionals. Educator certification for teachers is obtained through professional education programs organized by universities that have accredited education procurement programs, both organized by the government and the community, which are then determined by the government. One of the professional education programs organized by the government is Teacher Professional Education or often known as PPG. According to the regulation of the Minister of National Education number 16 of 2007 concerning academic qualification standards and teacher competence (Ahzami, 2022), teacher professional competency standards are: (1) Mastering materials, structures, concepts, and scientific mindsets that support the subjects taught; (2) Mastering the competency standards and basic competencies of the subjects/fields of development that are taught. (3) Developing learning materials that are taught creatively. (4) Developing professionalism in a sustainable manner by taking reflective actions. (5) Utilizing information and communication technology to communicate and develop themselves.

Data from the United Nations De-velopment Program (UNDP) in 2017 regarding the Human Development Index on educational achievement, where Indonesia is ranked 116th out of 189 countries surveyed with an index of 0.694. Meanwhile, Brunei Darusalam and Malaysia have much higher indices, namely 0.853 and 0.802. In addition, based on a report from the Institute for Management Development (IMD), the quality ranking of Indonesian teachers is ranked 14th out of 14 Asia-Pacific countries (Manzoni, 2023).

After the teaching profession is clearly regulated in the Teacher and Lecturer Law, the next policy step is how to organize a program to improve teachers' academic qualifications and teacher certification programs (Silalahi & Nazmia, 2023). On that basis, the government through the Ministry of National Education has designed a strategic plan related to this matter in accordance with applicable laws (Haryanto et al., 2016) (Ganendra, 2019) (Sholihah et al., 2020) (Nuryana, 2022). The improvement of academic qualifications and teacher competencies was carried out starting in 2005 and is expected to be completed in 2015 and all teachers are in accordance with the Law on Teachers and Lecturers as well as PP SNP. Even starting in 2010, a teacher recruitment program was started in accordance with the demands of the Teacher and Lecturer Law and the SNP PP.

Based on the author's observation, there are certified teachers through the teacher professional education program with various activities, including self-reporting, material deepening, design, comprehensive tests, and field experience practices. The Performance Test (UKIN) is a competency test to assess the ability of test participants to plan, implement, and evaluate learning (pedagogical competence, personality competence, social competence, and professional competence). The knowledge test (UP) is a competency test that is held simultaneously online to measure the understanding of concepts/materials for the achievement of the seven graduate learning outcomes (CPL). The reality that is reflected in the thousands of participants who participated in UP who passed only 30% were able to pass UP. Therefore, the author is interested in conducting research on government policy certification through the PPG route.

Evaluation activities of the PPG program that have been and are being implemented are a must. The evaluation was carried out in order to ensure that the entire series of activities was carried out in accordance with applicable procedures and rules so that the quality of PPG graduates of Gorontalo State University was well controlled and maintained. Based on the consideration of the above interests, the researcher feels the need to conduct an evaluation to identify the context, inputs, processes and results and explore the findings that need to be improved immediately in terms of the implementation of the PPG program.

Purpose and Significance of the Evaluation Research on the implementation of the Teacher Professional Education Program (PPG) of Gorontalo State University is a necessity. Therefore, the purpose of this study is to evaluate the implementation of teacher professional education programs. The significance of this study is to obtain information about the context, inputs, processes, and products of the implementation of the PPG program at Gorontalo State University.

METHOD

This study uses the CIPP (Context, Input, Process, Product) evaluation model approach, namely: a. Identifying the context evaluated, namely the profile of LPTK UNG as the organizer of the PPG program, the background of the PPG implementation, a brief overview of PPG and the geographical location of the PPL PPG performance test. b. Identify inputs, namely the PPG management team, the criteria for lecturers who become instructors, among teachers, examiner teachers, and PPG students. c. Identify the process, namely the implementation of PPG; starting from the PPG implementation procedure to knowledge test activities. d. Identify the product, namely the results of Ukin and UP, in the form of the average results of the assessment of Ukin and UP teaching.

This study is an evaluation research that aims to evaluate the implementation of the elementary school teacher certification policy through the teacher professional education program seen from 4 teacher competencies in accordance with the expectations of the Teacher and Lecturer Law No. 14 of 2005 which refers to 4 competencies, namely (1) pedagogic competence, (2) professional competence, (3) personality competence and (4) social competence.

RESULTS AND DISCUSSION

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Teacher Professional Education (PPG) is higher education after the undergraduate education program whose goal is to prepare students to have special skills (competencies) that must be possessed by a teacher. Teacher Professional Education (PPG) is higher education after an undergraduate education program that prepares students with special skill requirements in becoming teachers. Therefore, it is necessary to re-evaluate the implementation of teacher professional education activity programs, especially at LPTK Gorontalo State University.

Table 1. Data interpretation Evaluation of the implementation of elementary school teacher certification policies through teacher professional education programs in Gorontalo City is seen from the context aspect

Sub Indicators	Score Respond	Presntase (%)	Criterion Valuation
The implementation of the PPG program at Gorontalo State University has a vision, mission, goals and objectives	119	88	Excellent
Article 42 of Law No. 20 of 2003 requires that educators must have minimum qualifications and certifications in accordance with their teaching authority	121	92	Excellent
The location of partner schools in the PPG UNG program is in Gorontalo City, Gorontalo Regency and Bone Belango	119	90	Excellent
Each PPG program participant is financed by the State Budget of the Directorate General of Education	125	97	Excellent
SUM	484	367	-
Rata-Rata	121	92	Excellent

Source: Primary data processing 2023

Based on the results of data interpretation Data analysis Evaluation of the implementation of elementary school teacher certification policies through teacher professional education programs in Gorontalo City seen from the context aspect can be explained through the graph below:

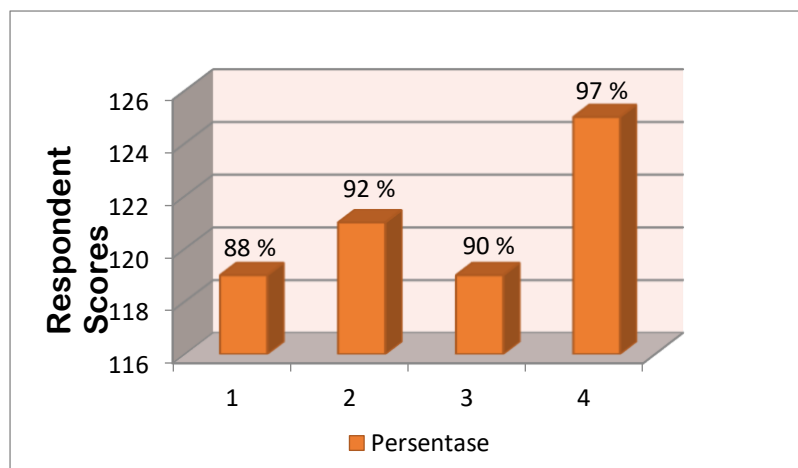


Figure 1. Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the context aspect

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The table above about the interpretation of the evaluation data of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the context aspect, an average respondent answer score of 121 with a percentage of 92% with a very good category. The results of this data processing associated with the assessment criteria show that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 92%. However, the findings in the study are seen from the results of the 92% percentage, which is still 8% influenced by internal factors from the teacher himself.

Based on the research that has been carried out, data on the aspects of context, input, process and product are obtained as follows: a. CONTEXT The teacher professional program of Gorontalo State University has eight majors, namely PGSD, PJOK, Mathematics, English, Indonesian, Physics, Mathematics and chemistry, in 2002 it has implications for the development of the number of new Departments and Study Programs. PPG UNG has a Vision "Making PS-PPG UNG a Professional and Competitive Institution" Mission (1) Organizing Teacher Professional Education (PPG) that is credible and accountable; (2) Producing qualified and competent teacher candidates in their fields; (3) Building mental, spiritual, academically and culturally minded acceleration and being responsible for their profession. Objectives (1) Implementation of planning and guidance of professional teachers (2) Availability of competent teachers according to their scientific fields (3) Producing competent and competitive teachers (4) Establishment of partnerships with agencies related to the development of the teacher profession Goals and strategies for achieving PS-PPG UNG are as follows: (1) Achievement of teacher innovation in developing innovative and characterful and IT-based learning tools; (2) The realization of teachers who are skilled in implementing innovative and characterised and IT-based devices; (3) Producing graduates who have social, ethical and moral abilities and are able to compete in meeting the needs of stakeholders; and (4) The establishment of cooperation between PPG UNG and educational units based on the principles of partnership, legality, and sustainability (Mulyasa & Profesional, 2005).

Carry out institutional performance evaluations on an ongoing basis. 4) Organizational Structure for the 2019-2024 Period Background of the Teacher Professional Education Program (PPG) The mandate of the 1945 Constitution Article 31 paragraph (3) as a result of the amendment, has stated that the government seeks and organizes a national education system, which increases faith and devotion as well as noble morals in order to educate the nation's life, which is regulated by law. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education.

Table 2. Data interpretation Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the input aspect

Sub Indicators	Score	Presntase (%)	Criterion
	Respond		Valuation
The implementation of the teacher professional education program at Gorontalo State University is based on PPG guidelines	126	98	Excellent
Lecturers/Instructors teach in the teacher professional education program (PPG) with a minimum academic qualification of S2, have a	126	98	Excellent

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Sub Indicators	Score	Presntase (%)	Criterion
	Respond		Valuation
background in accordance with science, have an academic position at least a bachelor, have an educator certificate			
Teachers teach in the teacher professional education program (PPG) with at least S1 academy qualifications, have a background in accordance with science, have an intermediate teacher function, have an educator certificate	126	98	Excellent
PPG study program management units can support and facilitate the implementation of PPG study programs	120	92	Excellent
Students of the PPG study program are participants who have teacher status, education qualification and are registered in the dapodik data	127	99	Excellent
SUM	625	485	-
Rata-Rata	125	97	Excellent

Source: Primary data processing 2023

Based on the results of data interpretation Data interpretation Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City seen from the input aspect can be explained through the graph below:

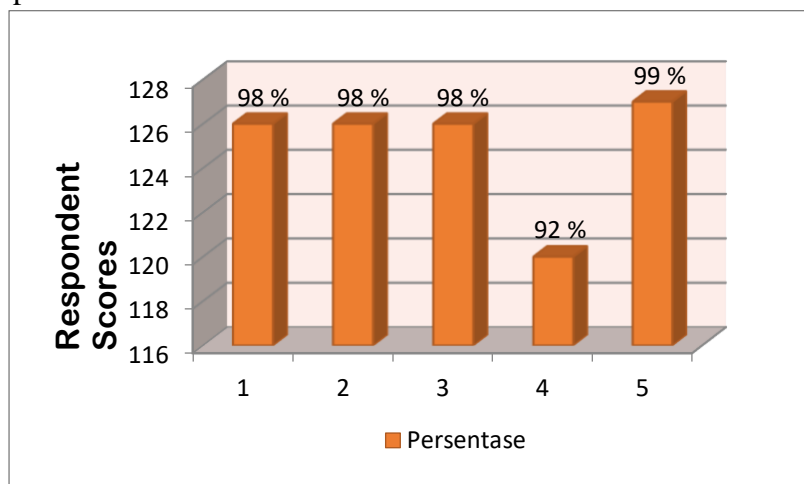


Figure 2. Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the input aspect

The table above about the interpretation of the evaluation data of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the input aspect, the average respondent answer score was obtained of 125 with a percentage of 97% with the very good category. The results of this data processing associated with the assessment criteria show that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 97%. However, the findings in the study are seen from the results of the 92% percentage, which is still 3% influenced by internal factors from

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the PPG program management unit of Gorontalo State University, namely from providing information to participants.

Teacher Professional Education (PPG) is higher education after an undergraduate education program that prepares teachers to have a job with special skill requirements in becoming teachers. 1) Lecturer Lecturers in the field of study are lecturers who are in charge of teaching Subject Specific Pedagogy (SSP) with the task of teaching or deepening material, facilitating workshop activities, guiding research, and guiding Field Experience Practice. a) Have the lowest academic qualification of master's degree or equivalent. b) Background in the field of educational education in accordance with the field of science/expertise taught. c) Have the lowest academic functional position of Expert Assistant. d) Have an educator certificate/other certificate and or be able to demonstrate specific skills. e) Preferably having teaching experience in schools. 2) Education Personnel The PPG Study Program management unit must have a minimum of 3 (three) education personnel consisting of administrative staff, laboratory personnel, and librarians who can support and facilitate the implementation of the PPG Study Program. a) Minimum academic qualification of graduates of diploma 3 (three) program in accordance with the qualifications of their main duties and functions. b) Have a certificate of competence in accordance with their field of duties and expertise (education personnel who require special skills). c) The oldest age is 56 (fifty-six) 3) Pamong Teachers of the PPG Study Program management unit are required to collaborate with partner schools for the appointment of pamong teachers. Pamong teachers are teachers at partner schools who are in charge of accompanying, guiding, inspiring, and evaluating students who carry out Field Experience Practice (PPL).

Table 3. Data interpretation Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the process aspect

Sub Indicators	Score	Presntase (%)	Criterion
	Respond		Valuation
In the early stages of PPG activity admins at ING create online learning accounts through the LMS application	119	91	Excellent
During the online learning process, the instructor guides the students in order to complete assignments related to competencies	125	97	Excellent
PPL applies a clinical supremacy approach and reflective actions with the principles of sustainability, structured and relevant to learning tools	125	97	Excellent
Preparation for the implementation of PPL includes activities: determination of PPL students, school data collection, determination of lecturers and teachers, coordination with partner schools	120	92	Excellent
Assessment process, assessment components, criteria for passing PPL activities	125	97	Excellent
SUM	614	474	-
Average	123	95	Excellent

Source: Primary data processing 2023

Based on the results of data interpretation Data analysis Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education

program in Gorontalo City seen from the process aspect can be explained through the graph below:

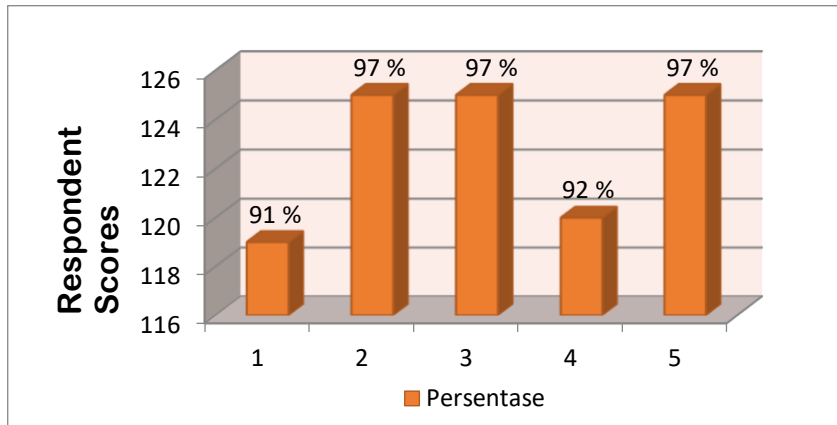


Figure 3. Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the process aspect

The table above about the interpretation of evaluation data for the implementation of elementary school teacher certification policies through the teacher professional education program in Gorontalo City is seen from the process aspect, an average respondent answer score of 123 with a percentage of 95% with a very good category. The results of this data processing are associated with assessment criteria showing that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 95%. However, the findings in the study are seen from the results of the 92% percentage, which is still 5% influenced by internal factors from the PPG program management unit of Gorontalo State University, namely from the interaction of students and lecturers that need to be improved.

PPG Implementation Procedure a) Preparation In the initial stage, the admin of PPG UNG activities creates online learning accounts that are accessed through <http://ppg.si.com>. The account is created based on the subjects at PPG UNG. The account was created in order to facilitate instructors and students in online learning interactions. After all account facilities are created, the activity admin informs all instructors and students to access their respective accounts accompanied by a password. b) Implementation During online learning, instructors guide students in order to complete assignments related to strengthening pedagogic and professional competence. To ensure the entire online learning process, the activity committee provides the following guidelines: Informing a number of regulations related to education in general, then focusing on the field of teacher training, especially 4 standards (SKL, SI, Process Learning, Assessment Standards); Assisting students to study/work to produce workshop outputs in the form of those that demonstrate teaching skills and competencies. The results of the work are stored in the form of a file (individual-group-class) into the LMS application Providing structured tasks and independent tasks in the context of completing the task of strengthening competencies and skills. Provide an assessment of the workshop process and outcomes. After all learning stages are completed, PPG students carry out Field Experience

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Practice (PPL) activities for three weeks and then close with Performance Test testing activities.

Table 4. Data interpretation Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the product aspect

Sub Indicators	Score Respond	Presntase (%)	Criterion Valuation
Guidelines for the implementation of PPG through the stages of registration, verification, validation, academic selection and academic results	119	91	Excellent
In the Permenristikdikti, it has been explained that the assessment of PPG student processes and products includes the development of learning tools, teaching modules, learning media, LKPD and assessment instruments	122	94	Excellent
The flow of UKIN implementation activities includes briefing participants, UKMPPG registration, learning practices	126	98	Excellent
The stages of implementing the Knowledge Test assessment include: preparing an assessment plan, developing an assessment instrument, carrying out the assessment, reporting the results of the assessment	120	91	Excellent
Assessment of the implementation of the teacher professional education program (PPG) at Gorontalo State University	118	97	Excellent
The activities of the PPG program Monev which include: assessment of academic and non-academic activities, financial reports and activity reports	116	89	
The stages of the implementation of the evaluation of the PPG program at Gorontalo State University include: evaluation of lecturers, teachers, IT admins, and the implementation committee	121	93	
SUM	842	653	-
Average	120	93	Excellent

Source: Primary data processing 2023

Based on the results of data interpretation Data analysis Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City seen from the product aspect can be explained through the graph below:

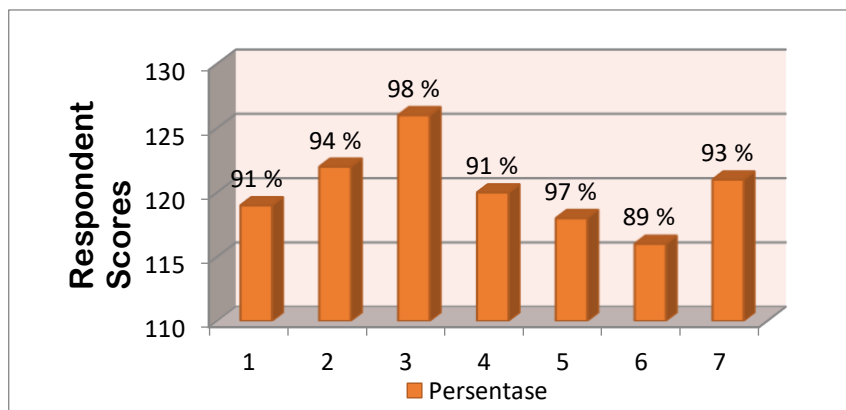


Figure 4. Evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the product aspect

The table above about the interpretation of the evaluation data for the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the product aspect, an average respondent answer score of 120 with a percentage of 93% with the category of very good. The results of this data processing are associated with the assessment criteria showing that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 93%. However, the findings in the study are seen from the results of the 93% percentage, which is still 7% influenced by internal factors from the PPG program management unit of Gorontalo State University, namely from the interaction between students and lecturers that need to be improved.

The implementation of PPG PPG was carried out for four months, with the following details: a) Online learning starts from deepening the material, designing, UKOM, PPL, Ukin and Knowledge Test (UP). PPG Assessment The PPG assessment includes the following aspects: a) Online learning b) Assessment of participation in the workshop resulted in 96% passing. c) PPL and Ukin assessments resulted in 98% passing. d) Assessment of the knowledge test resulted in 84.5% passing.

Table 5. Overall Recapitulation of the Evaluation of the Implementation of the Elementary School Teacher Certification Policy through the Teacher Professional Education Program in Gorontalo City

Indicator	Score Respond	Presented	Assessment Criteria
1 Evaluation of the Implementation of the Elementary School Teacher Certification Policy Through the Teacher Professional Education Program in Gorontalo City from the Context aspect	121	92	Excellent
Evaluation of the Implementation of the Elementary School Teacher Certification Policy Through the Teacher Professional Education Program in Gorontalo City is seen from the input aspect	125	97	Excellent
Evaluation of the Implementation of the Elementary School Teacher Certification Policy Through the Teacher Professional Education Program in Gorontalo City is reviewed from the process aspect	123	95	Excellent
Evaluation of the Implementation of the Elementary School Teacher Certification Policy Through the Teacher Professional Education Program in Gorontalo City is seen from the product aspect	120	93	Excellent
SUM	480	94	Excellent

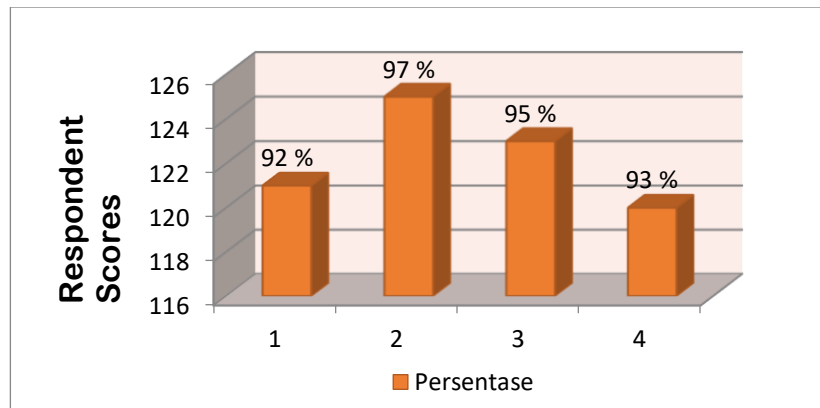


Figure 5. Overall Evaluation of the Implementation of the Elementary School Teacher Certification Policy Through the Teacher Professional Education Program in Gorontalo City

Table 5. about the overall recapitulation of the evaluation data of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City, an average respondent answer score of 480 with a percentage of 94% with the category of very good. The results of this data processing are associated with the assessment criteria showing that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 93%. However, the findings in the study are seen from the results of the 94% percentage, which is still 6% influenced by internal factors from the PPG program management unit of Gorontalo State University, namely from the interaction between students and lecturers that need to be improved.

CONCLUSION

Based on the analysis of data on the results of the evaluation of the implementation of the elementary school teacher certification policy through the Teacher Professional Education Program in Gorontalo City, it can be concluded based on the findings of the research results that the evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the context aspect. The results of this data processing associated with the assessment criteria show that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 92%. The findings are that the implementation is in accordance with the Standard Operating Procedures as the organizer of PPG activities. This is based on PPG UNG's experience in the world of education that has been around for a long time and is guided by clear visions and missions and measurable programs. The evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the input aspect. The results of this data processing associated with the assessment criteria show that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 97%. The findings in the study are supported by adequate human resources. All lecturers who are involved in becoming instructors of PPG activities have the qualifications required by the government, namely identity as evidenced by the ownership of NIDN, an academic position

with a minimum of lecturer rank with more than 10 years of teaching experience and have an Examiner Registration Number.

The evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the process aspect. The results of this data processing are associated with assessment criteria showing that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 95%. The findings in the PPG UNG research have carried out PPG program activities in accordance with the Standard Operating Procedures issued by the Ministry of Research, Technology and Higher Education. This is evidenced by all stages that are carried out in a structured and well-organized manner, so that the preparation and implementation process runs well. In the program implementation stage.

The evaluation of the implementation of the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is seen from the product aspect. The results of this data processing are associated with the assessment criteria showing that the elementary school teacher certification policy through the teacher professional education program in Gorontalo City is in the very good category with a percentage of 93%. Findings in the study. all patterned and good processes carried out in implementing all PPG programs have an impact on the products produced. Referring to the high graduation percentage of PPG participants and achieving a graduation percentage of 84%, it proves the success of the implementation of the PPG program implemented by PPG UNG

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