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Halaman 253 - 380

DAFTAR ISI

LEMBAR ABSTRAK	253 - 260
MEMPERKENALKAN KEMBALI PENDIDIKAN HARMONI BERBASIS KEARIFAN LOKAL (<i>PIIL PESENGGIRI</i>) PADA MASYARAKAT ADAT LAMPUNG	
Ahmad Muzakki	261 - 280
NAHDLATUL ULAMA DAN INTERAKSI ANTAR KELOMPOK KEAGAMAAN DI KOTA GORONTALO	
Muhammad Dachlan	281 - 298
MAKNA PUASA SEBAGAI KOMUNIKASI TERAPEUTIK ISLAM DALAM PENGEMBANGAN KESEHATAN FISIK DAN MENTAL	
Ditha Prasanti	299 - 312
EVALUASI DAMPAK PROGRAM DIKLAT GURU MUDA MADRASAH TERHADAP KINERJA MADRASAH	
Yasri	313 - 326
THE IMPLEMENTATION OF TEACHERS' PROFESSIONAL EDUCATION (PPG) PROGRAM FOR ISLAMIC EDUCATION AT UIN SYARIF HIDAYATULLAH JAKARTA	
Jejen Musfah	327 - 338

TRANSFORMASI SOSIAL MADRASAH IBTIDAIYAH MENJADI MADRASAH <i>TRENDSETTER</i> DI PEKALONGAN	
Sopiah, Dwi Istiyani, Musfirotun Yusuf, dan Ahmad Baihak -----	339 - 358
HUBUNGAN PRAKTIK TEOLOGI JABARIYAH DENGAN KEMISKINAN PADA NELAYAN DI KUALA LANGSA ACEH	
Ismail Fahmi Arrauf Nasution -----	359 - 372
INDEKS PENULIS -----	373 - 376
PANDUAN MENULIS JURNAL PENELITIAN KEAGAMAAN DAN KEMASYARAKATAN -----	377 - 380

DARI MEJA REDAKSI

Syukur kepada Tuhan Yang Maha Esa, Volume 30 Nomor 3, Oktober-Desember Tahun 2017 dapat diterbitkan dan hadir di hadapan pembaca. Penerbitan edisi kali ini bersamaan dengan perubahan susunan Dewan Redaksi Jurnal PENAMAS terhitung sejak Januari 2017. Jurnal PENAMAS mulai tahun itu juga memulai pengelolaannya dengan menggunakan *Open Journal System* (OJS). Sistem ini memungkinkan artikel-artikel yang terbit di setiap edisinya dapat diunduh secara lengkap melalui *website* Jurnal PENAMAS. Kami berharap, perubahan pengelolaan menjadi OJS ini menjadikan diseminasi artikel dapat tersebar lebih luas melalui media *online*.

Jurnal PENAMAS edisi kali ini menyajikan sebanyak 7 (tujuh) artikel, yang terbagi ke dalam artikel-artikel yang terkait dengan bidang Kehidupan Keagamaan, Pendidikan Agama dan Keagamaan, serta Lektur dan Khazanah Keagamaan. Ketiga bidang penelitian atau kajian ini menjadi fokus Jurnal PENAMAS, sesuai dengan Tugas dan Fungsi kami sebagai lembaga penelitian dan pengembangan di lingkungan Kementerian Agama.

Melalui Pengantar Redaksi ini, kami dari Tim Redaksi memohon maaf karena perubahan sistem pengelolaan menjadi OJS ini ternyata menjadi penyebab penerbitan mengalami keterlambatan. Seperti pada nomor pertama dan kedua, perubahan pengelolaan jurnal menjadi OJS ini cukup mempengaruhi proses editorial. Misalnya, proses koreksi dan revisi dari penulis ke Tim Redaksi, begitu pun dari penulis ke Mitra Bestari, dan sebaliknya mengalami beberapa kali kesalahan dalam proses *submission* dan *uploading* secara *online*. Salah satu penyebabnya adalah karena kekurangpahaman sistem OJS dari beberapa penulis dan anggota Tim Redaksi dan juga Mitra Bestari. Karenanya, terdapat perbedaan waktu penerbitan dengan waktu pengesahan naskah pada nomor kali ini. Seluruh naskah baru selesai disahkan untuk diterbitkan pada bulan Januari 2018, sementara jadwal penerbitan kami untuk nomor ketiga ini sebenarnya adalah Oktober-Desember. Selain itu, kami kerap mengalami kendala teknis, sehingga membuat *website* PENAMAS tidak dapat diakses.

Pada edisi tahun 2018, Tim Redaksi memutuskan bahwa dalam rangka mendukung sistem OJS ini, maka jumlah edisi Jurnal PENAMAS akan dikurangi menjadi dua edisi atau nomor. Dengan frekuensi penerbitan dua edisi dalam setahun, kami berharap akan lebih mudah dalam mengelola Jurnal PENAMAS dengan sistem OJS. Selain itu, mulai tahun depan juga, Tim Redaksi akan menghilangkan imbuhan "ke" dan "an" pada kata "Keagamaan" dan "Kemasyarakatan", tapi tetap mempertahankan nama terbitan jurnal, yaitu: PENAMAS. Tujuannya, untuk memperjelas akronim atau singkatan Jurnal PENAMAS, yaitu: Jurnal Penelitian Agama dan Masyarakat. Namun demikian, pada bagian sinopsis Tim Redaksi akan menjelaskan bahwa Jurnal PENAMAS ini menerbitkan hasil-hasil penelitian dan pemikiran yang terkait dengan masalah-masalah Keagamaan dan Kemasyarakatan, yang terbagi dalam tiga bidang, yakni: Kehidupan Keagamaan, Pendidikan Agama dan Keagamaan, serta Lektur

dan Khazanah Keagamaan. Kami yakin, dengan perubahan ini akan menunjukkan kekhasan Jurnal PENAMAS dibanding jurnal-jurnal lainnya.

Akhirnya, segenap Dewan Redaksi mengucapkan terima kasih kepada seluruh anggota Tim Redaksi, terutama para Mitra Bestari, dan berbagai pihak yang telah membantu proses editorial pada edisi kali ini, yakni: Prof. Dr. Achmad Fedyani Syaifuddin, MA., SS (Universitas Indonesia Depok), Prof. Dr. Oman Fathurahman, M.Hum (PPIM-UIN Syarif Hidayatullah Jakarta), Prof. Arskal Salim GP., MA., Ph.D (LP2M-UIN Syarif Hidayatullah Jakarta), Prof. Dr. Abuddin Nata, MA (UIN Syarif Hidayatullah Jakarta), Prof. Dr. M. Ridwan Lubis, MA (UIN Syarif Hidayatullah Jakarta), Prof. Dr. Dwi Purwoko, M.Si (Lembaga Ilmu Pengetahuan Indonesia), Prof. Dr. Zulkifli, MA (FISIP-UIN Syarif Hidayatullah Jakarta), Hendri Tanjung, Ph.D (Universitas Ibn Khaldun Bogor), Dr. Ahmad Najib Burhani, MA (Lembaga Ilmu Pengetahuan Indonesia), Fuad Fachruddin, Ph.D (UIN Syarif Hidayatullah Jakarta), dan Dr. Nurhattati Fuad, M.Pd (Universitas Negeri Jakarta) yang telah memberikan koreksi dan saran perbaikan untuk artikel-artikel yang terbit pada Volume 30 Nomor 3, Oktober-Desember Tahun 2017. Juga, tak lupa kami ucapkan terima kasih kepada Firdaus Wajidi, Ph.D., (Universitas Negeri Jakarta) selaku editor bahasa untuk abstrak berbahasa Inggris.

Kami berharap artikel-artikel yang disajikan pada edisi kali ini dapat memberikan kontribusi, baik sebagai bahan/dasar pertimbangan kebijakan di bidang pembangunan agama maupun pengembangan ilmu pengetahuan agama dan masyarakat secara umum.

Selamat membaca!

Jakarta, Januari 2018
Dewan Redaksi

THE IMPLEMENTATION OF TEACHERS' PROFESSIONAL EDUCATION (PPG) PROGRAM FOR ISLAMIC EDUCATION AT UIN SYARIF HIDAYATULLAH JAKARTA

IMPLEMENTASI PROGRAM PENDIDIKAN PROFESIONAL GURU (PPG) PENDIDIKAN AGAMA ISLAM DI UIN SYARIF HIDAYATULLAH JAKARTA

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Abstrak

Tujuan dari artikel ada dua yaitu: 1) menganalisis implementasi program Pendidikan Profesional Guru (PPG) untuk guru-guru agama pada Fakultas Tarbiyah dan Pendidikan di UIN Syarif Hidayatullah Jakarta, dan 2) menganalisis kompetensi mengajar para guru dalam program PPG. Studi menggunakan pendekatan kualitatif dan pengumpulan datanya dilakukan dengan menggunakan pengamatan terlibat, wawancara, dan pendokumentasian. Sementara analisa data yang digunakan adalah flow model of analysis, yang terdiri dari: reduksi data, presentasi data, dan konklusi. Studi ini menunjukkan bahwa tidak semua guru PPG bagus dalam kemampuan mengajar. Metode pengajaran sangat monoton dan tidak berlandaskan pada karakter siswa. Implementasi PPG FITK telah berjalan baik, tetapi ada beberapa hal yang mesti disempurnakan, seperti penempatan guru di tingkat MI, MTs, dan MA, komunikasi antar siswa dan guru, tutor, mentor, dosen dan materi ajar kelihatannya masih bersifat teoritis, dan pengamatan di kelas dirasa tidak perlu. Di samping itu, ada beberapa masalah yang terkait dengan efektifitas PPG, yaitu: jarak rumah peserta, guru masih bekerja di dalam kelas, sehingga mengganggu fokus, latar belakang pendidikan yang tidak sesuai dengan program PPG, dan beasiswa yang terkadang terlambat.

Kata Kunci: Pendidikan Profesional Guru (PPG), Pendidikan Agama Islam, UIN Syarif Hidayatullah

Abstract

The purpose of this article is twofold: 1) to analyze the implementation of the Professional Teacher Education (PPG) Program for Islamic Religious Education Teachers at the Faculty of Tarbiyah and Education Sciences (FITK) of the State Islamic University (UIN) Syarif Hidayatullah Jakarta, and 2) to analyze the teaching competence of PPG lecturers. This study used a qualitative approach and the data collection was done by using participatory observation, interview, and documentation. While data analysis used is the flow model of analysis, consisting of data reduction, data presentation, and conclusion. This study shows that not all PPG lecturers were good at teaching ability. Teaching methods are monotonous and not compliant with the character of students. The implementation of the PPG FITK has been running well, but there are some things that need to be improved such as the placement of teachers at all levels at MI, MTs, and MA, the communication between students and teachers, tutors, lecturers, and mentors, teaching courses seem still theoretical, and observation at the *madrasah* is unnecessary. Besides, there are other problems associated with the effectiveness of PPG as follows: the distance of participant's houses, teachers are still on duty at the school, so it distracted their focus, educational background that is not relevant to the PPG, and scholarships are often paid late.

Keywords: Professional Teacher Education (PPG), Islamic Religious Education, UIN Syarif Hidayatullah

INTRODUCTION

This article analyzes the implementation of the professional Teacher Education, abbreviated as PPG, at the Faculty of Tarbiyah and Education Sciences (FITK) of the State Islamic University (UIN) Syarif Hidayatullah Jakarta. It also analyzes the competence of PPG teachers in the teaching process. Some studies showed that the teacher certification program in Indonesia is still not able to boost the teacher performance (El Hariri 2010; Kartowagiran 2011). Whereas ideally a competent teacher is one who maintains good instructional performance (Burke 1995, 28). For instance, a survey of 55 certified teachers in Sleman Regency, Yogyakarta, indicated that the performance of most respondents has not been good yet. Out of 17 indicators surveyed, the respondents were only good at 7 indicators (Kartowagiran 2011). Teaching as a profession (Pring 2005, 52; Nelson 2007, 11) must be supported by competence and good performance.

The efforts to improve the competence and qualifications of the teachers have been made by several parties. For the period of 2011-2014, the Ministry of Education and Culture (MoEC), set strategic objectives for teachers as follows: (a) at least 88% of Elementary School/Madrasah Ibtidaiyah teachers are S-1/ D-4 graduates and 80% are certified; and (b) at least 98% of Junior High School/ Madrasah Tsanawiyah teachers are S-1/ D-4 graduates and 90% are certified; this target was the same as for Senior High School/Vocational School/Madrasah Aliyah teachers.

The attempts to improve teachers' quality have also been carried out by Institute for Educational Personnel Training (LPTK) as a teacher-producing institution.

The competence of teachers are expected to be obtained through professional education (Seyfarth 2002, 122). Professional development includes planning, implementation, and evaluation (Castteter 1981, 313; Schermerhorn 1999, 309). The task of the institution is to maintain its quality (Sallis 1993, 11). Professional education is a higher education after undergraduate program that prepares students to get jobs with special requirements (Law No. 20 of 2003 on National Education System and Law No. 14 of 2005 on Teacher and Lecturer).

Law No. 14 of 2005 on Teacher and Lecturer stipulated the obligations which lead to the professionalism of educators. One of obligations has to do with the role of LPTK in preparing the candidates for professional teachers. The best teachers are those who are well-prepared (Darling-Hamond 2006, xiii).

Previously, a professional teacher (those who are qualified to teach) was automatically attributed to LPTK's graduates who earned a diploma and a teaching certificate (Akta IV). However, since 10 years ago, in order to be qualified as a professional teacher, the alumni of LPTK and teachers must take the competency test through a portfolio assessment, Professional Teacher Education and Training (PLPG) or Professional Teacher Education (PPG). LPTK has got an extension mandate to administer PPG.

In 2015, the government abolished the teacher certification through PLPG, and replaced it with one-year PPG (Decree of MoEC No. 87 of 2013). Teachers or persons who want to take part in PPG must already have S-1 and/or D-4 degree (Government Regulation No. 74 of 2008 on Teacher). PPG

is expected to bring about prospective teachers who master both the *disciplinary* and *pedagogical contents* (Dantes 2007).

There is one problem related to LPTK as the implementing institution of PPG program, that is, not all LPTK, both in public and private educational institutions, have good standards, such as in the competence of lecturers and the availability of dormitories. The total number of LPTK was 429 LPTK, consisting of 46 LPTK in public higher education institutions and 383 LPTK in private higher education institutions. The number of students was up to 1,440,770 students. In 2010, there were only 300 LPTK; hence there was an increase of 100 more LPTK within 3 years (Majalah Dikti, 2013).

Based on the aforementioned background, the author seeks to investigate and examine the implementation of the Professional Teacher Education (PPG) program for Islamic Religious Education (PAI) Teachers which is administered by LPTK of UIN Syarif Hidayatullah, Jakarta.

METODOLOGY

This study used a qualitative approach. The data collection was conducted from May until July 2015, using the techniques of participatory observation, in-depth interviews, and documentation. The respondents of the research were the PPG lecturers, students, and committee. The other respondents were the principals, vice principals, teachers and students of LPTK's partner schools/*madrasahs*. The researcher conducted in-depth interviews with the respondents. The documents collected from LPTK were PPG's curriculum, schedule, students' attendance, lecturers' attendance

and data, and some class' documents and assignments such as modules, syllabi, lesson plans, instructional media, Competency Test scores of the participants, final scores of the participants, and so forth. The observations were conducted in PPG classrooms, PAI laboratory, micro-teaching classes, and LPTK's partnering schools/*madrasahs*. Secondary data were taken from some results of the research and governmental policies related to the focus of research. The study was conducted at FITK of UIN Syarif Hidayatullah, Jakarta.

The data analysis used in this research is the flow model of analysis. It consists of a number of steps, including data reduction, data presentation, and conclusion drawing (Miles and Huberman 1992, 15–20). The validity of data is assessed by the extended presence of the researcher, continuous and attentive observation and triangulation techniques using a variety of sources, methods and theories. In order to obtain reliable and credible research data, Lincoln and Guba (1985) classified reliability and/or credibility techniques into: a) the extension of the residence time in the field, b) persistent observations, c) triangulation, d) negative case analysis, e) member check, discussions with colleagues (peer debriefing), and f) references sufficiency checking. The author is a lecturer of PPG, and accompanies students for nine months; observation results show that PPG works well; dissemination with lecturers generates feedback on PPG processes in class and outside the classroom; the adequacy of reference helps on the concept and theory of teacher competence development.

RESULTS AND DISCUSSION

Teaching

In 2012, all lecturers of Islamic Religious Education (PAI) who teach in PPG program at the Faculty of Tarbiyah and Education Studies (FITK) had already met the administrative requirements. No lecturers were undergraduates (S-1 degree) any longer; even some were post-graduates (doctoral degree) from domestic colleges/universities and abroad. The lecturers are from the consortium of PAI lecturers that concentrate on diverse subjects including *Fiqh* (Islamic jurisprudence), *Hadith* (prophetic traditions), Quran and Islamic Cultural History.

Among the competencies should be possessed by lecturers is professionalism, i.e. the mastery of the extensive and intensive (instructional) materials. Lecturers are expected to always provide new knowledge that is unknown or little known to students. Professional development changes thinking and practice (Day 2002, 191). The material mastery of PPG lecturers ranges from less good to good or even very good. According to the students, there was a lecturer who explained the material out of the learning goals and the mastery of the material needs to be improved (Interviews with Subhan and Usep, PPG students, July 13, 2015). Teaching consists of planning, monitoring and assessment, and classroom management (Skinner 2005, 8).

The teaching methods of the lecturers were active learning and diverse methods, such as lectures, discussions, question and answer, research-based, and reviews or assignments. According to the students, the lecturers were very creative and attractive, so the students learned many new things

in the classroom (Interviews with Usep and Fawaz, PPG students, July 13, 2015). However, there were few lecturers who taught monotonously, so it is not attractive to students. "The teaching methods of the lecturers still need to be improved, because not all students are competent in all PPG materials," said Usep Rusmana. In addition, the use of media by lecturers was quite good, so that teaching learning activities did not make the students get bored. The media used were the power-point slides, internet, VCD, LCD, and research results (Interviews with Usep Rusmana, PPG student, July 13, 2015).

Communication skills of each lecturer were very good and/or good, so the learning atmosphere is very enjoyable. The learning process went seriously but in a relaxing atmosphere. The students suggested that the teaching learning process was very inspiring (Subhan, PPG student, July 15, 2015). However, lecturers also need to understand the unique characters of each student. According to Usep Rusmana, a student of PPG *Fiqh* class, "Not all lecturers were close to and comprehend PPG students' characters, there is a need of more efforts in understanding the various characters of the students" (Interview with Usep Rusmana, PPG student, July 13, 2015).

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

selected aspects of students' knowledge, background, tasks, and portfolios (Interview with Sapiudin, PPG lecturer, July 15, 2015).

Most of the students' responses in the classroom were very active, creative and led to problem solving, and there were also less active students due to the PPG participants' own characters. Nevertheless, the lecturers were always trying to enliven the class by using various methods and strategies, depending on the atmosphere of the class. Usep Rusmana, a student, argued that lecturers should be more open, close to the students, and understand the students' diverse conditions and characters; hence, the meeting point could be achieved (Interview with Usep Rusmana, PPG student, July 13, 2015).

PPLK in Madrasah

Professional Educational Field Practice (*Praktik Profesi Lapangan Kependidikan*, PPLK) was carried out in 3 rounds for 3 months at 3 educational levels, namely MI, MTs, and MA. The teaching practice was implemented directly and independently, without the teaching practice guide/assistance, as many as four times in each round (Suryanih 2013, 18). By the time a group of PPG's students and lecturers came to a *madrasah*, the *madrasah* teachers and students welcomed them warmly. Yet, there were still some students who thought that tutoring teachers (*guru pamong*) were "arrogant" (Interviews with Subhan and Fawaz, PPG students, 13/7/2015). The teachers should not be arrogant, but should respect the opinions of others and know how to treat them (Norbu 2006, 7). On the first arrival, the students were accompanied

and entrusted by the supervisor to the *madrasah*. Then, the *madrasah* accepted them and provided tutoring teachers for each student.

In the *madrasah*, the students taught in the classroom like a teacher. They replaced the teachers in the classroom, whether in MI, MTs, or MA level. At the time of teaching at the school, the students felt comfortable. One student stated, "I feel comfortable, especially when there is a simple attitude of all parties," (Interview with Fawaz, PPG student, July 13, 2015). Each student had different times of teaching, there were three, four up to five times. "The management and conditions of MTsN 3 and MAN 4 were arranged neatly in a variety of fields. Teaching practices were easy and fun because it was assisted by the media, especially the availability of in-focus projectors in every class" (Suryanih 2013, 20).

Students' success in implementing PPLK was related to the roles of the tutoring teachers and supervisors (lecturers). According to the students, the tutoring teachers always accompanied them inside and outside of the classroom. They always gave feedback, guidance, and motivation as well. Other students found the tutoring teachers were very open, cooperative, and provided freedom in presenting the material in the classroom. However, some students claimed that, they were occasionally accompanied by tutoring teachers, and given an insignificant input.

The supervisors also always gave feedback, especially when the students found problems at the school. They were adequately vigilant, dedicated, and responsible. But, there were students

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

Students faced some problems during PPLK, including newly-acquainted pupils, new environmental adaptation, communication with tutoring teachers, the (long) distance of the school, tutoring teachers, inadequate school's understanding of PPLK, and the classroom control at different levels. According to a lecturer, "The problem was the school could not hold a meeting with the supervisors (lecturers), the supervisors were too busy (for many activities) on campus." (Interview with Majid, PPG lecturer, July 17, 2015). From the students' perspective, there were also obstacles, such as what a lecturer stated, "The students and tutoring teachers were not disciplined, often absent; and, the desire of tutoring teachers were not in accordance with the students." There were also problems related to female students, who are heavily pregnant. "Due to the condition of the writer who was being pregnant, she could not

implement the teaching practice at the 2nd and 3rd meetings ..." (Suryanih 2013, 18).

According to Suryanih (2013, 18), "In the first and second rounds, the writer did not find many obstacles as it was held in MTs and MA where she used to teach at the same level. The obstacles occurred at the time of teaching at MI due to the lack of her teaching experience at MI level." The problem faced was not on the mastery of the materials, but in the mastery of pupils or the classroom control, in which they still love to play. To overcome this obstacle, the student prepared a lesson plan using fun and attractive methods that trigger the students to be more active. Teachers should strive to get pupils' feedback (Cyril and Poster 1993, 79). "The teaching method I used in the teaching practice is an active method and cooperative learning such as the index card match, learning star with the question, reading guide, team quiz, reward and punishment, and question and answer" (Suryanih 2013, 19). Another obstacle in MI was no in-focus projectors, so that the teaching-learning process was less optimal. In contrast, MTs and MA provided in-focus projectors so that students could present power point slides and play a video. Learning activities were so much fun, and the students could practice IT knowledge they got from PPG materials (Interview with Subhan, PPG student, July 13, 2015).

As a solution, the students created a manual teaching material media such as an index card games to stimulate learners' enthusiasm to learn. "As a result, they were very enthusiastic and eager in learning," (Suryanih 2013, 19). "It eventually turned out that the teaching practice at three (educational) levels has opened the eyes of

my heart and enlightened my vision to create a diverse programs, media, and methods to meet the target learners' needs and learning objectives" (Suryanih 2013, 20).

The participants (students) expected that the next PPLK should be carried out at only one level in line with their regular positions in their schools. PPLK was prepared well and carefully on campus, therefore, when they are in the schools/*madrasahs*. they would be ready to teach and well prepared as well. PPG participants who teach at MA should conduct PPLK at MA only. They need not to practice at MTs and/or MI because it would be less helpful. In addition, programs and activities of PPLK should have clear time duration.

Classroom Action Research (PTK) at School/*Madrasah*

Among the competencies should be acquired by a teacher is a writing skill. Teachers can demonstrate their writing skills through writing an opinion on education, textbook, student worksheets, and conducting a research such as classroom action research. Teachers at schools can conduct classroom action research (PTK) as a means of professional development (Glenny and Hickling 2005, 46). One of the subjects in PPG is a classroom action research during the first semester. In the second semester, the students are to carry a classroom action research in the school/*madrasah* as well as teaching practice. The schools need to cooperate with LPTK, including in terms of classroom action research (Crowther 2005, 76; Gaunt 2005, 121). Some students thought they had enough understanding and mastery of the theories and practice of

classroom action research, but some did not so.

The implementation of classroom action research at the school went well, and the students carried it out as much as two cycles. However, some felt it was difficult. The difficulties were for instance in implementing the learning models and/or having different views with the tutoring teacher. Moreover, there were difficulties in understanding and applying the research cycles. Students could get a benefit from classroom action research, i.e. having new experiences on research and how to overcome the problems faced in the class. According to the students, they have never conducted any classroom action research at their schools. Therefore, the classroom action research at the school/*madrasah* conducted during PPG was their first and last classroom action research from 2012 to 2015 (Interview with Usep Rusmana, PPG student, July 13, 2015).

The problem was that the classroom action research was conducted at the same time with PPLK, so there was an insufficient allocation of time. However, some students saw no problem with it because there were so many activities and time at school. According to Ahmad Royani, "The classroom action research alongside PPLK was effective because the students could know the reality directly that occurred in the classroom." (Interview with Ahmad Royani, PPG lecturer, July 10, 2015). Some schools were considered less cooperative when the students required certain data to complete their research. The little allocation of time made the study was less optimal, and also the long distance between the dormitory and the school/*madrasah* could be an obstacle. When they were asked about the

possibility of plagiarism related to classroom action research, students replied that it was possible since the students' incapability in research, technical factors, limited sources of reference, and the low creativity of students (Interviews with Subhan and Fawaz, PPG students, July 13, 2015).

There were good classroom action researches conducted by the students and not good as well. According to Ahmad Royani, "So far, the quality of classroom action research provided solutions for existing problems in the schools" (Interview with Ahmad Royani, PPG lecturer, July 10, 2015). Furthermore, classroom action research must involve the teachers in the schools to investigate collaboratively; it should really give a solution to the problem. To improve classroom action research in the future, there are some advices and suggestions from lecturers and students. There should be enough additional time and the materials of classroom action research in the first semester should be taught directly on procedures and simulation of its flows. It should be taught practically, not theoretically. According to Fawaz, "For the next classroom action research should not be conducted in the PPLK school, because it is quite troublesome, where the participants have to prepare teaching materials for practice along with the materials for research, while the participants do not know the school's condition and situation very well where they practice" (Interview with Fawaz, PPG student, July 13, 2015).

Among the titles of students' classroom action research are as follows: (a) Moh. Samanda, "The implementation of the method of 'everyone is a teacher here' for improving SKI Learning Outcomes; Class

VIII B MTs Al-Hamidiyah, Depok"; (b) Fawaz, "Improving students' learning outcomes in learning *Fiqh* through Contextual Teaching and Learning (CTL) Method"; (c) Subhan Al-Hasyimi, "The implementation of demonstration and question-answer methods in improving class VIII-C students' motivation in *Fiqh* class at MTs Pembangunan UIN Jakarta"; and (d) Usep Rusmana, "The application of inquiry model in learning *Fiqh* to enhance students' learning activeness (classroom action research on *Fiqh* subject in class X of MAN 4 South Jakarta. Academic Year 2013-2014)".

Institutional Visitation and Observation

Visitation, observation as well as reporting in the *madrrasah* were conducted in group. The results of institutional visitation and observation at MI Pembangunan UIN Jakarta as follows: (a) The teaching methods focused on the development of life skills in speaking, memorizing, communicating, and interacting with the environment, as well as ICT skills; and (b) The use of the media to learn using the internet, in-focus, computer, and other learning media were provided fully. (Observation at MI Pembangunan Jakarta, October 5, 2013).

In addition, institutional visitation and observations were also carried out at MIN Pondok Pinang, South Jakarta. However, there was peculiarity in the two reports of the visitations, in which the findings of the methods and the use of media were exactly similar, both in terms of words and sentences. The observation was conducted for one to two days. The purpose of this observation was to comprehend *madrrasah-*

based management, classroom control, and the background and profile of the *madrasah*. According to some students, the goal was not met optimally; even it could be said totally not (Interviews with Subhan and Fawaz, PPG students, July 13, 2015).

After the observation activities, students have varying views on whether this activity was necessary or not. For those who disagree, they argued that it should not simply observation, but also photographing the *madrasah* comprehensively as a reference when they returned to their schools. Nonetheless, those who rejected the view stated that this activity was apparently not necessary to be held as it can be done during PPLK and PTK (Interviews with Subhan and Usep Rusmana, PPG students, July 13, 2015).

Curriculum

PPG curriculum provided by the PAI Department of the Faculty of Tarbiyah and Education Sciences (FITK) was designed to allow students to acquire four competences, namely pedagogic, personal, social, and professional competences. Firstly, pedagogical competence can be obtained from the following subjects: *Potensi Peserta Didik dalam Pembelajaran, Perangkat Pembelajaran, Evaluasi Pembelajaran, Bahan Ajar dan Media Berbasis ICT*. Secondly, personal competence can be obtained from the values that are taught during the teaching learning process, lecturer-student interaction, and student-student interaction. Thirdly, social competence can be obtained from the subject Classroom Action Research and classroom action research in *madrasah*. Lastly, professional competence can be obtained from the two courses: *Pendalaman*

Materi dan Penguatan Bahasa. Penguatan Bahasa helps the students to read and understand the sources written in Arabic and English. Micro-teaching and PPLK in *Madrasah* can develop the four competences mentioned above. The teaching practice requires four teacher competences, ranging from the skill in making lesson plans, teaching in front of the peers (students) and the pupils, creating the media, and conducting the assessment.

Graduation

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

Challenges and Opportunities

The effectiveness of PPG was supported by several factors. Among the supporting factors were firstly the demands of certification; secondly, LPTK's roles in providing sufficient facilities and infrastructure, LPTK should provide adequately complete library and provide digital references; and, thirdly, the scholarship must be given punctually. According to Imam Thabrani (10/7/2015), a respondent, "There is a lot of things PPG participants preferred. They feel thirsty with (PPG) training, materials, and workshop, because not all teachers get them. They like to learn how to use IT and learn foreign languages. They also love the PPLK activities

that inspired PPG participants related to the excellent school/*madrasah*".

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

CONCLUSION

There are several conclusions that could be drawn from this study. Firstly, teaching ability of PPG lecturers of FITK at UIN Jakarta has been generally good. However, there were few lecturers whose teaching abilities were considered not good enough, such as the out-of-context explanations of teaching materials, monotonous teaching methods, and their failure to understand the various unique characters of students. Secondly, the implementation of PPG in FITK which includes teaching, PPLK, classroom action research, and observation has been running well. There are some things need to be improved, however, such as the placement of teachers at all educational levels of MI, MTs, and MA, the communication between students and tutoring teachers and lecturers

(supervisors), unpractical classroom action research teaching, and unnecessary (school/*madrasah*) observation. Besides, there were some other problems regarding the effectiveness of PPG as follows: the far distance of participants' dormitories; the participants as well as the teachers were still on duty at their schools, so they could not focus well on the lectures; irrelevant educational background to PPG; and the late disbursement of scholarships.

Based on the results of this study, several recommendations are suggested: (1) FITK need to improve the competences of lecturers through training and workshops on teaching learning process; (2) It is sufficient to implement PPLK at one level of the school/*madrasah*, which is synchronized to the educational level of the teacher participants; (3) classroom action research teaching should be directed to practical use, not theoretical; (4) observation activities in the school/*madrasah* need to be reconsidered, because it can be carried out during PPLK and classroom action research; (5) FITK should have special dormitories for PPG participants; (6) the teacher certification needs to be adjusted to their diplomas; and (7) the need for timely disbursement of scholarships.

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