

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The teacher professional education program which is abbreviated as PPG is organized by the government to improve the professional qualifications of teachers in Indonesia. Through the PPG program, teachers are asked to be able to find out students' learning problems at school and then solve them according to existing theories. This program also invites teachers to be able to evaluate what has been completed so far. At the end of the program when PPG participants return to school, they are expected to be able to develop and apply the knowledge they have learned and what they have trained during PPG. One of the most important is when making lesson plans and implementing them in the classroom. This ability will make teachers feel more confident in carrying out their duties in educating students.

The results of interviews with PPG participants after the completion of the PPG program showed that the confidence of PPG participants increased in carrying out their duties, especially after receiving training materials from PPG instructors. This picture of self-confidence arises from the increase in mastery of skills that are related to their role in preparing learning materials and choosing the learning tools used. PPG participants successfully carried out the process of making learning videos, editing learning videos, and were able to choose the social media platform that was used as a means to upload the videos they had completed. The existence of this role indicates that there is a

modification or change in the identity of the teacher after joining the PPG program.

Previous research has a relationship with the development of the identity of the teaching profession which is shortened to IPG. This research shows that this professional improvement program has many benefits for teachers. One of them is that the teacher is able to evaluate before and after the teaching and learning process (Main & Slater, 2022). In addition, PPG also has benefits in increasing pedagogical knowledge and skills to work with fellow teachers (Andersson, et al., 2022). Through this collaboration, they share knowledge, experience, and learning resources. In addition, the teacher also becomes a facilitator when other teachers need help and vice versa. Nambiar and Thang (2016) said that through the teacher professional education program, participants felt not burdened by training themselves to develop the ability to collaborate with fellow participants.

With the development of information technology, online professional training programs have also had a significant impact on PPG participants. With online training, participants can expand their skills in handling network devices and applications. In addition, they understand the enormous potential of the internet to support learning (Holmes, 2013).

Agreeing with Holmes, Suarcaya (2021) found that in order to increase the role of teachers in classroom learning, they have deconstructed their role from the role of a learning designer to that of an online learning application maker. Despite the positive results shown empirically by previous studies, Navidinia (2021) found that teacher professional development programs

organized by the government have not been able or have not been seen in improving the ability of teachers to build collaboration skills and pedagogical knowledge. Lokita (2018) found online PPG participants faced challenges in terms of technology. They are still less skilled in utilizing learning technology. In addition, the challenges found were participants' ignorance of educational software. The program is considered not to offer a solution to the problems that participants or teachers often face in class. Other research shows that teacher professional development programs remain attractive to teachers as a means of personal and professional development (Dasoo & van der Merwe Muller, 2020).

The research review above shows that the teacher professional education program has largely succeeded in increasing teacher qualifications at the end of the program. This program also increases participants' confidence in carrying out their duties. According to the Directorate General of Learning and Student Affairs (2018), PPG participants must achieve a minimum score of 76 points (passing grade) in several aspects assessed, namely (1) process assessment and product development of learning tools. ; (2) PPL processes and products; (3) competency test; and (4) assessment of community life in dormitories/other facilities. The many aspects of the PPG program graduation assessment require participants to prepare well and be able to overcome obstacles that may occur in the future.

Since 2020, the Teacher Education Program (PPG) has been conducted online. This is also related to the Covid-19 pandemic, so for the sake of implementing the teacher certification program, this program is carried out online. With this model, participants are forced to interact online, master

various kinds of teaching technology and of course this is a challenge for participants. Previous research from Lokita (2018) has discussed the challenges faced by PPG participants while carrying out online learning. This research uses a qualitative approach through case studies. The results show that PPG participants face challenges in utilizing technology. PPG participants still lack technological skills. This is a common challenge faced by participants. Therefore the researcher conducted another study referring to previous research. Based on this, this study was conducted to find out more specific challenges faced by participants in the teacher certification program through different methods and also to find out how they solve these challenges.

1.2 The Problem Identification of Research

From the background above, the implementation of the Teacher Certification program is not new in the world of education. Teachers in achieving their positions are demanded by the government through the program in order to create professional teachers. Teachers who have professional certification are considered capable of helping in improving the quality of education. While participating in the program they not only gain knowledge and skills. They also gain experience from what they went through while participating in the PPG program. However, given the Covid-19 pandemic that occurred at the end of 2019, all education programs were limited or carried out remotely, including the Teacher Professional Education program. Participating in PPG online is considered to be something new for PPG participants. In practice, the PPG program is carried out online. Here the teacher is required to fully interact with technology in order to run the activity. Likewise in teaching and learning activities the teacher must choose the right learning strategy.

The use of online platforms such as video conferencing is an option that can be used in this situation.

The impact of this pandemic on education is enormous. Based on the results of the video analysis of PPG participants at the Ganesha University of Education, they admitted that they faced new challenges and became problems for them. The problem is that participants admit that they have not been able to utilize technology optimally. Therefore it is important to know what challenges participants face in utilizing technology during the online PPG implementation. As well as from these problems, of course participants must be able to solve the challenges they face.

1.3 The Limitation of The Study

This research is limited to knowing the challenges faced by PPG participants in implementing PPG online. This research was conducted at the Ganesha University of Education, Singaraja. To conduct more in-depth research on the topic of this research, the researcher limit the scope. This is also due to limited time and available resources. So to make the research specific and explicit, the researcher decided to do it focused research on the challenges faced by PPG participants who took part in the implementation of online PPG at the Ganesha University of Education, Singaraja. In addition, this research also identify and explore the ways participants use to solve the challenges they face.

1.4 Research Questions

This research present conducted to answer two questions:

- a. What are the challenges that participants face when participating in PPG online?

- b. How do the participants solve the challenges?

1.5 Research Objectives

Based on the research questions, the specific objectives of this research are:

- a. To find out the challenges faced by participants while participating in PPG online.
- b. To analyze how the participants solve the challenge.

1.6 Significance of The Study

The following are positive contributions that can be obtained from this research. The significances of the study are explained as follows:

1.6.1 Theoretical and Pedagogic Significant

- a. Theoretical Significance

The results of this study are expected to be able to provide theoretical ideas related to the challenges faced by teachers during the certification program and how they solve these challenges.

- b. Pedagogic Significance

The findings of this study provide an overview of how the PPG program has an impact on the development of a teacher's professional identity which is important in supporting the delivery of services to students in schools. As well as how the teacher certification program provides challenges for teachers and how teachers can face these challenges and solve them.

1.6.2 Empirical Review Significance

This study was expected to provide information to the following readers, such as:

a. For the Government

For the government, especially the Ministry of Education, this research expected to provide information and anything that needs to be considered in implementation of the Teacher Professional Education program online in order to be successful.

b. For Teachers

This research is expected to provide additional information or as a solution for teachers when preparing themselves for challenges in achieving their professionalism.

c. For Students

Researchers are expected to increase student motivation in distance learning process and prepare yourself if you continue to the level of the certification program

d. For other researchers

This research is also expected to be useful for other researchers, namely interested in helping find the challenges faced while participating in a certification program related to the use of technology.