

IMPLICATIONS OF INNOVATIVE LEARNING FOR PENDIDIKAN PROFESI GURU (PPG) FOR INCREASING PROFESSIONAL TEACHER COMPETENCE

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Received: 01 October 2022 / Approved: 17 November 2022 / Published: 29 December 2022

Abstract: The research aimed to study professional development through PPG Innovative Learning and its implications for increasing teacher competency. The aim is to get an overview of the implications of PPG's Innovative Learning on teacher competence. This study uses a particular research approach, namely, using qualitative methods to describe an incident. This research takes a sociological, pedagogical, and psychological perspective. Data collection methods include observation, interviews, and documentation. Data collection and analysis techniques used were data collection as well as data presentation, data reduction, and data triangulation. The results of the study show that Pendidikan Profesi Guru (PPG) was chosen as a solution to overcome these problems, in addition to recognizing the position of teachers as professional educators. Innovative learning continues to be developed to produce professional teachers who are adaptive to change. So, it was concluded that a new position's innovative PPG learning model demands students' readiness, talent, and seriousness to learn independently and with guidance. The implications for professional competence, professional learning practice, and continuing professional development can increase at advanced, appropriate, proficient, or proficient degrees.

Keywords: Learning Innovation, Teacher Competence, Degree of Competence, Pendidikan Profesi Guru (PPG)

INTRODUCTION

The teaching profession is currently facing heavy pressure to adapt to changing times. Redefining the identity and roles of professional teachers is necessary (Mihaela Voinea and Toader PăOăúan. 2014) because the identity of professional teachers still adheres to the rules of the classical image of the teacher. Reforming the mindset and culture set, increasing commitment, integrity, professionalism, competence, and self-development sustainably is a requirement that must be met because quality is the main key to the nation's progress (Chatib, 2014, p. xiii).

Issues depicting blaming teachers for being unprofessional, unfit to teach, slow to respond to change, and less adaptive to the demands of the business and industrial world continue to flow (Ravitch 2016). 15.18 percent of Indonesian teachers and school principals are unfit to teach (Kemendikbud. 2016, pp iii-iv). The development of advanced schools where teachers serve every day and try to work hard to achieve their dignity has also been slow. Therefore, education reforms emphasizing standardization, accountability, and flexibility can uphold teacher dignity.

The problem that arises related to the teaching profession in carrying out learning innovations is resistance to change. Teachers often face challenges in adopting new learning approaches because they are familiar with existing methods and are comfortable with their previous way of teaching. Changes in learning innovations can be considered troublesome and disrupt their routines. Uncertainty about the effectiveness of innovations can also be a barrier, as teachers may worry that the new approach will not produce better results than the old method. Suppose teachers who are prospective PPG participants find it difficult to accept change and are reluctant to adopt learning innovations taught in the program. In that case, the goal of increasing teacher professional competence through PPG can be hampered. PPG must design an effective strategy to overcome this resistance and ensure that teachers who are prospective PPG participants understand the added value of learning innovations and how they will enhance their competency as educators.

PPG is an important step in preparing prospective teachers to face the demands of the ever-evolving world of education. In an era of technology and learning methods constantly changing, teachers must adopt suitable learning innovations to provide students with relevant and effective education. Therefore, this research has the potential to provide an in-depth look at how learning innovations can be integrated into PPG to improve teacher competency. Furthermore, this research can provide new insights about the real effects of learning innovations on improving teacher professional competence. The implications of applying learning innovations in the PPG context include improving teaching skills, adapting to diverse students' needs, and using technology

effectively in the classroom. The results of this research can provide valuable guidance for PPG institutions and education policies in designing programs that are better and oriented to actual needs.

Previous research by Aris et al. (2022) stated that results have implications for evaluating the teacher's professional competencies. More comprehensive skill applications must be formulated as part of an integrated, sustainable, and mentoring [terpadu, sustainable, pendampingan-TSP] approach to develop teacher professionalism significantly. Another study conducted by Ruhendi, A., & Kosim, N. (2022) stated that the results after they attended PPG were an increase in competence and performance. This increase can be seen from several indicators: discipline, dedication, motivation, and work ethic. The average value of each indicator is 6.5%. Another study conducted by Setiawan, A., & Hamdani, R. A. (2021) stated that the results of this PPG innovation can improve the quality of future vocational teachers to the demands of the Industrial Revolution 4.0. A growth mindset is related to the ability to face increasingly difficult challenges to make something more interesting to learn (Sham inside Ratnawati et al., 2018)—a growth mindset teacher about competence and professionalism. Professional competence is needed for job success, especially in professions that demand knowledge, skills, attitudes, and motivation (Epstein & Hundert, 2002; Kane, 1992; Weinert, 2001; Kunter et al., 2013). There are five dimensions contained in the concept of competence, namely, knowing, understanding, being able, interests, attitudes, and values (Sahroni, 2020).

The birth of a new model of PPG, which is considered an innovation model for increasing the degree of competency of Indonesian teachers to accelerate the resolution of the problem of teachers who have yet to be certified. At the same time, to answer the question of the PPG pass rate in positions that have not met expectations. Departing from the problems above, the authors are motivated to conduct a study on professional development through PPG in Position and its implications for increasing teacher competence. The goal is to get an overview of the implications of PPG in Position on the degree of teacher competence. The research objective was to study professional development through PPG Innovative Learning and its implications for increasing teacher competency.

METHODS

This study employs a particular research approach, specifically utilizing qualitative methods to depict an occurrence. The research takes on sociological, pedagogical, and psychological perspectives. The methods for gathering data encompass observation, interviews, and documentation. The data collection and analysis techniques used are data collection as well as data display, data reduction, and data triangulation. This study uses a qualitative approach focused on the PPG learning process of increasing competency. The data collection technique used was document study and

observation. Study of documents through studying documents on input, process, and output of PPG in Position. At the same time, observations were made on implementing in-service PPG at the Indonesian Education University (UPI). PPG implementation at LPTK has been standardized nationally. They started with academic orientation, material deepening, learning tool development, comprehensive tests, Field Experience Practice (PPL), and PPG student competency tests. UPI was chosen as the sample; apart from being UPI's core business in the education sector, it is also one of Indonesia's three largest PPG organizers.

RESULTS AND DISCUSSIONS

Result

This study seeks to analyze the impact of innovative learning in Teacher Professional Education (PPG) on increasing the professional competence of prospective teachers. This research explores in depth the implications of innovative learning in Teacher Professional Education (PPG) for increasing the professional competence of prospective teachers. Through an approach that integrates interviews, observation, and document analysis, this study aims to provide a comprehensive understanding of how innovation in PPG learning can substantially contribute to developing prospective teachers' competence.

The results of interviews with teachers show that innovative learning in PPG significantly impacts increasing their professional competence. Interview participants highlighted that a learning approach that encourages active interaction, collaboration, and applying real practice in the classroom provides them opportunities to develop classroom management skills, design effective learning plans, and assess and adapt teaching methods according to students' needs. From the results of interviews with teachers who are currently undergoing PPG, it is revealed that innovative learning has changed their paradigm regarding teaching. Respondents emphasized that learning strategies involving in-depth discussions, real-case analysis, and collaborative projects have helped them develop a deeper understanding of learning theory and its practical applications. Furthermore, this interview reveals that innovative learning models have encouraged the development of interpersonal, communication, and problem-solving skills, which are crucial in dealing with modern classroom dynamics.

The observations made during the innovative learning process in PPG revealed that a learning environment that stimulates creativity and reflective thinking is important in increasing the understanding and application of learning concepts. In this setting, teacher candidates are actively engaged in in-depth discussions, case studies, simulations, and practical activities that allow them to

experience a variety of situations that may be encountered in the real world. Observations made during innovative learning sessions revealed a more interactive and student-centered dynamic. Approaches such as the flipped classroom, simulations, and problem-based discussions have created an environment where teacher candidates not only receive information but also play an active role in building their understanding. Additionally, these observations reveal that innovative methods encourage continuous reflection from prospective teachers about their teaching practices, allowing for quicker adjustments and continuous improvement.

Document analysis complements findings from interviews and observations by providing insight into the curriculum, teaching methods, and evaluation strategies used in PPG's innovative learning. These documents reveal how technology integration, a project-based approach, and an emphasis on self-reflection and ongoing professional development have become integral components of the innovative PPG experience. Document analysis of the innovative PPG curriculum highlights technology integration as a key element. Using digital tools, online learning platforms, and digital resources has opened up new opportunities to provide a more dynamic learning experience and adapt to current developments. These documents also reveal the efforts put into developing pedagogical skills and authentic assessment, which support increasing teacher competence in evaluating students' understanding holistically.

Overall, this research shows that innovative learning in PPG has significant implications for improving the professional competence of prospective teachers. Through integrating technology, a student-centered approach, and ongoing reflection, preservice teachers experience a shift in how they understand, plan, and implement learning. The implications of this research underscore the need for continuously improved learning approaches to prepare prospective teachers to face the complex challenges of today's world of education. So, this study confirms that innovative learning has positive implications in PPG with a clear significance for increasing the professional competence of prospective teachers. A learning approach that encourages active engagement, reflective thinking, and practice application in real contexts provides a strong foundation for developing the skills and knowledge necessary to become a competent and effective teacher in the modern educational era.

Discussion

In the PPG context, innovative learning is implemented in 3 core learning activities. First, problem-based material analysis, literacy, numeracy, and TOTS. Its activities identify problems, explore them, and determine their causes. Second, the innovative learning design includes exploring alternative solutions, determining solutions, making action plans, and making evaluation plans. Third, innovative learning practices include activities for implementing action plans, evaluation plans, and

final reflection and follow-up plans. In-service PPG learning innovation is 9 (nine) problem-based learning steps. Previously, in the form of material deepening activities, development of learning tools, and practical field experiences (PPL). Pedagogic competence refers to the mastery of the theory and practice of educational learning. Personal competence refers to the thinking and behavior skills displayed in interacting with others. Social competence refers to the mastery of behavior in interacting and communicating directly or through the media. Professional competence leads to the mastery of science and technology (Leonard, 2016; Nurhadi, 2015; Suhana, 2014; Ivan Hanafi, 2019).



Figure 1. PPG Innovative learning design

Source: PPG Socialization Materials in New Model Positions 2022

From the competency development perspective, problem-based material analysis, literacy, numeracy, and TOTS are processes for increasing professional competence. Learn how to conduct learning and apply their learning outcomes in learning practices to benefit student growth(Avalos, 2011). Problem identification, problem exploration, and determining the causes of problems are in the process of learning to understand learning material. Students can find problems and their causes because they understand the studied material. Designing innovative learning involves preparing action plans and evaluation documents using independent learning results, problem-based subject matter analysis, and pedagogy. This increases the degree of teacher pedagogical competence in developing learning tools that educate through guided learning by utilizing ICT-based learning resources to solve learning problems.

A teacher's degree is a concept about the level of dignity and Position of the teacher as a professional educator (Law No. 14 article 1 paragraph 1) with natural abilities, basic rights, and obligations. In the concept of a teacher's dignity and Position, recognition, trust, respect, and belief

encourage self-confidence. Teacher competence is the main capital for the success of quality learning (Kunter et al., 2013; Nolan & Molla, 2017) because it significantly influences the success of learning, motivation, and learning achievement of students (Kunter et al., 2013). That is, teacher competence determines the quality of the implementation of educator professional duties. The characteristics of quality educators refer to everything related to educators who produce quality education (Kunter et al., 2013). That is why these four competencies must continue to be developed.

Dignity (self-esteem) is human dignity and an honorable position (Yaya Jakaria et al. 2017). Every teacher has the right to maintain self-esteem because he already has inherent rights from birth and is carried over into social life (Miriam Budiarjo in Yaya Jakaria et al. 2017). While the Position of the teacher is professional staff (Law 14 of 2005 article 2)

Increasing teacher degrees is related to increasing qualifications, competency degrees, and performance. The Position of the teacher as a professional educator must have academic qualifications obtained through higher education undergraduate programs or four-diploma programs (Law 14 of 2005 article 9). Teachers must have pedagogic, personal, social, and professional competence (UU 14 of 2005 article 10). Meanwhile, teacher performance is related to their rights and obligations as professionals.

The prototype of the professional teacher is a role model, technician, practitioner, wise man, social actor, and person who is aware of himself and self-identity, which means someone interested in and aware of his personal development wherever he is (PäOäèan in Suwapak Vesamaviboola at. all 2015). This means that their Position as professional educators has been increased because they have fulfilled the obligation to have academic qualifications, competency according to standards, educator certificates (UU 14 of 2005 Article 8), and good performance. Increasing their Position to become professional educators increases the dignity and role of teachers as learning agents (Law 14 of 2005, article 4).

Increasing the Position of a teacher in society includes access, leverage, choices, status, critical reflection skills, legitimacy, discipline, and creative perception (Enceng, M. in Sahroni 2019). Thus, the position of the teacher in society concerns professional identity, self-image, and self-esteem.

The teacher's professional identity undergoes a continuous evolutionary process due to the need to adapt to change. The role of the teacher's self-image has a very strong impact on students' self-image. Self-esteem also has a positive or negative effect on the activities carried out by individuals because it requires an evaluation of self-image. The teacher's self-esteem determines the level of student self-esteem. As a result, teachers with high self-esteem or who consider themselves competent

and fulfill all the professional requirements will act, leading to a high self-esteem level towards their students (Cristina NeamŢu in Yaya Jakaria et al. 2017).

The teacher's self-image and self-esteem depend on the evolution of the teaching career. As they advance in their careers, most teachers refine their professional identity. Teachers become more aware of their identity, and as a result, self-esteem grows stronger. However, on a practical level, sometimes self-esteem becomes lower, especially in the teaching profession, due to the rapid changes in modern society.

The above illustrates that teacher degrees are built by professional competence and performance and recognition, appreciation, and confidence in these competencies and performance. Increased self-esteem and self-image due to success can strengthen self-confidence.

Recognition of the degree of proficiency and adaptive competence at present may only sometimes be recognized in the future because the rapid development of science and technology demands the ability to adapt to change. Too late to anticipate or unable to adapt to changes in education will be left far behind. To keep pace with advances in science and technology in education, teachers must continue to develop the profession sustainably, including those who have mastered proficient and adaptive competencies and must maintain competence.

For most teachers, reaching the highest degree of competency takes time and effort. But even more difficult to maintain. Maintaining the degree of competence achieved does not mean staying silent and feeling comfortable in the current zone but continuing to strive so that the competencies that have been possessed can be used in real life according to changing needs. Those who have to maintain the degree of competence are the teachers themselves because they feel the most implications for the teacher's degree.

Maintaining competence degrees while maintaining teacher degrees can be done by (a) changing the fixed mindset to a developing mindset and (b) changing the work culture towards promoting the values of integrity, creativity and innovation, initiative, selflessness, activeness, and meritocracy; (c) to become a lifelong learning teacher to develop oneself sustainably. In this way, the teacher's image, dignity, identity, and Position can be maintained.

The theoretical analysis of teacher professional education in this research data illustrates how innovative learning in Teacher Professional Education (PPG) can be linked to theoretical concepts existing in educational literature. One relevant theory is Constructivism Theory, which suggests that learning should involve cognitive and social activities where students (in this case, prospective teachers) build their understanding through experience and reflection. Data from interviews and

observations show that the innovative learning approach in PPG encourages prospective teachers to play an active role in building understanding through discussions, case analysis, and collaborative projects. This aligns with the principles of constructivism, where learning is considered more effective when students are actively involved in constructing their knowledge.

Apart from that, Collaborative Learning Theory also has significant relevance to this research data. This theory emphasizes the importance of student collaboration and interaction in the learning process. Observation data shows that innovative learning models that encourage group discussions, joint projects, and interactions between prospective teachers provide opportunities for them to learn from each other's experiences. This reflects concepts in collaborative learning theory, where learning is considered a social activity involving the exchange of ideas and support between individuals.

An in-depth analysis of the theory of teacher professional education, based on the data of this research, reveals the close link between innovative learning approaches in Teacher Professional Education (PPG) and the theoretical principles underlying teacher professional education. One of the most relevant theories is the Theory of Reflection, which Donald Schön developed. This theory emphasizes the importance of reflection in professional practice to develop deeper understanding and better skills.

Data from interviews and observations indicate that innovative learning in PPG provides prospective teachers with greater opportunities to reflect on their teaching practices. Through discussion, individual reflection, and case analysis, teacher candidates are encouraged to identify strengths and weaknesses in their approach and plan corrective actions. This corresponds to a key concept in Reflection Theory, where practitioners learn through a continuous cycle of reflection, observing their actions, reflecting on experiences, and then adapting practice based on those reflections.

Similar studies on the implications of innovative learning in PPG have also shown similar results, namely that a more student-centered approach, technology integration, and practical application can effectively improve the quality of teacher education. Data from this study align with these findings and consistently support the idea that innovative learning has great potential to improve the professional competence of prospective teachers. Many studies have observed the importance of reflection in teacher professional education. Previous research shows that teachers who can reflect critically on their practice have better professional development. Data from this study support these findings by demonstrating that innovative learning in PPG facilitates deeper and purposeful reflection, helping teacher candidates internalize and apply learning more effectively.

Apart from that, in the context of professional teacher education theory, Situated Learning Theory also has significant relevance to the data of this research. This theory emphasizes the importance of learning in real contexts, reflecting the challenges and tasks faced in professional practice. Observational data revealed that the innovative learning approach in PPG included simulations of real situations, where prospective teachers could experience and solve problems similar to what they would encounter in real classrooms. This aligns with situated learning theory, where effective learning occurs when individuals engage in relevant and meaningful activities in authentic contexts.

Overall, this in-depth analysis reveals that the innovative learning approach in PPG is not only in line with existing theories of teacher professional education but also enriches and deepens understanding of how these theories can be applied in real practice. Pairing with relevant previous research provides a strong empirical basis for recognizing the importance of innovative approaches in improving the professional competence of prospective teachers. More than just a theoretical concept, innovative learning in PPG creates an environment that supports continuous reflection and integrated learning in real contexts, equipping prospective teachers with the skills necessary to succeed in their teaching careers.

CONCLUSION

By considering the results of research involving interviews, observations, and document analysis regarding the implications of innovative learning in Teacher Professional Education (PPG) on increasing teacher professional competence, the conclusion that can be drawn is that innovative learning approaches have significant potential in advancing the competence of prospective teachers. Through integrating technology, a student-centered approach, continuous reflection, and the application of real practice, innovative learning in PPG forms a strong foundation for developing skills, knowledge, and a deep understanding of effective teaching practices. In connecting these findings with professional teacher education theories, especially Constructivism Theory and Reflection Theory, and reviewing relevant previous research literature, it can be concluded that innovation in PPG learning not only enriches theory but also provides real solutions to improve the professional competence of prospective teachers. Therefore, steps towards innovative learning approaches in the PPG context must continue to be improved and enriched to support optimal preparation for teachers in facing the complex demands of the modern world of education.

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