

Evaluation of the Induction Program Implementation for Novice Teachers Case Study in DKI Jakarta

Hotben Situmorang^{1*}, Neti Karnati², Matin³

¹STIE IGI, Indonesia

^{2,3}Universitas Negeri Jakarta, Indonesia

*) Corresponding author: hshotben@gmail.com

Abstract

Teachers play a role in guiding students to achieve success. Various countries have implemented induction programs for novice teachers as an effort to improve the quality of education and the quality of learning as an investment in future human resources. Thus, the research evaluates the implementation of the Beginner Teacher Induction Program (PIGP) as a stage for entering a functional position. Using a qualitative method with the CIPP approach developed by Daniel L. Stufflebeam et al (1967). Case study in DKI Jakarta. Four novice teachers participating in the PIGP in two schools, all with a bachelor's degree in education, working at SMA Neg 23 Jakarta and SMA Neg 85 Jakarta were the objects of this research. In reality, the assignment of senior teachers as mentors is partly based only on rank but on different fields of study. The budget allocation is unclear and program implementation is also not optimal.

Keywords: Quality; Beginner; Induction.

Introduction

The quality of education has become a global concern, including developed countries that are members of the OECD (Organization for Economic Cooperation and Development) group. For Indonesia, efforts to improve the quality of education have been going on since Indonesia's independence .

In terms of the curriculum, several changes have been made which are intended to align technological advances with the educational process. Various curriculum names such as: Broad Based Curriculum (BBC), Competency Based Curriculum (KBK), Education Unit Level Curriculum (KTSP). up to the 2013 curriculum and Freedom to Learn. All of this is intended to improve the quality of education. This superior innovation and at the same time facilitates the adaptation of curriculum from developed countries, is labeled "International Standard School Startup (RSBI) or International Standard School (SBI). The Driving School Program focuses on developing holistic student learning outcomes which include competency (literacy and numeracy) and

character, starting with superior human resources (school principals and teachers).

As stated in the National Education System Law no. 20 of 2003, that education is deliberate, planned assistance for students who are studying, so that they become competent human resources. Competent means being able to: (1) estimate possible futures (forecasting probable future), (2) imagine possible futures (imagine possible future), (3) determine future options (decide possible future) (UU No 20, 2003).

The bad record in the history of educational development in Indonesia has been in the spotlight of many mass media reports. The condition of Indonesia's human resources was declared disappointing, where in 2005 UNESCO recorded Indonesia's position at rank 10 out of 14 developing countries in the Asia Pacific (Assessment, 2010) . Apart from that, the United Nations Development Program (UNDP) stated that the quality of Indonesia's human resources ranks 109th out of 177 countries in the world. Research conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and

Development (OECD) in 2019 shows that the literacy level of Indonesians is classified as very low, at number 62 out of 70 countries in the world, as published by detik.com news. August 2022 (Erhan, 2022). If the world average is close to a score of 500 like the following graph, Indonesia is still less than a score of 395.

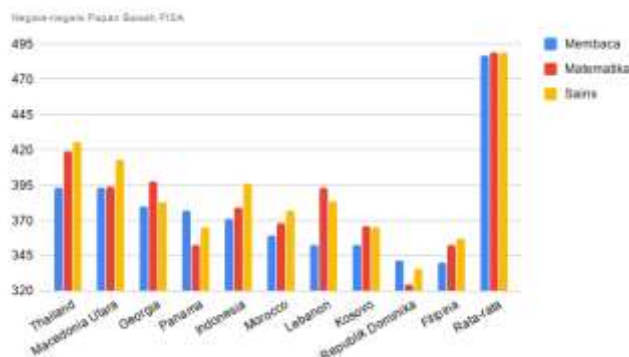


Figure of 2018 PISA Report

So far the teacher-student ratio is considered ideal, but the quality of learning remains a problem. The chat group conversation "teacher certification info 2023" on social media Face Book which offers lesson plans and complete teacher administration with fees for preparing them shows the low ability of teachers, not only beginners but also those who are already in functional teacher positions.

A good learning process as a form of teacher work will certainly produce quality education. The focus of this research highlights the policy of implementing an induction program for novice teachers as stated in Ministerial Regulation no. 27 of 2010 which is expected to be a lever for learning quality is then translated into four sub-focuses:

1. How is the concept of the novice teacher induction policy seen in the context which includes: the legal basis that covers it and the philosophy of implementing the induction program. (Context)
2. What are the requirements for implementing novice teacher induction in terms of administrative requirements related to quality control, quality commitment and technical implementation guidelines as well as whether or not there is funding for the program. (Input)

3. How the induction program is implemented, including the appointment of supervisors, supervision and guidance consultation schedules as well as minutes of evaluation meetings to determine recommendations for success. (Process)
4. To what extent is the impact of the implementation of the novice teacher induction program as measured by reports on variations in the learning process design prepared by the learning induction participants, as well as assessments/recommendations from the school principal/supervisor as the program implementer. (Product)

Literature Review

Evaluating policies by referring to several theories that have been considered valid, the author also highlights government policies related to the management of educational personnel, especially Ministerial Regulation No. 27 of 2010 concerning induction programs for novice teachers (Peraturan Menteri Pendidikan Nasional Nomor 27 Tahun 2010, 2010). Apart from this, it will also describe the evaluation model which is then selected as an evaluation tool and used to discuss the problem of the focus of this research.

The word policy evaluation can be interpreted as a process of assessing what has been decided or what has been done. In Sandra Mathison's article, which quotes the opinion of Michael Quinn Patton, Michael Scriven and William Trochim, it is said that evaluation is design to improve something, which is different from research is design to prove something (Mathison, 2008) in other words, evaluation is intended to improve by involving stakeholders. The rational description of improving the quality of education through managing teaching staff and education really depends on how the management is carried out. The quality of education really depends on the quality of teaching in the form of teacher interactions with students at school. According to John Biggs (Biggs, 2007) students' success in learning is also supported by the teacher's creativity in managing learning. He concluded that the more active students are as a result of the learning methodology applied by the teacher, the more expected learning outcomes will lead students to a higher taxonomic level.

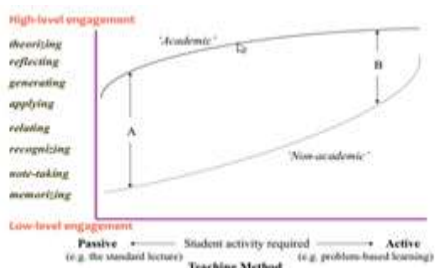
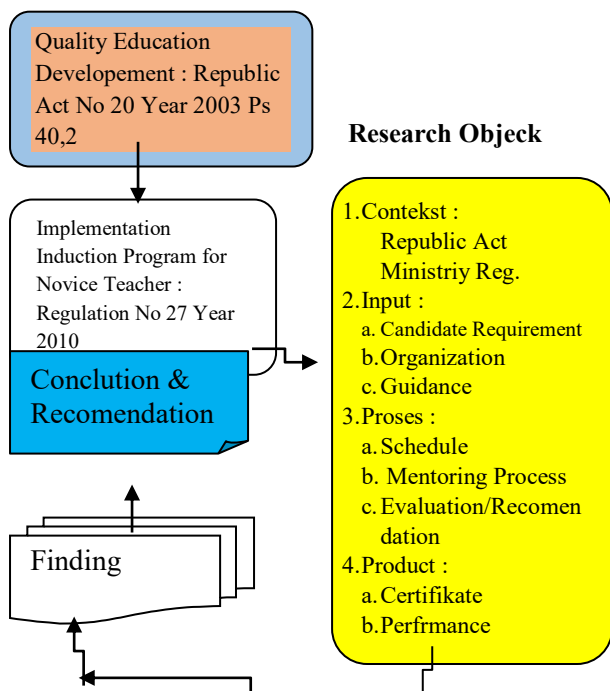


Figure 1. Student Orientation

Method

The researcher describes the flow of events which are used as a measurement process or indication of conformity/deviation from the program objectives of improving the quality of education in terms of the Beginner Teacher Induction program as in the following scheme:



The CIPP model will provide a systematic and principled evaluation of the context, input, process and program products (Daniel Stafflebeam, 1967). He discussed the four words that stand for CIPP in such a way that they flowed with four questions :

- 1) What is needed?
- 2) How should it be done?
- 3) Has this been done?
- 4) Did it work?

Ad.1 According to the CIPP model, those running programs must obtain and use context

evaluations to determine program goals and priorities and ensure that targeted goals address significant needs and problems. What is necessary or in other words "need assessment" becomes something that is studied by the evaluator as a reference for interpreting program results, in other words the evaluation context is the goal. Beginner teachers are paired with the best senior teachers so that "best practice" develops from an early age.

Add. 2. Strategy program to work on by arranging the staff involved and the prerequisites, preparing a schedule, and placing a budget related to the operational feasibility of the induction program. In essence, measuring how things should be done. Induction teachers as program objects are expected to develop more advanced in the sense of experiencing growth and increasing competence in order to catch up with the quality of education. An important factor in program feasibility can be seen from mentorship support in the form of access to experienced professional teachers.

Add. 3. The evaluation process takes the form of monitoring, review of related documents, and other implementation issues. Assess implementation with documents to see whether it has been carried out or whether there are any discrepancies. The implementation guidelines module is a measure of suitability for program implementation.

Add. 4. Product evaluation measures whether it succeeded in achieving the outlined goals, and what results were unexpected? In the long term, the product evaluation component can be further divided into four evaluation sub-sections: achievement of targets or beneficiary groups, effectiveness, sustainability and transportability.

Four participants in the induction program, the four people have a bachelor's degree in education as one of the requirements to become a teacher. Thus, it is assumed that the characteristics of the induction program participants are homogeneous and that these four participants can represent other participants

Result and Discussion

1. Policy context What is specific to the preparation of novice teachers with the term induction can be said to be part of efforts to educate the life of the nation as stated in article 31;3 of the 1945 Constitution. The role of teachers is a point of attention because they are the spearhead of the implementation of education itself, and in this context Induction of novice teachers is important

Matters specified in Law no. 20 of 2003 as the National Education System Law article 40 paragraph 2 states the obligations of teachers and education staff in carrying out their duties to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. The fact that quality learning planning is an object traded by those who are creative on Facebook social media "teacher certification groups". There is a need for administrative completeness, no matter whether the design purchased meets the needs, it is certain that it is administratively complete. Thus, the meaningfulness of learning is difficult to hope for (Utomo, 2018).

By Reading the text of Minister of Education and Culture Regulation No. 27 of 2010, it is clear from the diction contained in the program objectives that teachers adapt activities in starting their careers as educators. The perception that is awakened is just a period of adaptation.

2. Evaluation Regarding Input Components

- a. The institutions for increasing teacher professionalism are working as is. SMAN 23, with limited facilities, finds it difficult to optimize teacher professionalism, except for basic abilities.
- b. The background of field implementers is generally classified as having appropriate professionalism, except for the teacher supervising PIGP participants whose background is a geography teacher who must guide sports teachers only on the basis of staffing group and there are no senior sports teachers.
- c. The orderly administration of the Induction Program was carried out well and on schedule even though the school leadership changed.
- d. The field implementer stated that there was no supporting budget for the

program, even though the implementation guidelines stated that there was a budget item on education quality assurance.

3. Evaluation Related to Process Components

In accordance with the PIGP implementation guidelines, basically this activity is carried out on the basis of need, meaning that there is a need for new teachers based on the analysis carried out by the school principal as the person in charge of school operations. The facts state that teachers who are called to take part in PIGP are generally CPNS teachers who receive placements from the regional education service personnel bureau. This means that PIGP participants basically have teaching experience.

HOTS & Contextual Learning

One of the demands of 21st century learning is the placement of HOTS (high order thinking skill) points (Miterianifa et al., 2021). Thus, it is important for teachers to package learning with a HOTS orientation. Learning from planning to evaluation is an important point that describes the competency in question. Guidance obstacles occur when mentors are appointed based only on official rank but in different fields of study taught. The relevance of learning to the surrounding community is not yet visible. Orientation

4. Evaluation regarding product components

Recognition and Certification

The results of the assessment of the work team consisting of the School Supervisor, Principal and Supervising Teacher require the end of the novice teacher induction program only if the results of the performance assessment are at least good (receiving a score of no less than 80 on a scale of 0 – 100) (Kementerian Pendidikan dan Kebudayaan, 2013). This is in accordance with the implementing guidelines.

Even though the implementation guidelines state that participants will receive a certificate of fitness to teach, the four PIGP participants who were the object of this research did not receive the certificate in question. However, with the completion of the program marked by approval of the PIGP

participant's report document, the person concerned has the right to be proposed for a functional teacher position

Conclusion

1. The context of teacher professionalism which is the goal of policy is not optimal because policy interpretation is seen as orientation and adaptation as emphasized in article 1 of this ministerial regulation.
2. The appointment of supervising teachers based strictly on seniority is one of the weak points of this policy.
3. Soft supervision from implementers does not encourage the optimal growth of creativity in induction participant.
4. The induction program appears to be a mere orientation period, which only requires complete teaching administration from a teacher. Administrative equipment which is also available online is less of a concern for implementers, so professionalism is not necessarily in the spirit of participants.
5. Policies that are limited to civil servants do not reflect comprehensive improvements in the quality of education.

Promising Strategy Found

Teachers as the goal of development, and teachers should be the main source of that development. Implementation of the any regulation should following its guide line and be confirm with fully accountably, and therefore responsibility of the executor should be controlled with budget or other rights and obligations relevan.

The teacher's work system recommended to be coordinated on a special web site called "*laman guru*" where members share ideas and experiences in developing learning models from and for their members.

As a sign of graduation from the induction program, teachers are given access rights to the "*laman guru*" where they can utilize the learning design model.

Access using NUPTK or special code, on the otherhand every teachers member must be contribute at least one model as a result of classroom action research for a certain periode, otherwise that unproductive teacher should be find finalty.

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