



Efektivitas Model Pembelajaran PPG dalam Menghasilkan Guru Profesional yang Berkarakter

Darmawang¹, Bakhrani², Ahmad Zaki³

Universitas Negeri Makassar
Email: ahmadzaki@unm.ac.id

Abstrak. Jenis penelitian yang digunakan mix methods yaitu gabungan metode penelitian pengembangan (*research & development*), penelitian eksperimen, dan penelitian deskripsi. Lokasi penelitian dilaksanakan pada Program Studi Pendidikan Profesi Guru (PPG) Universitas Negeri Makassar. Hasil penelitian diperoleh (1) hasil pengembangan model pembelajaran PPG yang berkarakter memenuhi kriteria valid, praktis, efektif, baik dan berkualitas; (2) nilai hasil tes ujian komprehensif penguasaan kompetensi pedagogik, professional, sosial, dan kepribadian kelompok eksperimen diperoleh hasil yang sangat baik pada kategori amat baik; (3) nilai hasil tes ujian komprehensif penguasaan kompetensi pedagogik, professional, sosial, dan kepribadian kelompok kontrol diperoleh hasil yang baik pada kategori baik; (4) hasil pengembangan model pembelajaran PPG yang berkarakter setelah dilakukan implementasi dalam pembelajaran mahasiswa PPG diperoleh hasil yang efektif untuk digunakan dalam pembelajaran PPG di LPTK; dan (5) respon peserta mahasiswa PPG terhadap hasil model pengembangan model pembelajaran PPG yang berkarakter sangat baik dalam implementasi pembelajaran praktek PPL disekolah

Kata Kunci: Model Pembelajaran PPG, Guru Profesional

PENDAHULUAN

Profesionalisme merupakan sikap profesional yang berarti melakukan sesuatu sebagai pekerjaan pokok dan bukan sebagai pengisi waktu luang atau sebagai hoby belaka. Seorang profesional mempunyai kebermaknaan ahli (*expert*) dengan pengetahuan yang dimiliki dalam melayani pekerjaannya. Tanggung jawab (*responsibility*) atas keputusannya baik intelektual maupun sikap, dan memiliki rasa kesejawatan menjunjung tinggi etika profesi dalam suatu organisasi yang dinamis. Seorang profesional memberikan pelayanan pekerjaan secara terstruktur. Hal ini dapat dilihat dari tugas personal yang mencerminkan suatu pribadi yaitu terdiri dari konsep diri (*self concept*), ide yang muncul dari diri sendiri (*self idea*), dan realita atau kenyataan dari diri sendiri (*self reality*).

Guru sebagai pendidik adalah tokoh yang paling banyak bergaul dan berinteraksi dengan para murid dibandingkan dengan personel lainnya di sekolah. Guru bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan bimbingan dan pelatihan, melakukan penelitian dan pengkajian, dan membuka komunikasi dengan masyarakat. Menggerakkan dan mendorong peserta didik agar semangat dalam belajar, sehingga semangat belajar peserta didik benar-benar dapat menguasai bidang ilmu yang dipelajari. Guru mata



pelajaran juga harus membantu peserta didik untuk dapat memperoleh pembinaan yang sesuai dengan bakat, minat, dan kemampuan yang dimiliki.

Program Pendidikan Profesi Guru (PPG), program-program tersebut merupakan sebagian jawaban untuk mengatasi berbagai permasalahan pendidikan Menurut UU No 20/2003 tentang Sistem Pendidikan Nasional, Pendidikan Profesi merupakan pendidikan tinggi setelah program Sarjana yang mempersiapkan peserta memiliki pekerjaan dengan persyaratan keahlian khusus. Dengan demikian, program PPG adalah program pendidikan yang diselenggarakan bagi lulusan S-1 Kependidikan dan S-1/D-IV Non-Kependidikan yang memiliki bakat dan minat menjadi guru agar mereka dapat menjadi guru profesional setelah mereka memenuhi syarat-syarat tertentu sesuai dengan standar nasional pendidikan dan memperoleh sertifikat pendidik.

Tujuan program PPG, seperti yang tercantum dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 87 Tahun 2013 (sebagai pengganti Permendiknas No 8 Tahun 2009) adalah menghasilkan calon guru yang memiliki kompetensi dalam merencanakan, melaksanakan, dan menilai pembelajaran, menindaklanjuti hasil penilaian, melakukan pembimbingan, dan pelatihan peserta didik serta melakukan penelitian, dan mampu mengembangkan profesionalisme secara berkelanjutan.

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Model pembelajaran PPG yang digunakan masih belum mampu menghasilkan guru profesional sesuai dengan yang diharapkan. Masih perlu penambahan pengetahuan dan pengembangan model yang lebih baik. Oleh karena itu sesuai dengan analisis kebutuhan mengenai standar kompetensi lulusan PPG, dibutuhkan adanya pengembangan model pembelajaran.

Berdasarkan latar belakang tersebut, maka ide penelitian yang dikaji yaitu Pengembangan Model Pembelajaran Pendidikan Profesi Guru (PPG) untuk Menghasilkan Guru Profesional yang Berkarakter

KAJIAN PUSTAKA

Model Pembelajaran

Secara umumnya, model pembelajaran adalah cara atau teknik penyajian sistematis yang digunakan oleh guru dalam mengorganisasikan pengalaman proses pembelajaran agar tercapai tujuan dari sebuah pembelajaran. Definisi singkat lainnya yaitu suatu pendekatan yang digunakan dalam kegiatan pembelajaran.

Model pembelajaran menurut Eggen & Kauchak (1988), sebagai suatu strategi perspektif pembelajaran yang dirancang untuk mencapai tujuan pembelajaran. Arends (1997), suatu model pembelajaran mengacu pada pendekatan pembelajaran yang akan diterapkan dan juga mengacu pada lingkungan pembelajaran dan manajemen kelas.

Model pembelajaran yang dikemukakan Arends (1997) memiliki empat ciri, yakni 1) rasional teoretis yang bersifat logis yang bersumber dari pengembangannya, 2) dasar pemikiran tentang tugas pembelajaran yang hendak dicapai dan bagaimana siswa belajar untuk mencapai tujuan tersebut, 3) aktivitas mengajar dosen yang diperlukan agar model pembelajaran dapat dilaksanakan secara efektif, dan 4) lingkungan belajar yang diperlukan untuk mencapai tujuan.

Shambaugh (1999: 126), Rather (2006, 26) dan Joyce, Weil, & Calhoun (2009: 89-101) mendeskripsikan model pembelajaran atas empat unsur utama sebagai berikut:

1. Orientasi model berupa sasaran dan asumsi
2. Komponen Model Pembelajaran
 - a. Syntax (struktur model)
 - b. Sistem sosial
 - c. Prinsip reaksi
 - d. Sistem Pendukung
3. Aplikasi Model
4. Efek instruksional dan Nurturant dari Model

Model Penelitian Pengembangan

Model pengembangan perangkat *Four-D Model* disarankan oleh Sivasailam Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel (1974). Model ini terdiri dari 4 tahap pengembangan yaitu *Define, Design, Develop, dan Disseminate* atau diadaptasikan menjadi model 4-D, yaitu pendefinisian, perancangan, pengembangan, dan penyebaran.

METODE PENELITIAN

Jenis penelitian yang digunakan mix methods yaitu gabungan metode penelitian pengembangan (research & development), penelitian eksperimen, dan penelitian deskripsi. Penelitian pengembangan yaitu pengembangan model pembelajaran pendidikan profesi guru (PPG) untuk menghasilkan guru profesional yang berkarakter pada era revolusi industri 4.0. Penelitian eksperimen yaitu melakukan implementasi hasil pengembangan model pembelajaran PPG yang berkarakter pada kelas eksperimen dan dibandingkan dengan pembelajaran langsung pada kelas kontrol.

Lokasi penelitian dilaksanakan pada Program Studi Pendidikan Profesi Guru (PPG) Universitas Negeri Makassar. Populasi dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Profesi Guru (PPG) Dalam Jabatan Universitas Negeri Makassar tahun 2021. Teknik sampling yang digunakan adalah cluster random

sampling yaitu teknik pengambilan sampel berdasarkan cluster atau kelompok kelas secara random/acak.

Jenis model pengembangan yang digunakan yaitu jenis pengembangan *Four-D Model* disarankan oleh Sivasailam Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel (1974). Model ini terdiri dari 4 tahap pengembangan yaitu *Define, Design, Develop*, dan *Disseminate* atau diadaptasikan menjadi model 4-D, yaitu pendefinisian, perancangan, pengembangan, dan penyebaran.

HASIL DAN DISKUSI

Teacher Professional Education Learning

The learning outcomes of the PPG program are described from four teacher competencies and refer to the seventh level 7 Indonesian National Qualifications Framework. The learning outcomes of the PPG Program are formulated as follows:

- a. Pedagogic Competencies: planning learning, implementing learning, and assessing and evaluating learning.
- b. Personality Competencies: behaving by religious norms, legal norms, social norms, ethics, and cultural values.
- c. Social Competence: being able to communicate, interact, and adapt effectively and efficiently with students, fellow teachers, parents / guardians and the surrounding community.
- d. Professional Competencies mastering subject matter broadly and deeply, mastering and discovering relevant concepts, approaches, techniques and methods of science, technology, or art.

PPG Program Curriculum Structure

The PPG curriculum structure contains workshops on the development of subject-specific pedagogy (SSP) accompanied by the implementation of learning in the form of peer teaching, and continues with Field Experience Practices or (*Praktik Pengalaman Lapangan/PPL*). The proportion between the SSP and PPL workshops is 60:40 of the PPG learning load.

Learning system

Learning principles that need special attention in the PPG program, include the following: learning by doing, student activeness, higher order thinking skills, accompanying impact, feedback mechanisms, use of information technology, contextual learning, use of multi strategies and various learning resources, and those of which is oriented to TPACK.

Development of Characteristic PPG Learning Model

The key ideas for a learning model that we need to understand as a component of a learning model developed [7] are as follows:

(1) Syntax

Syntax of the model, namely the steps, phases, or sequence of learning activities. Specifically, syntax is a description of the model in action. Each model has a different syntax or model structure. The learning model syntax is as follows:

Tabel Learning Model Syntax

Phase	Description
Phase 1	Apperception as an introduction including conveying learning objectives, motivating students, reviewing previous learning concepts related to the material.
Phase 2	Representation of learning models and organizing students into groups.
Phase 3	Presentation and development of the works of the students.
Phase 4	Summary and review of the students' work results for the development of thinking skills.
Phase 5	Reflections on learning outcomes and rewards.

Phase 1:

The stage begins with informing the basic competencies and indicators that students will have after studying some topics. Then the lecturer fosters positive perceptions and motivation to learn in students by describing the relationship between learning and related theories. Besides, the lecturer assured students that if students were actively involved in reconstructing the concepts and principles of the topic, the students would have better mastery of it. This is because new information in the form of knowledge lasts longer in students' memories, and learning is more meaningful because the concepts and principles are built on the learning experiences and life experiences of students. Furthermore, the lecturer explained the application of a model pattern that conditions student activeness in learning (solving problems).

Phase 2:

In the representation stage and problem solving with learning, lecturer asks the students to sit in groups. The formation of study groups applies the principles of local wisdom. Lecturer facilitates students with references such as books and journals, and also problems in the form of questions. Next, lecturer presents the topic and posed problems for each group. Lecturers instilled the values of local wisdom to make students interact with each other socio-cultural, motivate, and direct the course of discussion to be more effective, provide guidance and guide student work, and encourage students to work together.

Phase 3:

At this stage, lecturer asks group representatives to present their work and to allow other groups to respond in the form of criticism along with reasons. The lecturer asks questions to test the presenter's understanding / mastery and can be responded to by other groups. The criteria for selecting the results of group discussions to be

presented include: the group's answers are different from those of other groups, there are important ideas in the results of group discussions that need special attention. Thus, there can be more than one presenter group. During the presentation of the students' work, lecturer encourages class discussions and encourages students to openly submit ideas by instilling local wisdom-based values. The purpose of this stage is to determine the effectiveness of the results of the discussion and the results of group work in the previous stages. In its presentation, the presenter group will be tested by other groups and lecturers about their mastery and understanding of the problem solving carried out. In this way each group can get new ideas from other groups or other different alternative answers. Besides, this stage aims to train students to be skilled at presenting their work through submitting ideas in public (classmates). The skill of communicating these ideas is one of the competencies required in model learning to enable students to interact / collaborate with others.

Phase 4:

At this stage, lecturers and students review the results of the presentation to be followed by the development of work results to find out the application of theories and concepts to the real world to improve students' thinking skills.

Phase 5:

At this stage, lecturer helps students individually review the results of problem-solving, test students' understanding in the process of finding concepts and principles. Next, the lecturer evaluates the learning by creating a quiz.

(2) Social System

This social system includes 3 (three) main definitions, namely:

- Description of the various roles of lecturers and students.
- Description of the hierarchical / authority relationship between faculty and students.
- Description of various rules to encourage students.

The social system as a model element seems less structured than the syntax element.

The principle contained in the pattern is the integration of character education values into learning such as students and lecturer work together to solve problems; freedom of expression; cooperation among students and between students and lecturer, application of disciplinary values, enthusiasm and motivation at work, long-last cooperation during learning so that it can form students' character. Therefore, the interaction is intended to create mutually agreed solutions to problems.

(3) Principles Of Reaction

The principle of Reaction is the reaction of lecturers to student activities such as the phase of providing an example of how to construct concepts and encourages students to compare their concepts. But in some models, the lecturer may be directly

involved with students in selecting the concepts and helping them in their activities. So, the reaction principle will help students choose what reactions are effective.

The model is based on learning theories as well as local wisdom cultural values that emphasize learning centered on student activities so that lecturer's function as facilitators, consultants, and mediators in learning. Therefore, the things that lecturers necessarily do are: (1) creating an atmosphere of learning, such as testing students' understanding through giving examples and non-examples; (2) providing adequate learning resources, such as journal references and assignment questions; (3) directing students to always be on duty, such as guiding students to organize tasks; (4) providing assistance in the form of scaffolding to individuals/groups; and (5) providing feedback.

(4) Support System

This support system is a condition required by a model. So, it's not the model itself. The support system departs from the questions of what support is needed by a model to create a special environment. In this connection, the support system is in the form of capabilities / skills and technical facilities. The support system is derived from two sources, namely the specificities of the role of the lecturer and the demands of the students.

To implement the model practically and effectively, lecturers are required to make a learning plan accompanied by other supporting systems, such as lesson plan, syllabus, handouts, student books, and assignments, competency tests for learning outcomes, individual/group assignments and rubrics, assessment and other supporting material.

(5) Instructional And Nurturant Effects

This model emphasizes learning that is oriented towards student activities to discover statistical concepts and principles through problem-solving that originate from facts and local wisdom values. Therefore, student activities use educational interaction patterns sourced from local wisdom inherent in students. Thus, the direct impact of applying this model is to enable students to reconstruct material concepts and principles through problem-solving and to get used to solving real-life problems in their environment through collaboration with interaction patterns in learning. Students' understanding of material objects is built based on experiences of local wisdom and previous learning experiences. In addition, students will get used to analyzing logically and critically. Furthermore, the accompanying impact that will occur in applying this model is that students realize how high the value of their ancestral upbringing with local wisdom is useful for use in life so that they do not feel isolated from their environment.

The learning system in PPG includes the essence of learning in PPG which no longer uses course nomenclature. The learning system in the PPG program includes a workshop on the development of learning tools and practical field experiences. This activity is guided intensively by lecturers and tutors who are specially assigned for

these activities. The learning tools developed are syllabus, lesson plan, teaching materials, learning media, and assessment tools. The results of the development of these learning tools are implemented in peer teaching activities and Field Experience Practices.

Learning principles that receive special attention in the PPG program, include Integrating Character Education, learning by doing, active students, higher-order thinking skills, accompanying impact, feedback mechanisms, use of information technology, contextual learning, the use of multistrategy, and various learning resources, Oriented to TPACK.

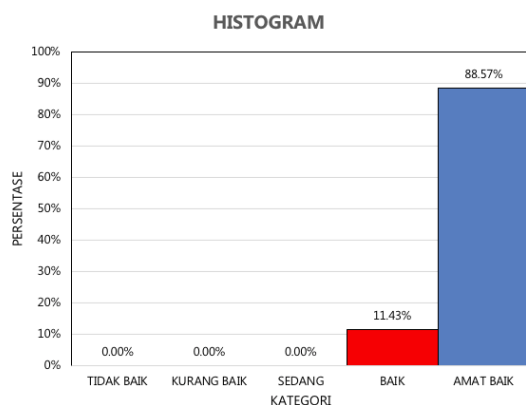
PPG Participant Student Responses to the Development of Characteristic PPG Learning Models

Based on the results of the analysis of the responses of the participants toward the model with character after implementation in the implementation of PPL in partnership schools, the general response is very good. From all the indicators given, good responses are obtained which in general stated that the development of a PPG learning model with character is very useful.

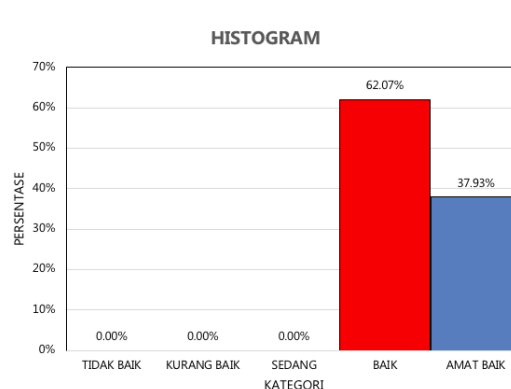
According to these results, it can be suggested that the results of the development of the PPG learning model with character meet the valid, practical, effective, good, and quality criteria. The PPG learning model with character has clear steps in forming a quality and character education.

Efektivitas Model: Eksperimen Model Pembelajaran Pendidikan Profesi Guru (PPG) yang Berkarakter

Kelas eksperimen diperoleh nilai rata-rata sebesar 89,03; standar deviasi sebesar 3,80; variansi sebesar 14,40; median 88; modus 88; skewness 0,372; kurtosis -0,779; range 14; minimum 82 dan maksimum 96. Kelas control diperoleh nilai rata-rata sebesar 81,31; standar deviasi sebesar 8,19; variansi sebesar 67,22; median 80; modus 72; skewness 0,290; kurtosis -1,443; range 22; minimum 72 dan maksimum 94. Jika dibuatkan dalam bentuk kategori maka diperoleh gambar sebagai berikut:



Kelas Eksperimen



Kelas Kontrol

Hasil analisis data menggunakan ANOVA diperoleh nilai F hitung sebesar 24,682 dengan nilai peluang $0,000 < \alpha 0,05$ yang berarti secara statistik signifikan untuk menerima hipotesis H1 dan menolak hipotesis H0 yang berarti terdapat perbedaan yang signifikan antara nilai hasil ujian komprehensif kelompok eksperimen dengan nilai hasil belajar kelompok kontrol. Sehingga dapat dinyatakan bahwa terdapat perbedaan hasil ujian komprehensif antara perlakuan eksperimen model pembelajaran PPG yang berkarakter dibandingkan dengan kelas kontrol pembelajaran langsung.

Apabila memperhatikan rata-rata diperoleh kelompok eksperimen sebesar 89,03 dan kelompok kontrol sebesar 81,31. Hasil tersebut menunjukkan bahwa rata-rata kelompok eksperimen yang diajar dengan model pembelajaran PPG yang berkarakter lebih tinggi dari pada hasil belajar kelompok control yang diajar dengan pembelajarn langsung.

Dari hasil tersebut, maka dapat disimpulkan bahwa hasil pengembangan model pembelajaran PPG yang berkarakter efektif untuk diterapkan pada perguruan tinggi pada pembelajaran PPG.

CONCLUSION

Based on the research result and discussion, we conclude some important point as follows:

- (1) The development of the PPG learning model with character meet the criteria of validity, practicality, effectiveness, good quality and quality.
- (2) The PPG learning model with character after the implementation is effective to apply for learning in the prospective teacher colleges.
- (3) The response of the PPG students to the results of the PPG learning model with character is very good to apply in the field teaching practice in schools.

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