

---

## CURRICULUM ANALYSIS OF TEACHER PROFESSIONAL EDUCATION PROGRAM (PPG) OF ISLAMIC EDUCATION IN INDONESIA

Fauzan, Bahrissalim

Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

E-mail: <sup>1</sup>fauzan@uinjkt.ac.id; <sup>2</sup>bahrissalim@uinjkt.ac.id

---

Received: 14<sup>th</sup> August 2017; Revised: 22<sup>th</sup> November 2017; Accepted: 28<sup>th</sup> December 2017

---

### Abstract

The existence of Professional Teacher Education program (PPG) becomes a demand after the Law of Teachers and Lecturers (UU G-D) requires professional teachers to have an educator certificates. Professional education contains practical activities of applying academic educational ability in professional activities of teachers in schools along with systematic supervision mechanisms and in a relatively adequate time (at least one year or two semesters). The substance of the Teacher Professional program curriculum rests on the accommodation of teachers' competence, pedagogic, professional, personal, and social. The demands of the teacher's competence spawned several offers of learning expenses that became a person's reinforcement to become a professional teacher, whether related to the content of teaching materials or the strengthening of teaching skills. The structure of the PPG program curriculum contains workshops on learning tool development, teaching exercises through micro teaching- learning, peer learning, and field experience programs (PPL), and pedagogy enrichment programs.

**Keywords:** teacher professional education program (PPG)

### Abstrak

Keberadaan Program Profesi Guru (PPG) menjadi tuntutan setelah UU G-D mempersyaratkan guru profesional memiliki sertifikat pendidik. Pendidikan profesi berisi kegiatan praktik menerapkan kemampuan akademik kependidikan dalam kegiatan profesional guru di sekolah disertai mekanisme bimbingan dan supervisi yang sistematis dan dalam waktu yang relatif memadai (sekurang-kurangnya satu tahun atau dua semester). Substansi kurikulum Program Profesi Guru (PPG) bersandar pada akomodasi tuntutan kompetensi guru, yakni pedagogik, profesional, personal, dan sosial. Tuntutan kompetensi guru tersebut melahirkan beberapa tawaran beban belajar yang menjadi penguat seseorang menjadi guru profesional, apakah terkait dengan konten materi ajar atau penguatan teaching skill. Struktur kurikulum program PPG berisi lokakarya pengembangan perangkat pembelajaran, latihan mengajar melalui pembelajaran mikro, pembelajaran pada teman sejawat, dan program pengalaman lapangan (PPL), dan program pengayaan bidang studi dan/atau pedagogi.

**Kata kunci:** pendidikan profesi guru (PPG)

**How to Cite :** Fauzan., Bahrissalim. (2017). Curriculum Analysis Teacher Professional Education Program (PPG) of Islamic Education in Indonesia. *TARBIYA: Journal of Education in Muslim Society*, 4(2), 148-161.

doi:10.15408/tjems.v4i2.6400.

**Permalink/DOI:** <http://dx.doi.org/10.15408/tjems.v4i2.6400>

---

## Introduction

The most important and decisive component of educational success is the teacher. In Law no. 20 of 2003 on National Education System, teachers are considered as professional educators who are involved and take responsibility for the learning process. In educational terms, educators or teachers are people who deliberately influence others to achieve a higher level of humanity. In other words, educators are more mature people who are able to bring learners toward maturity

Educators come from community members who are devoted and appointed to support the provision of quality education, their position can be educators, tutors, instructors, facilitators, and other designations in accordance with their specificity, and participate in conducting education. In other words, educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service.

Educators can be divided into 2 (two) categories, namely educators by nature, i.e. parents and educators by position, namely teachers or lecturers. Parents as educators by nature are the first and primary educators, because by nature the human child is born by their parents (mother) in a state of helplessness. Only with the help and services of parents (especially mothers) babies (human children) that can live and grow more mature. The relationship of parents with their children in educational relationships, contains two basic elements, namely the element of love of educators to children, and elements of awareness and responsibility of educators to guide the development of children.

In the context of teaching, the existence of an educator is required to show themselves as a

professional figure with the competence and qualifications they have. Qualified educators become the absolute requirement of a quality education system and practice, almost every nation in the world is always developing policies that encourage the existence of qualified teachers.

Qualified educators mean teachers who are administratively qualified S1 (Bachelor) and have the ability in the field of teaching as regulated in Law no. 14 Year 2005 on Teachers and Lecturers. Qualification can mean (1) special education to acquire a skill; (2) the skills needed to do something (occupy a position, etc.); (3) levels; (4) sports restriction or allowance. Based on the teacher's understanding and the qualifications previously described, a conclusion can be drawn about the qualifications of the teacher as a skill that a person needs to run the teaching profession.

With undergraduate qualifications, teachers are expected to have sufficient skills, both taught material content and educational concepts acquired in college, so that with the experience the teacher is more "mature" and capable in giving birth to future generations.

## Criteria of Competent Teacher

Competence (competency) is a skill or ability (Muhibbin, 2004: 229). Competence means something that describes a person's qualifications or qualities, both qualitative and quantitative (Uzer U, 2000: 4). This understanding is more in terms of administrative scholarship. According to Kamus Besar Bahasa Indonesia, competence is the authority (power) to determine (decide) something. (Poerwadarmina, W.J.S., (1991), h. 395)

Still in line with the above understanding, competence is the whole ability of knowledge, attitude, and skills required by someone in connection with a particular task (M. Surya,

2004: 92). In line with that, Finch and Cruncilton as quoted by Mulyasa interpret the competence as a mastery of a task, skills, attitudes and appreciation needed to support success (Mulyasa, 2003: 38). It shows that competence includes the tasks, skills, attitudes and appreciation that must be possessed by teachers or educators to carry out their duties in order to achieve a certain task that has been determined.

In addition to meaningful abilities, competence also means "... the state of being competent or qualified", i.e. the state of authority or eligibility under the law (Muhibbin, 2004). The phrase can be understood that the person having the competence must have the authority and the conditions in accordance with the applicable law, for example a doctor is a position that is required to have ability in the field. They have the authority and requirements as a doctor based on applicable law, which must be a graduate of medical faculty. So the teacher too, must have competence. According to Barlow in Muhibin Syah argues that the competency of teachers, is "the ability of a teacher to responsibly perform his or her duties appropriately", that is, a teacher's ability in carrying out obligations in a responsible and reasonable manner. (Abdurrahman. (2007), h. 207)

From the above definitions it can be concluded that competence requires several things, among others: (1) The existence of characteristics that indicate the ability or authority, (2) The ability is reflected in the form of knowledge, skills and attitudes, (3) Obtained through learning experience, (4) Be realized in the form of performance. (Mujib. Abdul dan Jusuf Mudzakir. (2006), h. 97)

This understanding of the word 'competency' means when it is associated with the profession of teachers, the competence of teachers is a description of the qualitative nature

of the behavior of teachers or educational personnel who seem very meaningful. Further explained, that the ability is a rational behavior to achieve the required objectives in accordance with expected conditions. It is said to be rational because it has a certain directions or purposes.

Teacher competence implies the ability of a person in carrying out obligations in a responsible and proper or the ability and authority of teachers in implementing their teacher profession (Uzer U, 2005: 14). According Kunandar, understanding of teacher competence is a set of mastery of skills that must exist in the teacher in order to realize its performance appropriately and effectively (Kunandar, 2007: 55). Thus, the competence of teachers is the internal capacity of teachers in carrying out their professional duties. Teacher professional duties can be measured from how far the teacher encourages the process of effective and efficient learning.

There are many formulations about the dimensions or varieties of teacher competencies advanced by experts. Cooper presents four teacher competencies, namely (a) having knowledge of learning and human behavior, (b) having knowledge and mastering the field of study, (c) having the right attitude about self, school, peers, and field of study Which he coached, and (d) having the skills of teaching techniques.

The same opinion expressed by Grasser. According to him, there are four things that must be mastered by teachers, namely (a) mastering the lesson materials, (b) the ability to diagnose student behavior, (c) ability to carry out the learning process, and (d) the ability to measure student learning outcomes.

According to George J. Mouly cited by Sudjana, the competence of teachers consists of cognitive, attitudes and behavior. These three areas of competence do not stand alone, but are

interconnected and interplay with one another. These three areas of competence also have a hierarchical relationship in the sense of mutually underlying each other. (Sukamdinata, Nana S. 2006, h. 119)

For Oemar Hamalik, a professional teacher should have requirements that include: 1) having a talent as a teacher, 2) possessing a skill as a teacher, 3) having good and integrated skills, 4) having a healthy mental, 5) able-bodied, 6) having Experience and knowledge, 7) the teacher is a Pancasila-minded man, and 8) the teacher is a good citizen. (Oemar Hamalik: 2003, pp. 118)

Another conception states that in order to be able to carry out the task of being a formal educator in school, teachers are required to have ten basic skills: (1) mastering materials, (2) managing teaching and learning programs, (3) managing classes, (4) mastering media or learning resources (7) assessing student achievement, (8) recognizing the function and counseling guidance program, (9) recognizing and organizing school administration, and (10) understanding the principles of education And interpreting research results for educational and teaching purposes (Kunandar: 2007: 58).

## Method

The type of this research is qualitative research with the application of content analysis method from a study on Teacher Professional Education (PPG) in Indonesia. By content analysis, of course, put forward in this research is the utilization of data through documents, both primary and secondary. Viewed from the source, this research data consists of two categories namely primary data and secondary data. Primary data is data or rules of law directly related to PPG issues, among others Law No. 14 of 2005 on Teachers and Lecturers, Government Regulation No. 74 of 2008 on Teachers,

Presidential Regulation No. 8 of 2012 on Indonesia National Qualification Framework , and Minister of Education and Culture Regulation No. 49 of 2014 on National Standards of Higher Education.. While secondary data is data or documents obtained are not directly related directly with PPG, but the information can support the implementation of PPG activities.

To be able to obtain adequate research data, some data collection techniques are used, such as: (a) documentation study, and (b) interview. Based on data collection techniques above, the research instrument used to collect data is a non-test instrument in the form: 1) Documentation Study Guidance, and 2) Interview Guide. Prior to data analysis, firstly done data processing through the stages of structuring raw data, editing, coding, and tabulation of data. The data that have been processed further done qualitative data analysis with qualitative analysis and content analysis.

## Discussion

The term "professional" is identical to someone who can complete a task, work according to agreed commitments. The criteria or conditions inherent in a job are interpreted as limiting whether "a job is professional or unprofessional". Motorcycle taxi drivers, for example, are principally non-regulatory jobs, everyone can become motorcycle taxi drivers as long as required equipment such as motorbike, helmet, driving license are fulfilled.

Unlike the case with the profession of teachers and doctors, both professions are born in line with the demands of society. Teachers can be called the oldest job. Teacher work has been around since people are able to think and get to know science. Throughout the history of life, teachers have always been in the midst of society with a very respectable position and role.

Teacher teaches a lot of science to make human beings easy in living life. Society cannot deny if only the work of teachers who can deliver their children become knowledgeable, cultivated, and skill that qualified. Personality, politeness, intelligence, the formation of a nation's morality is largely determined by whether or not the teacher does the educational process. Similarly, the profession of teachers, the public also considers that only the doctor can prescribe drugs, help people heal all diseases suffered. Both professions (teachers and doctors) have the same goal, which is how to keep people healthy physically and spiritually.

The doctor's job in treating a person's illness takes only a few days to diagnose and administer the drug, if the medication is given right, it does not take long for a person to recover; But vice versa if the given drug is not in accordance with the diagnosis, then someone will feel the effects caused at the time. Unlike the task of teachers in educating, guiding, and shaping the character of society takes quite a long time. Making people pious, morally curious, disciplined, knowledgeable, physically and mentally healthy, and being a responsible and democratic citizen is not an "easy" job, it takes decades to reach that goal.

It becomes an irony, when a teacher's work with great implications in the formation of the mentality and character of a nation, is so "open" to S1-qualified graduates. UUGD has legitimized the mention of "professional teachers" with the criteria, among others (1) having competence, (2) certifying, and (3) qualifying S1 without frills of education. That is, all undergraduate graduates outside the educational background, with the provision of "willingness" and "opportunity" can work as a professional teacher after graduated from the Professional Teacher Education program (PPG). In fact, in another professional perspective, again speaking the profession of doctors, judges,

accountants, pharmacists, lawyers, and nurses; All of which require an academic qualification of S1 according to the field under which not just any S1 graduate can work as a doctor, judge, accountant, pharmacist, lawyer, and nurse.

### **PPG: Between the Problems and the Alternative Solution**

The huge amount of attention and support from the government to improve the quality of education, mean to improve human resources, must answer the challenges of globalization that requires education professionally managed, and supported by Professional human resources. Without these efforts, human resources will lose the ability to seize opportunities in the increasingly tight world.

Improving the quality of education through improving the quality of professionalism of educators is recognized as the most strategic and decisive step, because the educators who are at the forefront in leading learners to the advantage of ability and competitiveness in the global arena. Because of the importance and strategic function and role of educators, there is an opinion that even if other components do not exist, but if the teacher component is available properly, the education process will continue. (Nana Saodih Sukmadinata: 1998, 89, h. 124) There are many policy steps undertaken by the government to improve the quality of Indonesian teachers, one of which is by developing the Professional Teacher Education program. The existence of PPG becomes a demand after the UUGD requires professional teachers to have educator certificates. The educator certificate should be the assurance that a teacher has academic, competence, physical and spiritual qualifications, so as to achieve the goals of national education.

The direction of the article implies that to realize educational learning must be supported by the wholeness of the mastery of academic competence and professional education. Professional education contains practical activities of applying academic educational ability in professional activities of teachers in schools along with systematic supervision and supervision mechanisms and in a relatively adequate time (at least one year or two semesters). (Directorate of Teachers and Education Personnel Dikti Kemendikbud RI, 2013: 43)

The PPG program policy has clarified and rewarded the professional profession of teachers as certified licensed professionals, but at other times PPG has also provided "madharat" (adverse impact) even bringing the controversial view that to be a teacher no longer has to take long Education in the Faculty of Teacher Education (FKIP) or the Faculty of Tarbiyah and Teacher Training (FITK), because according to the UUGD PPG program only requires graduates with S1 qualifications (education and non-education). The birth of UUGD has also changed the pattern of teacher education concurrent or integrated into the pattern of teacher education consecutive. (Directorate of Teachers and Education Personnel Dikti Kemendikbud RI, 2013: 32) Teacher education pattern concurrent is a teacher education system that integrates the academic competence of education and academic competence in the field of study, as well as integrating academic education and professional education, graduation given the rights and authority of teaching attached, Marked by diploma or undergraduate diploma as well as by teaching deed. For concurrent view, being "educator" must be a mature person, not only demonstrated by a mastery of the material being taught, but scientifically, theories and concepts of education, teaching skills are also the main demands. The

birth of Teacher Education School (SPG), Religious Teacher Education (PGA) at senior high school level proves that being a teacher is not easy, it should start from a "heart" call if the person wants to become a professional teacher. The existing pattern of teacher education in Indonesia proves that the teaching profession should be in accordance with the background of academic qualifications, and one's competence

While the pattern of teacher consecutive education is the pattern of teacher education that opens wide space for graduates of Bachelor (education and non-educated) to become professional educators. In the consecutive perspective, the academic education prepared by LPTK / FITK is only mentioned as an effort to prepare prospective teachers with pedagogical knowledge and material content to be taught, but has not been able to provide actual teaching experience when going to school / madrasah. Therefore, it is necessary to provide real educational experiences (real teaching) through actual teaching practices and in accordance with the dose of time required.

This consecutive way of view which then gave birth to the idea of a UUGD that thwart the concept of PPG. There are two PPG models developed, namely 1) PPG in Position and 2) PPG Pre-Position. PPG Program in Position is a teacher's professional education program to produce teachers who have the ability to realize the goals of national education, namely to develop the potential of learners to become human beings who believe and fear Allah Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, And become a democratic and responsible citizen. The specific objectives of the PPG program in Office are to produce professionally competent professional teachers: (a) plan, implement, and assess learning; (B) follow up the assessment results by conducting guidance and training of learners; And (c) able to conduct

research and develop professionally in a sustainable manner. PPG Goals in Position are teachers who have not been certified with a minimum of five years of service teaching and coming from undergraduate. This PPG model is also referred to as a replacement policy of portfolio assessment as well as Teacher Professional Education and Training (PLPG) which is considered by most of the community to have less positive impact in giving birth to professional educators.

Theoretically, this PPG model is pointed out to provide a great value for teachers to explore pedagogical content (for non-educated teachers) and the strengthening of teaching materials (for teachers of education) required. But the reality in the field, the implementation of this program was not in accordance with the concept of legislation. Many teachers (from education and non-education) receive equal treatment both in terms of material content taught, as well as the time taken during the PPG program. That is, in fact the more "unclear" sorting where the teacher who came from the faculty of education and non-education, because all are considered equal, even the treatment was beaten flat.

In the view of PPG FITK participants in 2013, this PPG model is much more meaningful than a ten day PLPG. For teachers, PPG activities have provided the strengthening of pedagogic materials and teaching materials they need. Only the selection of schools / madrasah as a place for micro-teaching of PPG teachers is still not representative with the theoretical needs received during the lecture (see the results of PPG FITK Effectiveness UIN Jakarta, 2013)

While PPG Pre service means the implementation of PPG activities followed by prospective teachers who already meet the demands of academic qualifications Bachelor. Pre-service Profession Education Professional Program is an educational program organized to

prepare graduates of S1 of Education and S1 / D-IV Non-educated who have talent and interest to be master to master the competence in full accordance with national standard of education.

PPG Pre-service may also be called an advanced program to label a person as a professional teacher with the implications of certificates and professional allowances. Pre-Position PPG Program can be called as the elective program, when an educational graduate or LPTK / FITK graduate wishes to become a professional teacher. That is, not all LPTK / FITK graduates must follow the PPG Pre service program.

### Academic Educational Curriculum and Teacher Professional Education Program

Academic education means education prepared to prepare scholars with certain disciplines of science, technology, and / or arts in accordance with the level of study obtained, such as elementary school (SD), junior high school, high school (SMA), Diploma ( D1, D2, and D3), Bachelor, Master, and Doctorate. This is as stated in Law no. 12 of 2012 which states that academic education is a Higher Education undergraduate program and / or graduate program directed at the mastery and development of the branch of Science and Technology. Here is the clear direction of academic education, namely the development of clumps in the field of science. As known, the cluster of fields of science consists of math and natural sciences (MIPA), Plant Sciences,, Animal Science, Medical Sciences, Health Sciences, Engineering Sciences, Linguistics, Economics, Social Sciences and Humanities, and Religion and Philosophy. (Dikti Kemendiknas 2012) Academic education trying to do the study of various science that developed, both cognitive, psychomotor, and the value contained therein.

In the context of "tarbiyah", academic education is education to prepare prospective educators who excel in the academic ability of education and academic field of study. The field of education is more directed to content pedagogy demand, a specific ability directed at mastery of educational sciences, teaching skill, curriculum development, learning strategy, history and philosophy of education, and other pedagogic ability that support the existence of tarbiyah students as prospective teachers. While the demands of the ability of the field of study leads to a person's professional skills when transforming knowledge (transfer knowledge) and technology in depth. In relation to professional ability, teachers have at least a mastery of (1) subject matter in a broad and in-depth manner as per the content of the educational unit program, subject, and / or subject group that they are, and (2) disciplinary concepts and methods Relevant scientific, technological or art that is conceptually coordinated with the educational unit, subject, and / or subject group program. (See PP No. 74 of 2008).

In this academic education, applied the principle of early exposure or sharpening as early as possible. That is, teacher preparation can not necessarily provide educational and teaching experience at the end of academic education or at professional education, but should be prepared as early as possible. (Directorate General of Higher Education Kemendikbud: 2013, p.32)

Related to the problem whether all tarbiyah faculty graduates have the opportunity to become teachers? If you look at the profile of graduates and competency demands of tarbiyah or LPTK faculty graduates, of course, oriented on "preparation of professional teacher candidates", because that is what distinguishes the faculty of education and which distinguishes it from non-educational faculty. It's just in line

with the birth of Law no. 14 of 2005, there is a strong signal that teachers should not have the background of Tarbiyah or LPTK faculty. All academic graduates are eligible and entitled to become professional teachers, as long as the requirements are fulfilled (1) the undergraduate certification, (2) has four competencies, and (3) there is a license (certificate) through the teacher certification program. For some people, the rule has an impact on the narrowness of tarbiyah graduates to become teachers, even for those who are not ready to compete with other college graduates would be very unlikely to become a professional teacher. But for others, the rules and even more provide opportunities as well as challenges for tarbiyah or LPTK graduates to be more competitive, selective and perform with the performance of teachers broad-minded, academic, and always missed learners.

The opportunity to every graduate of education and non-education faculty to become a teacher is done through a program called teacher professional education. Professional education itself is higher education after the undergraduate degree preparing students to have a job with special skill requirements (Article 15 of Law No. 20 of 2003). Teacher professional education can be defined as a specific effort to prepare learners with various competencies, whether involving the strengthening of the field of education, scholarship, personality, and social with the ultimate goal can give birth to "professional teachers". The accumulation of scholarship obtained at undergraduate academic level, then continued on the strengthening of material and skill in order to sustain the work carried. If someone hopes to become a professional teacher, then through professional education he will get the material content that will be taught and strengthening teaching skills for those who come from non-education. The expected final target of professional education in addition to strengthening material content and



teaching skills, as well as recognition (recognize) to become a professional teacher. Therefore, every implementation of professional education is usually always linked workshop, field practice, integrated teaching practice. This is done so that the designation of professional teachers directed really on the figure who has the knowledge as a whole, general knowledge needed in the open world and the progress of science very quickly and special knowledge mastered by a professional teacher of education (pedagogy). (H.A.R. Tilaar, 2015, p. 135) A study of science that is both theoretically and practically related to the process of changing behavior, culture, to the value order prevailing in society.

From the above description can be identified the following differences (1) from the side of the expected goal, the two types of education is clearly different. Academic education is oriented on strengthening the field of certain sciences, so that the final target is expected scientists, researchers or scholars. While professional education is directed to the formation of a person into a "professional worker" with a supportive competence. (2) in terms of the number of semester credit systems (sks) and the study period, the two types of education are different. Academic education amounted to 144 credits or equivalent to eight semesters, while the professional education amounted to 36 credits equivalent to two semesters. These two differences then have implications for the application of the curriculum with the number of different courses and curriculum structures.

### Academic Education Curriculum, Profession of KKNI Perspective

Along with the needs and demands of society that is loaded with the development of science and technology, the curriculum should make efforts to change, development and innovation against these demands. A necessity

when the curriculum continues to present with patterns of change as a result of the thinking of society, because the "user" curriculum is ultimately also society.

Response to curriculum changes can be seen from the many rules that become the umbrella of the application of new curriculum, for example the birth of Law no. 14 of 2005 on Teachers and Lecturers, policy on implementation of curriculum 2013, the birth of Law no. 12 of 2012 on Higher Education, Presidential Regulation no. 8 of 2012 on the Indonesian National Qualification Framework (read: KKNI), Minister of Education and Culture Regulation no. 49 of 2014 on National Standards of Higher Education. Implications The policy indirectly affects the curriculum change pattern of each course and even the adjustment of the content that will be presented to the students.

KKNI itself is the minimum frame of reference that becomes the size, the recognition of education. KKNI is also referred to as a framework of competency qualification that can pair, equalize and integrate between the field of education and the field of job training and work experience in the framework of providing job recognition in accordance with job structure in various sectors. KKNI is a manifestation of the quality and identity of the Indonesian Nation in relation to the national education and training system owned by Indonesia. (Presidential Regulation No. 8 of 2012)

As the "identity" of a nation, KKNI is present as an effort to standardize the capabilities that should be owned by every graduate level of educational institutions. The ability of graduates at every level of education should have a national similarity and realize a recognition, both nationally and internationally. In terms of equality, the graduates of the program: (1) D-3 at level 5 KKNI, (2) S-1 at level 6 KKNI, (3)

Professional Education at level 7, (4) S-2 / 8 KKNI, and (5) S-3 / Doctorate at level 9 KKNI.

Therefore, in the perspective of KKNI, the development of the curriculum of the study program should begin by clarifying the "graduate profile" or "what work is appropriate for a graduate of a course?" By reflecting a minimum agreed ability, ie (1) attitude, Areas of work ability, (3) knowledge, and (4) managerial and responsibility.

Academic, professional, and vocational education for each stratum / skill in a particular skill / subject area is managed by the study program. The study program is in charge of designing, organizing, and evaluating the curriculum of the study program, so that the curriculum meets the relevance and quality aspects. Aspects of relevance include user needs, translation of the program and strata, and equality with competency leveling based on KKNI (Presidential Regulation No. 8 of 2012).

In order for the process of developing the curriculum of the study program to run effectively requires a framework of footing, by firstly conducting needs assessment study analysis, feasibility study, comparative study and benchmarking, evaluation of current curriculum, alumni tracer study, Process evaluation, new curriculum formulation, validation and revision, public test, implementation, and evaluation of the curriculum. That is, in the context of determining the terms of reference, the study program should involve all academicians, professional associations, alumni users, relevant expert groups, and other stakeholders. So that the process is done according to the vision, mission, and objectives of the study program, faculty, university, as well as the goals of national education.

The development of KKNI-based curriculum development program covers the following matters:

First, the Vision, mission, goals, objectives of the study program are linked to the vision, mission, faculty and university goals. The vision of the study program is a shared goal in the future of all academic community of study program. The vision of the study program is formulated based on input from the entire academic community of the study program. Mission is something that must be carried out or should be implemented as a translation of the vision that has been established within a certain time to be a reference for the preparation of the main program of the study program. The purpose of the study program is a description of the level of quality that will be achieved by each course.

Second, the framework of KKNI formulation and learning outcome of the study program which is the expected competency of graduates, covering 1) general attitude formulation, 2) general, main and special knowledge, and 3) general, main and special skills, As referring to Perpres No. 8 of 2012 on the Indonesian National Qualification Framework and Permendikbud number 49 of 2014 on National Standards of Higher Education (SNPT) formulated in conjunction with the association of study programs, or based on the determination of Higher Education. The achievement of learning is a reference to meet the needs of the ability to study various needs nationally, university, faculty, and the level of study program.

Third, the curriculum map, in the form of a matrix that links the competence of the course (course learning outcome) with the course. The curriculum map formulation refers to the Practical Guidance for Curriculum Development.

Fourth, the structure and content of the curriculum, which is a list of subject names, weights, and the distribution of the courses on the specified time allocation (semester). The

development of the structure and content of this curriculum refers to the Basic Curriculum Framework as well as the Practical Guidance on Curriculum Development of the Study Program.

Fifth, the Identity of course subjects in which there are: (1) the name of the course and its code, (2) the weight, (3) the prerequisite, if any, (4) the course learning outcome, (5) the description of the teaching material supporting Achievement of competence, (6) source book. The format of subject identity refers to the Appendix

Sixth, the Arrangement on the burden of learning and graduation which contains an explanation of the number of credits to be taken by students (mandatory and elective) to be declared to graduate from a particular course of study. This arrangement refers to the Curriculum Framework.

### Curriculum Analysis of Teacher Professional Education Program (PPG)

As an education program organized after an undergraduate program, the PPG curriculum is developed with a reference to the principle of activity based curriculum or experience based curriculum rather than subject matter curriculum as in academic education. The implications of this principle are learning in the PPG program happens in the form of workshops for learning/ activity development with school / madrasah and teachers' involvement. (Guidelines for PPG Implementation in 2017)

The PPG curriculum ranges from 37 credits to 40 credits with content substance on: a). the deepening of the subject matter of the skills to be taught; b). the deepening of pedagogical material for students of PPG Programs with non-educational background; c). learning tools development workshops; d). learning practices with peers; e). PPL; and f). enrichment and remediation for students who

have not fulfilled the learning achievement set. (Permenristekdikti No. 55 of 2017 on Teacher Education Standards)

The purpose of applying the core curriculum of PPG learning (both for pre-service and in-service teacher) is the achievement of pedagogical competence and professional competence in education and learning activities directly on campus and school / madrasah. The given courses include subject content (SC), as a basis for strengthening professional competence; and Subject Specific Pedagogic (SSP); as a basis for strengthening the fields of education and learning tools. In general, the PPG curriculum model can be described in the following table:

Table 1. Content Distribution Model of PPG Curriculum

No	Curriculum Content	Percentage
1	Academic pedagogical or discipline of study and profession; and learning device development workshops and classroom action research plans	60%
2	Praktik Pengalaman Lapangan (Field Practices)	40%
Total		100%

source: Guideline of PPG 2017

The focus of the PPG curriculum study is directed at the strengthening of pedagogic and material content in accordance with the procurement of teachers (60%), and Field Experience Practices in schools / madrasah (40%). The two activities are meant to contain several activities spread in the first semester and in the second semester, both in the form of academic and non-academic activities. First semester academic activities are (1) learning device development workshop, (2) presentation of learning device development result, (3) peer teaching, and (4) deepening or strengthening of subject matter / skill. Second semester academic activities include Field Experience Practice (PPL), Classroom Action Research (PTK), and

for PPG vocational practice activities in industry. (see the 2017 PPG Guidelines). Viewed from the perspective of the rules mentioned, there are some training subjects offered in PPG that can be seen from the structure of PPG curriculum as follows:

Table 2. PPG Curriculum Structures

No	Subjects	Credit		
		Theory	Practice	Total
1	Deepening of Pedagogic Material (Learning Planning, Learning Strategy, Learning Media, and Evaluation of Learning)	5	5	10
2	Deepening Competency Material Skills	1	3	4
3	Learning kit workshop	0	8	8
4	Classroom Action Research (PTK)	1	0	1
5	Field Experience Practice	0	15	15
	Total	7	31	38

source: Guideline of PPG 2017

The table illustrates that PPG learning activities are more directed towards strengthening the implementation of learning activities, both in the classroom and in the school / madrasah. The workshop activity of learning device development is a form of affirmation of the importance of understanding about various learning tools that teachers need when doing activities in school / madrasah. Field Experience Practice is the most vital curriculum of PPG. This activity plays a role in matching a theory / concept of education obtained through workshops / class with the existing conditions in the school / madrasah. Therefore, both workshop learning activities and PPL require the assistance of guidance lecturers and mentor teacher.

Implementation of PPG curriculum can be seen from the learning activities in campus, dormitory, and school / madrasah. Learning on campus is a learning about the training subject that is still theoretical, while off-campus learning

is a practical learning in school / madrasah. Through the various kinds of learning, PPG participants are expected to have the ability to: (1) Mastering the materials, structures, concepts and thinking patterns of scholarship that support the subjects or classes being taught; (2) Identifying the general potential of learners that need to be developed in their professional fields; (3) Reviewing the curriculum and developing it in the form of learning; (4) Mastering the technique of preparing and developing teaching materials in the field of science; (5) Adjust materials with the level of development of learners; (6) Plan and design the learning according to the characteristics of potential learners; (7) Mastering creative, innovative strategies, methods and techniques; (8) Applying ICT-based learning media to improve the quality of learning; (9) Utilizing the environment as a learning resource; (10) Implement evaluation process and learners' learning outcomes; (11) Utilizing evaluation results for improved learning; (12) Adjusting in a persuasive manner with the work environment and assessing self-performance as a teacher of religious personality; (13) Improving the quality of learning through educational and learning research activities; (14) Working independently and cooperating with others; and (15) Manage and develop existing educational resources productively in achieving learning objectives.

## Conclusion

PPG is a professional education program prepared by the government to equipped professional teachers with the integrity of competence and meet the demands of national education goals. In KKN theory, this type of education is a type of professional training that is very different from the academic education for Bachelor Degree (S1). If undergraduate

education is more focus on academic and theoretical things and mostly about introducing work profiles of teachers in the future, PPG is prepared to assist teachers who are already teach and practically dealing with students in school / madrasah. In the perspective of the Law of Teachers and Lecturers (UU DG), all types of academic education for Bachelor will have the same scientific linearity and can follow the PPG program through the Institute of Educators and Education Personnel (LPTK) appointed.

As a program that trains professional teachers, PPG curriculum offers more focused on strengthening teaching skills on aspects of mastery of learning tools and mastery of material offered through workshops on learning tools development both on campus and Field Experience Practices in schools / madrasah.

## References

- Abdurrahman. (2007). *Meaningful Learning Re-Invensi: Kebermaknaan Pembelajaran*. Yogyakarta: Pustaka Pelajar. cet. I.
- Departemen Pendidikan Nasional. (2006). *Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta: Depdiknas
- Departemen Pendidikan Nasional. (2005). *Rencana Strategis Departemen Pendidikan Nasional Tahun 2005-2009*. Jakarta: Depdiknas.
- Direktorat Pendidik dan Tenaga Kependidikan Dikti Kemendikbud RI, 2013: 43
- Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kemenristekdikti, Pedoman Penyelenggaraan PPG Tahun 2017
- Hamalik. O. (2003). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Kunandar. (2011). *Guru Profesional: Impelementasi KTSP dan Sukses dalam Sertifikasi Guru*. Jakarta:PT. Rajawali Press.
- Mulyasa. (2011). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Baandung: Rosdakarya. cet. 10
- Mujib. Abdul dan Jusuf Mudzakir. (2006). *Ilmu Pendidikan Islam*. Jakarta: Kencana Prenada Media. cet. I.
- Peraturan Pemerintah RI No. 74 tahun 2008 tentang Guru
- Peraturan Presiden RI No. 8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia
- Peraturan Menteri Pendidikan dan Kebudayaan No. 49 tahun 2014 tentang Standar Nasional Pendidikan Tinggi.
- Peraturan Menteri Pendidikan dan Kebudayaan No. 81A tahun 2013 tentang implementasi Kurikulum 2013.
- Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia No. 55 Tahun 2017. tentang Standar Pendidikan Guru
- Poerwadarmina, W.J.S., (1991), *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka. cet. XII.
- Slameto. (2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta
- Sudirman. (1989) dkk. *Ilmu Pendidikan*. Bandung Remaja Karya. cet. I.
- Sukamdinata, N.S. 2006. *Pengembangan Kurikulum teori dan Praktek*. Bandung: Remaja Rosda karya.
- Tilaar, H.A.R., *Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21*. Jakarta: Terra. 1999

Usman, Uzer. (2005). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.

Undang-undang RI No. 14 tahun 2005 tentang Guru dan Dosen.

Undang-undang RI No. 12 tahun 2012 tentang Pendidikan Tinggi.