



Supervising Teacher's Perceptions on In-Service Teacher Certification Program (PPG Dalam Jabatan)

Fadilah Zunuaris¹, Fitrawati², and Sitti Fatimah³

English Education Department, Faculty of Language and Arts, Universitas Negeri Padang

Correspondence Email : fdlhznrs@gmail.com

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Abstract

To be professional, a teacher needs to master teacher competencies, so the teacher will achieve their work clearly and effectively. To be approved as a professional, initially, a teacher should join an in-service teacher certification program (PPG dalam jabatan). This program has a goal to improve the teacher's professionalism, later they will obtain a certificate. Nonetheless, there are still teachers proven lacking teacher competencies according to the result of 2018 Teacher Competency Test (Uji Kompetensi Guru). Besides, although this program has been conducted for several years in the English department of Universitas Negeri Padang, but the issues related to this matter have not been analysed yet. Hence, the supervising teachers' perceptions toward this program were needed since they have guided the in-service teachers practicing teacher practice at schools. A questionnaire consisted of two types of questions were given to get the supervising teachers' perception toward in-service teacher certification program. Overall, according to the results, the supervising teachers gave positive feedbacks, albeit there were some negative perceptions found. It is found that the English teachers were capable the most at personal competency. Also, it is evidenced that the English teachers' pedagogical and professional competency are indeed still low affecting their capability at administering in practicing teacher practice.

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INTRODUCTION

To be a professional teacher means that the teacher needs to possess the teacher competency. Competency is defined as the basic features which makes an individual is capable to attain an unusually good performance. (Dubois & Rothwell, 2004). To be more detailed, knowledge, skills, abilities, attitudes, and values are represented competency which are predominant for the citizen to have a good life in society. Meanwhile, for a teacher, competence means knowledge, beliefs, motivation, and self-

regulation showed as their professional action in education territory (Baumert & Kunter, 2013). Teacher competency is a set mastery of abilities that a teacher should possess in order to realize their performances precisely and effectively. It is because a teacher is not only skilled in teaching, but also must have a good personality and be able to do social adjustment in society (Novauli, 2015). In conclusion, a teacher should have knowledge of teaching, a good personality, good at socializing, not only teach well. There are several competencies according to Mulyasa (2008) that teachers should possess pedagogical competency, social competency, personal competency, and professional competency.

Still, after possessing the teacher competencies, a teacher cannot be approved as a professional yet. They need to take the teacher certification program. The certification itself, according to Yamin (2006) and Mulyasa (2007), is a recognition of a professional through a process of competencies test to reveal a teacher's competencies mastery which is given to the teachers and lecturers as formal evidence in a form of teacher certification or called in Indonesia as PPG (Program Pendidikan Guru) program. Thus, it means that a teacher certificate, as a formal, is a proof in a form of teacher certification, obtained through the teacher certification program.

According to the data from the Indonesian Ministry of Education and Culture, the national average of the 2018 Teacher Competency Test (Uji Kompetensi Guru, abbreviated as UKG) results is only around 53.02 which is below the minimum competency standard set at 55.00. The results show that teachers are still lacking of competencies. Besides, the organizing and administering of the PPG program also need to be analyzed since the study program of English Education Universitas Negeri Padang (for further mention abbreviated as UNP) has conducted the in-service PPG program for several years. Nevertheless, this is why this research study is conducted because the issues related to the teachers' competencies, the organizing and administering in practicing teacher practice of PPG program in UNP have not been analyzed yet.

Sheridan and Tindall-ford (2018) has done Few researchers have addressed the problem of the perception of the teachers' competencies. Firstly, a study aimed to know supervising teacher's judgement toward pre-service teacher's competencies while practicing teacher practice. Another similar study examined the scholars' perception towards teaching profession and whether they own teaching competencies needed or not (Sheridan and Tindall-ford, 2018; Süral, Saritaş, and Çabaltaş, 2018). The first work is quite similar with the current study. However, the difference is that the current study needs supervising teachers' perceptions on in-service teachers' competency, not pre-service teachers'. The second study still talked about competency, but the perception was obtained from the teacher candidates about their teaching competencies.

There is similar research of the perceptions of PPG program. Indriyani, Sumaryono, and Ismandari (2015) conducted a study aimed to know the perception of education majors of Economy Faculty of Universitas Negeri Yogyakarta toward PPG program. Also, a study that was examined by Kisrianto and Iriani had goal to obtain the students of historical education's perceptions on PPG program. These previous works are quite similar with the present study, both of them talk about perception of PPG program. However, there is a difference gotten. That is source of the data of both of the previous

works were education and historical education's scholars. It means that the participants were not supervising teachers.

Since the PPG program for in-service English teachers have been done for several years, it is important to know the perceptions of the supervising English teachers toward the in-service English teachers' competencies, and the organizing and administering in practicing teacher practice of the in-service PPG program. This present study, therefore, focuses on analyzing the perceptions of the supervising teachers' perceptions toward in-service English teachers' competencies of PPG in UNP in 2018 and 2019 and the organizing and administering in practicing teacher practice of the in-service PPG program during 2018-2019.

METHOD

This descriptive quantitative research required the perception of the supervising English teachers who had guided the in-service English teachers of PPG program in UNP during 2018-2019. There were 26 supervising teachers in total, and all of them teach in Padang. The perceptions were obtained from close-ended questions and open-ended questions. The close-ended questions consisted of 63 questions, and the open-ended questions consisted of 5 questions. The supervising teachers of in-service teachers during 2018-2019 were contacted online through WhatsApp due to the pandemic situation to ask for their permission first. After that, the researcher gave the link of the questionnaire created in Google Form to the teachers. The respondents later filled the questionnaire online. The result of the close-ended question was analyzed descriptively. Likert Scale was used in which each of the scales presented the categories of the answer. After that, the mean values for each item was counted using Descriptive Analysis Percentage. Thereafter, the percentage results were categorized and interpreted according to the Interpretation Criteria Percentage adapted from Riduwan (2013). Meanwhile, to analyze the open-ended question, it was done qualitatively. It was done through three phases according to Miles and Huberman (1994): (1) data reduction, (2) data display, and (3) conclusion drawing and verification.

RESULT AND DISCUSSION

Research Finding

1. Finding of close-ended question

What are the supervising teachers' perceptions toward in-service teachers' competencies of PPG in UNP?

a. The supervising teachers' perception on in-service teachers' pedagogical competency

Table 1. The supervising teaches' perception on in-service teachers' pedagogical competency

No.	Pedagogical Competency	Agree (%)	Disagree (%)	Perception
1	Mastered the students' characteristics from some aspects.	84.5%	15.4%	Very good
2	Developed curriculum related to the subject.	96.1%	3.8%	Very good
3	Compiled lessons that were educational.	100%	0.0%	Very good

4	Used technology information and communication for the benefit of learning.	96.2%	3.8%	Very good
5	Facilitated potential development of students.	80.7%	19.2%	Very good
6	Communicated effectively, empathically, and politely with students.	100%	0.0%	Very good
7	Conducted the assessment and evaluation of learning processes and outcomes.	100%	0.0%	Very good
8	Used the results from assessment and evaluation for the benefit of learning.	96%	3.8%	Very good
9	Reflected in order to improve the quality of learning.	92.3%	7.7%	Very good

As can be seen in table 1, which shows the results of how the supervising teachers perceived the in-service teachers' pedagogical competency. There were 100% of the teachers agree that the in-service teachers compiled educational lessons, communicated effectively, empathically, and politely with students, and conducted the assessment and evaluation of learning processes and outcomes. However, there were 3.8% of supervising teachers disagreed in each of these statements: (1) the in-service teachers developed curriculum, (2) the in-service teachers used technology information and communication for the benefit of learning, and (3) the in-service teachers used the results from assessment and evaluation for the benefit of learning. Hereinafter, there were 7.7% of teachers did not concur in the in-service teachers reflected in order to improve the quality of learning,. To sum it up, it is found out that mostly the in-service teacher were very good at pedagogical competency, even though there still were English teachers that not good at it.

b. The supervising teachers' perception on in-service teachers' personal competency

Table 2. The supervising teaches' perception on in-service teachers' personal competency

No.	Personal Competency	Agree (%)	Disagree (%)	Perception
10	Acted accordingly religious, legal, and cultural norms applying in Indonesia.	100%	0.0%	Very good
11	Presented themselves as an honest and noble character.	100%	0.0%	Very good
12	Were able to be role models for students and the environment.	100%	0.0%	Very good
13	Presented themselves as steady, stable, mature, wise, and authoritative.	92.3%	7.7%	Very good
14	Showed a work ethic and a high sense of responsibility.	100%	0.0%	Very good
15	Showed a proud attitude be a teacher and self-confidence	96.1%	3.8%	Very good
16	Behaved accordingly code of ethics for the teaching profession.	100%	0.0%	Very good

All of the teachers agreed with five out of seven statements of the in-service teachers' personal competency as shown in the table 2. There were 100% of the teachers agreed that the in-service teachers: (1) acted accordingly religious, legal, and cultural norms applying in Indonesia, (2) presented themselves as an honest and noble character, (3) were able to be role models for students and the environment, (4) showed a work ethic and a high sense of responsibility, and (5) behaved accordingly code of ethics for the teaching profession. Meanwhile, there were 7.7% of the teachers disagreed that the in-service teachers presented themselves as steady, stable, mature, wise, and authoritative, and 3.8% of them did not occur that the in-service teachers showed a proud attitude be a teacher and self-confidence. In closing, the in-service teachers, in general, were very good at personal competency. However, there were in-service teachers who were not capable in presenting themselves as a mature and having self-confidence.

c. The supervising teachers' perception on in-service teachers' social competency

Table 3. The supervising teachers' perception on in-service teachers' social competency

No.	Social Competency	Agree (%)	Disagree (%)	Perception
17	Were inclusive and acted objectively with students.	92.3%	7.7%	Very good
18	Did not discriminate students.	96.1%	3.8%	Very good
19	Communicated effectively, empathically, and courteously.	100%	0.0%	Very good
20	Were able to adapt to places where he/she taught.	100%	0.0%	Very good
21	Communicated with professional community orally and writing or other forms.	88.4%	11.5%	Very good

In table 3, it is indicated that 100% of the teachers agreed that the in-service teachers communicated effectively, empathically, and courteously with other educators, education personnel, parents, and society and were able to adapt to places of service throughout the Republic Indonesia which has social diversity culture. Also, there were 96.1% of the teachers agreed that the in-service teachers were not discriminatory due to gender, religion, race, physical condition, family background, and socioeconomic status of students. However, there were 11.5% of teachers did not concur in the statement that the in-service teachers communicated with the professional community orally and writing or other forms. Overall, it may be said that the in-service teachers were good at communicating, adapting themselves well in the environment, also not were not discriminatory. Unfortunately, some of the teachers agreed that the in-service teachers did not communicate with professional community orally and writing or other forms.

d. The supervising teachers' perception on in-service teachers' professional competency

Table 4. The supervising teaches' perception on in-service teachers' professional competency

No.	Social Competency	Agree (%)	Disagree (%)	Perception
22	Had knowledge about various aspects of language in English.	96.2%	3.8%	Very good
23	Mastered English oral and written, receptive, and productive in all its communicative aspects	80.8%	19.2%	Very good
24	Mastered the standards competency of the subjects taught.	96.1%	3.8%	Very good
25	Master basic competency subjects taught.	100%	0.0%	Very good
26	Were able to choose materials taught creatively.	96.1%	3.8%	Very good
27	Were able to develop materials creatively.	96.2%	3.8%	Very good
28	Reflected on their own performance on an ongoing basis continuously.	84.6%	15.4%	Very good
29	Took advantage of the results reflection to increase professionalism.	92.3%	7.7%	Very good
30	Took advantage of technology information and communication for the benefit of teaching.	96.1%	3.8%	Very good
31	Took advantage of technology information and communication for self-development.	96.2%	3.8%	Very good

It is shown in the table 4, which present the results of the teachers perceptions toward the in-service teachers, that 96.2% of teachers agreed that English teachers: (1) had knowledge about English, (2) mastered the standards competency, (3) were able to choose and develop materials creatively, (4) used technology information and communication for the benefit of teaching and for self-development. However, there were some in-service teachers that were not capable in mastering communicative aspects and reflecting their own performance continuously, albeit most of the teachers were very good at professional competency. Both of these indicators were agreed by 19.2% and 15.4% of the supervising teachers respectively.

What are the supervising teachers' perceptions toward the organizing and administering in practicing teacher practice of the in-service PPG program in UNP?

a. The supervising teaches' perception on in-service teachers' organizing in practicing teacher practice

Table 5. The supervising teaches' perception on the organizing in practicing teacher practice

No.	Organizing in practicing teacher practice	Agree (%)	Disagree (%)	Perception
1	Made lesson plan.	100%	0.0%	Very good
2	Made appropriate teaching materials.	100%	0.0%	Very good
3	Created media.	100%	0.0%	Very good
4	Made worksheets.	100%	0.0%	Very good
5	Prepared tools if necessary.	96.1%	3.8%	Very good

6	Prepared questions to lure students being active during lessons.	92.3%	7.7%	Very good
7	Were able to understand the student's condition, and understand the weaknesses and students' strengths in the learning process.	92.3%	7.7%	Very good
8	Were able to know students' initial knowledge of language English.	84.6%	15.4%	Very good

One hundred percents of the in-service teachers' guides acknowledged that the English teachers made lesson plan, appropriate teaching materials, media, and worksheets. This means more than a half indicators were agreed by the supervising teachers. There were 92.3% of the teachers perceived that the in-service teachers prepared questions to lure students and were able to understand the student's condition along with their weaknesses and strengths in the learning process. Unfortunately, the fifth indicator, which is stated whether the English teachers prepared tools for learning activity or not, was not disagreed by a supervising teacher. Moreover, there were four teachers disagreed on the last indicator which is stated that the in-service teachers were able to know students' initial knowledge of language English.

b. The supervising teaches' perception on in-service teachers' administering in practicing teacher practice

Table 6. The supervising teaches' perception on the organizing in administering teacher practice

No.	Organizing in practicing teacher practice	Agree (%)	Disagree (%)	Perception
9	Showed the full professional ability.	92.3%	7.7%	Very good
10	Were able to apply teacher competence in planning and carrying out learning.	92.3%	7.7%	Very good
11	Were able to apply teacher competence in assessing results learning.	100%	0.0%	Very good
12	Were able to teach oriented in the development of students' potential.	96.1%	3.8%	Very good
13	Were able to understand students' characteristics.	96.2%	3.8%	Very good
14	Were able to improve students' learning motivation.	100%	0.0%	Very good
15	Were able to identify learning problems experienced by students at class and then overcame it in personal.	80.7%	19.2%	Very good
16	Were able to identify learning problems experienced by students at class and then overcame it in groups.	84.6%	15.4%	Very good
17	Were able to apply innovative learning method originated from learning problems.	96.2%	3.8%	Very good
18	The in-service teachers were able to develop instruments that can measure high order thinking skills.	92.3%	7.7%	Very good

19	Were able to assess the student outcomes by using instruments that can measure high order thinking skills.	92.3%	7.7%	Very good
20	Followed up on the results of assessment by conducting enrichment activities.	84.6%	15.4%	Very good
21	Followed up on the results of assessment by conducting remedial activities.	100%	0.0%	Very good
22	Organized a classroom action research proposal.	96.1%	3.8%	Very good
23	Did classroom action research.	92.3%	7.7%	Very good
24	Did the teaching remedial.	92.3%	7.7%	Very good

According to the result which is shown in the table above, it is indicated that some of the teachers did not concur in thirteen out of sixteen statements of what the in-service teachers did in administering in practicing teacher practice. The only indicators that all of the teachers agreed are that the in-service teachers: (1) were able to apply teacher competence in assessing the learning outcomes, (2) were able to improve students' learning motivation, and (3) conducted remedial activities. Furthermore, there were 96.2% of the teachers perceived that English teachers were able to teach oriented in the development of students' potential, were able to understand students' characteristics, were able to apply innovative learning, and organized a classroom action research proposal. The indicator which had the greatest number of disagreement was the statement that the in-service teachers were able to identify learning problems experienced by students at class and then overcame it in personal. The amount of teachers disagree of this indicator were five teachers which means 19.2% of 26 respondents.

c. The supervising teaches' perception on in-service teachers' administering in non-teaching

Table 7. The supervising teaches' perception on the administering in non-teaching

No.	Organizing in practicing teacher practice	Agree (%)	Disagree (%)	Perception
25	The in-service teachers were able to understand school administration.	92.3%	7.7%	Very good
26	The in-service teachers participated in school administration activities.	80.8%	19.2%	Very good
27	The in-service teachers were able to understand culture school.	96.2%	3.8%	Very good
28	The in-service teachers participated in school culture.	92.3%	7.7%	Very good
29	The in-service teachers participated in extracurricular activities.	92.3%	7.7%	Very good
30	The in-service teachers participated in school meetings.	73.1%	26.9%	Good
31	The in-service teachers were able to understand counseling guidance service for students.	76.9%	23.1%	Good
32	The in-service teachers participated in guidance counseling services for students.	73.1%	26.9%	Good

According to the result shown in the table 7, there were 96.2% of the teachers agreed that the in-service teachers were able to understand culture school. Furthermore, 92.3% of the teachers concurred in the statements that the in-service teachers participated in school culture, also participated in extracurricular activities. In other words, based on these results, there were no indicators which all of the supervising teachers agreed with. However, there were 26.9% of the supervising teachers disagreed that English teachers participated in both school meetings and guidance counseling services for students. Besides, there were six teachers, which means 23.1% of the teachers, agreed that the in-service teachers were not capable to understand counseling guidance service for students.

2. Finding of open-ended question

What are the supervising teachers' perceptions toward in-service teachers' competencies of PPG in UNP?

a. Teachers' perceptions on why teachers' professional and pedagogical competency are still low

The first questions talked about the in-service teachers' professional competency and pedagogical competency. Forty-six percent of the supervising teachers perceived that the English teachers were lacking of knowledge, in which one of the supervising teachers wrote: “[they were] lacking of the concept of professionalism and pedagogical competency, which most of them are fixated on what has been taught in college and only memorized it, so when they found different things in the field they got confused”. Next, 27% of the teachers agreed that the reason behind English teachers' lacking of professional and pedagogical competency is because of their experiences were inadequate, as written by a participant: “. . . [they are] still lacking of the practice of using English in daily life”. Another teacher pointed out that: “it is because they stop improving their self-development”. The last reason, according to the teachers, was because they did not apply the knowledge that they have gained, as noted by one of the respondents: “[they were] lacking of implementing and practicing [the knowledge of teaching]”. This statement is corroborated by another answer: “[the teachers] were not used to use pedagogical terms or teaching theories in teaching, even though [they] had done it before in the field”. This statement was concurred in by 12% of the supervising teachers.

b. Teachers' perceptions on what the in-service teachers can do in order to increase their professional and pedagogical competency

The next question contains the supervising teachers' opinion on how to increase the English teachers' professional and pedagogical competency. More than a half of teachers stated that the English teachers should increase their knowledge related to professional and pedagogical competency, as pointed out by one of the respondent: “keep learning and read about teachers' competency a lot”. A teacher also wrote: “read a lot and then apply what [you have] read”. Meanwhile, 23% of the teachers agreed that the English teachers should add more experiences, as noted by one of the respondents: “the in-service teachers should keep implementing and improving their

professional and pedagogical competency [in teaching]". Another respond related to this matter was also written by the other teacher: ". . . besides, the teachers could implement more methods and models of learning which are varied and innovative". Also, 19% of the teachers wrote that the English teachers should communicate with other teachers to learn more about professional and pedagogical competency, as written by an English teacher: "[the in-service teachers need to] communicate and do a discussion with other teachers".

What are the supervising teachers' perceptions toward the organizing and administering in practicing teacher practice of the in-service PPG program in UNP?

c. Teachers' perceptions on lesson plan organized by the in-service teachers

The third question tells the supervising teachers' perception on lesson plan which the in-service teachers made. Sixty-five percent of the teachers agreed that the lesson plans were good. One of them stated that: "*the lesson plans were good in general with the design according to the demands of basic competency on the syllabus. Also, the sequence of activities [in the lesson plan] and slides which were used [to teach] were good. Moreover, it contains measurable, creative worksheet related to the lessons*". Furthermore, 31% of the teachers wrote that the lesson plans should be improved, as pointed out by a supervising teacher: "*[the lesson plan] is in accordance with the demands of the curriculum, yet [the lesson plan] should consider the students' diversities and characters*". Besides, a teacher also said: "*generally, the lesson plan is good, but it still needs some deepening in some parts*". However, among those teachers, three of them (12%) stated that the English teachers did plagiarism on the internet, as stated by a respondent: ". . . however, some of the teachers just did copy-paste their friends' works or from other sources without doing modification".

d. Teachers' perceptions on innovative learning done by the in-service teachers

More than a half of teachers (62%) stated that the in-service teachers were capable at doing the innovative learning. On the top of that, a teacher pointed out that: "*the in-service teachers were very good at taking the advantage of the recent developing technology*". However, there were 35% of the teachers wrote that the English teachers should make an improvement at doing innovative learning. This is evidenced by a statement of a respondent: "*most of the teachers just did the innovative learning by using technology in creating media in which is still inadequate to stimulate students' speaking and listening skills*".

e. Teachers' perceptions on why the in-service teachers should involve themselves in extracurricular activities

The last question showed the reasons why the English teachers should involve themselves in extracurricular activities. Twenty-seven percent of the teachers agreed that those activities will make the English teachers capable to develop the students' interests, talents, and potential. Next, there were 23% of the teachers wrote that the English teachers should participate in extracurricular activities so they will get know their students better in which according to a respondent: "*because extracurricular activity gives more chances for teachers to know and understand their students' characters*". Also, according to 8% of the supervising teachers, they agreed that the

English teachers should involve in order to gaining experiences, as noted by a respondent: *“so that the teacher will have experiences and insight in extracurricular activities because this is an educational activity, [a way] to build character, and [a way] to develop the students' talents”*.

Discussion

PPG program demands the teachers to apply the knowledge that they have been obtained since it is the way for a teacher or prospective teacher to increase the professionalism of educators (Husein, 2017). It is expected the teachers or the prospective teachers to be capable at four competencies written in UU No. 14 Tahun 2005: (1) pedagogical competency, (2) personality competency, (3) social competency, and (4) professional competency. This program is separated into two kinds which the first one is for the in-service teachers and the second one is for the prospective teachers. After finishing studying in this program, the teachers are expected to be competent and to be capable to show their abilities and capabilities in the field. Therefore, the program has a goal to improve the teachers' quality, so education will be better in the future. Based on this, this study attempted to investigate the supervising teachers' perception toward in-service teachers certification program. However, based on the findings, it is found that the English teachers are still lacking in some competencies.

The competency that got highest vote based on the findings is personal competency. This implies that almost all of the supervising teachers agreed that the English teachers were capable the most at this competency. This is based on the findings, it is revealed that the teachers agreed with five statements out of seven statements. According to an analysis done by Rinantanti, Rahman, Atmowardoyo, and Bin-Tahir (2017), it is also revealed that personal competency is on the highest rank in which the respondent mostly perceived the English teachers are capable the most at personal competency. It means that the English teachers were proven to be very good at personal competency in other study. Having personal competency as the highest rank that the in-service teachers were capable at, it is good because it is important to do most classroom activities (Bakhru, 2017), to reach the effectiveness of the classroom management (Embuena & Amoros, 2012), and to overcome the problems happened in the class combined with the pedagogical competency (Liakopoulou, 2011).

The second category which received the second highest rank is the organizing in practicing teacher practice. It is heavily implied that the in-service teachers were capable in making lesson plan, material, media, and worksheet. The reason why a lesson should be planned is to: (1) guide the teachers, even though there will be some change in the classroom situation and (2) relate between the teachers and students' relationship, in which the teacher who has made a plan beforehand will get positive respond from students. Not only lesson plan, but material is also considered important because it has aim to improve the quality of education to make students do well academically in schools. Next, the use of media means to deliver messages and in the perspective of teaching and learning to deliver content to students, to attain effective instructions. Finally, the worksheet has goal to give students transaction steps about what they should learn, in which it includes activities giving main responsibility to the students in their learning (Harmer, 2007; Ajoke, 2017; Naz & Akbar; Kurt & Ayas,

2010). Material, along with the media and worksheet, all of them are included in Curriculum 2013 lesson plan which more than a half of the supervising teachers agreed that this lesson plan organized by the in-service teachers were good. However, a few of English teachers, according to the respondents, still did plagiarism.

Despite the English teachers' personal competency were good, according to the result of UKG, some of English teachers are still lacking in both professional and pedagogical competency. This is evidenced by one of the findings revealing that administering in practicing teacher practice placed on the second lowest rank. In addition, the supervising teachers pointed out reasons of the English teachers' lacking of these competencies. These are: (1) lacking of knowledge, (2) due to their inadequate experiences, and (3) not applying the knowledge that they have gained. Also, in previous studies it is also revealed that some of teachers are indeed still lacking of professional and pedagogical competency (Syamsinar & Jabu, 2015; Jabri, 2017, Kumalasari, Setiawan, & Sumarlam, 2017). Whereas, the English teacher were expected to do well at it since they have studied to increase their abilities and capabilities in teaching through PPG program.

Professional competency is the ability which makes someone knows the way to identify a problem of their profession, prevent and detect it in real or simulated situation, followed by organizing the solution using their knowledge appropriately (Zabalza & Escudero, 2004; Pérez García, 2008). This competency is surely should be possessed by a teacher since the teacher is expected to be professional. Professionalism itself is referred as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (Pratte & Rury, 1991).

The next one is pedagogical competency. It is stated that it is an ability to manage the learning including an understanding of students, instructional design and the implementation, evaluation of learning outcomes, and the development of students in order to actualize their own potentials (Mulyasa, 2007). This implicates that a teacher should not lack in both professional and pedagogical competency since there will be obviously useful in order to perform administering in teaching well. Despite of not being capable in professional and pedagogical competency, several in-service teachers had done well at conducting the innovative learning, in which 62% of the respondents agreed with this statement. By possessing professional competency, a teacher will be able to overcome some problems found in the classroom by relying on their knowledge. Meanwhile, by possessing pedagogical competency, a teacher is expected to understand students. Also, a teacher is demanded to understand how to design the tasks and how to assess it, followed by evaluating it in order to actualize the students' potentials.

According to the findings on the administering in non-teaching, it is found out that seven out of twenty-six teachers in total disagreed with the in-service teachers' involvement in extracurricular activities. Extracurricular is a service that provided in school in which students involve apart from a need of obtaining a certificate falling outside of the school schedules. This gives students supplementary benefits for the students to manage stress and to increase their skills, experiences, and functionality (Hensch, 2020; Adeyemo, 2010; Ensturk, Demir, Yilmaz & Ilhan, 2016). Based on the definition, extracurricular activities do give advantages for students, and obviously they need a teacher to guide them. As an example, English teachers would be needed

for an English club. Teacher practice is basically a simulation of what a teacher should do in the school, so it would be an unfortunate if a teacher does not involve themselves in an extracurricular activity. In addition, according to the supervising teachers, those activities will help the teachers to: (1) develop the students' interests, talents, and potential, (2) get know their students better, and (3) to gain experiences. Despite on these advantages of a teacher's involvement in extracurricular service, unfortunately, there were still some of them who did not participate in extracurricular activities.

Finally, as perceived by the supervising teachers, it is revealed that there were also seven teachers did not concur in the teachers' participation in guidance and counseling services. Whereas, the teachers spends a long time, in fact, with the students and have their eyes on them in many contexts. Thus, they can supervise and evaluate them better since they have psycho-pedagogical training, even though the level is different with the experts in that field (Georgiana, 2014). This is why a teacher should involve themselves in guidance and counseling service because, according to Kline and Silver (2004), it is expected will help the students since sometimes school is the only place outside home where they are possible to gain social and orientation support. This makes the teachers are important resources for them.

Based on the findings in this current study, both of the teacher's competencies and the organizing and administering in practicing teacher practice got a positive feedback. Unfortunately, there were several negative feedback found. The personal competency of the in-service teachers got the highest rank, which means that most of the teachers concurred in that the English teachers were capable the most in personal competency instead of the other competencies. Also, the English teachers were acknowledged by more than a half of the teachers that they had done well at organizing lesson plan, even though only a few of them is noted to do plagiarism. However, it is revealed that some of the in-service teachers are still lacking of professional and pedagogical competency which is proved by the low results of UKG. As the result, some of the English teachers, according to the supervising teachers, were not capable in the administering in practicing teacher practice, even though several of the in-service teachers had done well at conducting the innovative learning which is an element of administering in teaching. Also, some of the in-service teachers did not do well in administering in non-teaching.

CONCLUSION

This current study is conducted in order to find out the supervising teachers' perception toward the in-service teachers certification program (PPG dalam jabatan) during 2018-2019. PPG dalam jabatan has been conducted for several years, but there are no study have been conducted related to the perception of the supervising teachers toward this program. Also, the English teachers' competency are still lacking according to the results of UKG. In order to collect the data, twenty-six supervising teachers in Padang were asked to fill some questions which were divided into two types: (1) close-ended questions; consist of 64 items and (2) open-ended questions; consist of 5 items. The instrument was made with the help of Google Form due to pandemic situation, later the link was given to each of the teacher through WhatsApp.

Based on the findings, overall both of the teacher's competencies and the organizing and administering in practicing teacher practice got a positive feedback.

However, there were several negative perceptions found. The competency that the English teachers were capable the most is personal competency. Next, the English teachers had done well at making lesson plan, albeit a few of them did plagiarism. Unfortunately, it is found out that some of the English teachers are indeed still lacking of professional and pedagogical competency. As a consequence, some of the English teachers were not good at the administering in practicing teacher practice, in spite of more than a half of supervising teachers agreed that the English had done well at conducting the innovative learning which is an element of administering in teaching. It is also revealed that some of the in-service teachers did not participate in administering in non-teaching.

Based on the conclusion above, the researcher gives some suggestions. Initially, it is for the in-service English teachers. Since some of them are still lacking of professional and pedagogical competency, the teacher should enrich their knowledge related to these competencies. Next, the English teacher should not do plagiarism in making lesson plan. Secondly, for the next researchers, it would be better to conduct the study related to the perception of in-service teachers certification program by expanding the participants and using instrument apart from questionnaire. The present study only focused on the supervising teachers in Padang's perceptions. It would add the depth of the findings and strengthen the result if the next researchers, who are interested in this study, collected the data from the other participants, such as lecturers, students, or the in-service teachers themselves.

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