Lecturers' Perception on the Teacher Certification Program (PPG) for In-Service English Teachers at UNP in 2021

Tika Khairun Nisa[1], Yuli Tiarina[2]
English Department, Faculty of Language and Arts, Universitas Negeri Padang.
Correspondence Email: tikakhairun16@gmail.com

Abstract

This study investigates lecturers' perceptions of the PPG Daljab program for in-service English teachers at Universitas Negeri Padang (UNP) in 2021. It evaluates the impact of the Covid-19 pandemic on the program's teaching and learning processes. Specifically, the study aims to analyze lecturers' views on learning processes implemented of the program, which focus on online self- study for deepening material course, lesson plan development, and teaching practicum. This study's participants were eight lecturers who taught PPG Daljab in 2021 at Universitas Negeri Padang. The type of research used in this study is qualitative research. Data were gathered using open and closed questionnaires distributed via Google Forms. Result reveals Lecturers view the online self-study method for the Deepening Material course in PPG Daljab 2021 positively, citing its effectiveness in improving students' mastery of content and higher-order thinking skills. Challenges include student engagement, technical issues, and the need for improved guidance and scheduling. Additionally, lecturers expressed a positive view of the Lesson Plan Development course in PPG Daljab, recognizing its relevance and the benefits of employing innovative teaching methods. Yet, challenges in students' practical application and language proficiency were identified, signalling opportunities for improvement. Regarding the PPG Daljab 2021 Teaching Practicum, the majority of lecturers also view the teaching practicum positively, highlighting effective preparation, guidance, and skill implementation. Despite some concerns about facilities and language skills, the teaching practicum is seen as significantly contributing to the development of professional teachers

INTRODUCTION

The Indonesian government has reformed its educational system and designed a professional teacher education program. The PPG program results from the educational system's reformation based on law no 14 of 2005 about teachers and lecturers. A teacher certification program (PPG) is a program that prepares qualified teachers based on the national standard of Education. Thus, the government expects

that the teachers' competencies will improve through this program. The program helps PPG students to develop their teaching skills and content knowledge. PPG program that has been implemented in Universitas Negeri Padang include PPG Prajab and PPG Daljab, both of which carry out face to face like the undergraduate program. According to the 2018 PPG guidelines from the Indonesian Ministry of Research, Technology, and Higher Education (Ristekdikti), PPG Daljab combines online and face-to-face learning. This hybrid approach allows teachers, who also have school duties, to participate without being away from their responsibilities for too long. However, in 2020, due to the Covid-19 pandemic, the PPG Daljab program switched to fully online learning. The pandemic has disrupted many activities, including education, which moved to a distance learning model. To adapt to the pandemic, the PPG Program introduced a new online format for PPG Daljab. The Ministry of Education and Culture's guidelines for 2021 specify that PPG Daljab will be conducted online using a Learning Management System (LMS) with a reduced learning load. The Directorate General of Teachers and Education Personnel will manage this LMS. The 2021 PPG Daljab curriculum includes three main components: deepening material by self-study, lesson plan development, and teaching practicum. First, students deepen their understanding of pedagogic and professional materials. Next, they develop lesson plan using the material they have studied. Finally, they apply their knowledge in a teaching practicum at their schools, with the help of a supervising teacher.

PPG Daljab students learn independently by the PPG LMS to deepen their material knowledge. This system is convenient because it saves time and can be accessed anytime, anywhere. It also helps both lecturers and students improve their IT skills, which is essential for online teaching. In the era of technology, teachers need to be proficient in IT to be effective in their roles (Bisaso et al, 2008). However, short interviews with PPG Daljab students from 2021 revealed dissatisfaction due to limited interaction with lecturers. Students felt that online learning did not allow for in-depth discussions, especially in developing teaching tools and peer teaching workshops. This limited the effectiveness of the learning process. Both students and lecturers mentioned that the program felt rushed, making it difficult for students to fully grasp the competencies in a short time.

Many studies have examined perceptions of teacher certification programs. International research often looks at both students' and lecturers' views, exploring various aspects of these programs. For example, Gul, E & Yesim, C.A (2012) focused on lecturers' perceptions of the development needs of teacher education programs. In Indonesia, research has mainly focused on students' perceptions, not lecturers'. Previous studies highlighted problems and obstacles in blended learning but did not fully explore the online learning processes in PPG programs. It's important to understand how these programs are functioning and adapting during the pandemic.

Given these issues, it's crucial to consider both students' and lecturers' perspectives on the PPG Daljab program. To address this gap, this research aims to analyse lecturers' perceptions of the PPG Daljab program, particularly in English studies at UNP for 2021. This study seeks to understand the reality of the online teaching and learning process in the PPG program. Based on the issues and evidence

mentioned, this research will explore lecturers' perceptions of the PPG Daljab program for in-service English teachers at UNP. focus is on understanding their views on the learning processes in the PPG Daljab program.

METHOD

This study aims to obtain and analyse the lecturer Perception towards the implementation of the learning processes of PPG Program in 2021. Hence, in this research, the researcher used a qualitative approach with descriptive method. The research site was at the English teacher certification program for in-service teacher of Universitas Negeri Padang (UNP). The participant of this research was the lecturers who taught in-service English teachers who participated in the PPG program in UNP which consists of lecturer. The data in this research obtained from a questionnaire which adapted from Murdiyanto (2019) and also adapted from the Technical Guidelines of PPG Daljab (2021) that distributed to the lecturer. A number of 8 out of 10 lecturers were participated in filling in the questionnaire. To get the data needed in this study, the instrument used was the questionnaire that consisted of close and open-ended questions. These questions enabled the researcher to get more complete information and in-depth data from the participants.

RESULT AND DISCUSSION

1. RESULT

The results of this study, interspersed with the discussion for each, are classified into three broad categories:

1) Lecturers' perceptions of online self-study of deepening material
2) Lecturers' perceptions of developing lesson plan
3) Lecturers' perceptions of teaching practicum

1. Lecturers' Perceptions of Online Self-Study of Deepening Material
A. *Finding Closed-Ended Question*

Table 1. Lecturers Perceptions of Deepening Material by Online Self-Study

| No | STATEMENTS | *Response Degree | | | | **M | ***STD |
		Strongly Agree	Agree	Disagree	Strongly Disagree		
1	The material deepening course through self-study facilitates PPG Daljab 2021 students in strengthening their mastery of the educational foundation (Pedagogic) material.	62.5% (5)	37.5% (3)	0% (0)	0% (0)	3.62	0.51
2	The Material Deepening course through self-study facilitate PPG Daljab 2021 students in strengthening their mastery of material in the field of expertise / field of study	37.5% (3)	62.5% (5)	0% (0)	0% (0)	3.37	0.51
3	The Material Deepening course activities increase	37.5	62.5%	0%	0%	3.5	0.53

No	Statement					Mean	SD
	the understanding of PPG Daljab 2021 students in developing teaching materials with the HOTS (High Order Thinking Skill) level	% (3)	(5)	(0)	(0)		
4	The online learning system using the Learning Management System (LMS) and other sources help students in the self-learning process during material deepening course activities.	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53
5	Online learning through Learning Management System (LMS) and other sources provides flexibility for students during self-study.	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
6	PPG Daljab 2021 students have a good understanding in using the Learning Management System (LMS) during the learning activities of this material deepening course.	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
7	PPG Daljab 2021 students are able to simulate the use of the Learning Management System smoothly during the learning activities of this material deepening course.	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
8	Providing online greetings and motivation through the LMS (Learning Management System) is important to ensure that all PPG Daljab 2021 students study the module according to their schedule.	62.5% (5)	25% (2)	12,5% (1)	0% (0)	3.50	0.75
9	Summative tests in the module can help to measure students' understanding of the teaching material during learning in the module.	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
10	Discussion with lecturers about material that is difficult to understand by Students in the learning module can help students' understanding while exploring the material	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
11	PPG Daljab 2021 students actively participate in the discussions that I guide while studying material online	50% (4)	25% (2)	25% (2)	0% (0)	3.37	0.74
12	Confirmation and clarification of the misconceptions about teaching material with PPG Daljab 2021 students is important during self-study activities in this material deepening course.	87.5% (7)	12.5% (1)	0% (0)	0% (0)	3.87	0.35
13	PPG Daljab 2021 students confirm the completeness the bill of their self-study well	25% (2)	62.5% (5)	12.5% (0)	0% (0)	3.25	0.46

No	Statement				(1)	M	STD
14	Confirming the completeness of students' self-study activities bill gives PPG Daljab 2021 students greater responsibility in managing their time and assignments.	62,5% (5)	37,5% (3)	0% (0)	0% (0)	3.62	0.51
15	Completing the outputs and study bills of the activity provides an overview of the learning outcomes and participation of PPG Daljab 2021 students.	62.5% (5)	37.5% (3)	0% (0)	0% (0)	3.62	0.51
16	Reflection on the material deepening activities presented in the LMS (Learning Management System) by PPG Daljab 2021 students is important in improving their understanding.	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
17	The material deepening course provides a learning load which suit with the weight of the credits given	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53
18	The time duration of the material deepening course has suited with the portion of material that must be studied	37.5% (3)	50% (4)	12.5% (1)	0% (0)	3.25	0.70
19	The concept of teacher professionalism that involves an understanding of learning theory, educational psychology, socio-cultural, social construction, and diversity has been well emphasised in this course.	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

Based on the 19 questions that have been asked in closed-ended questions above, all lecturers have positive response about the deepening material course by self-study. The findings from lecturers' responses indicate positive outlook on the effectiveness of online self-study in Deepening Material for PPG Daljab 2021 students. First, the majorities of lecturers strongly agree (62.5%) or agree (37.5%) that self-study facilitates students in mastering pedagogic material in (Statement number 1). Similarly, they agree that it enhances mastery in the field of expertise (Statement number 2), with 62.5% strongly agreeing and 37.5% agreeing. Additionally, 100% agree that it aids in developing teaching materials with higher-order thinking skills (Statement number 3). Regarding the use of Learning Management Systems (LMS), 100% of lecturers find it helpful for online learning and providing flexibility (Statement number 4, 5, 6). However, only 25% of lecturers feel students have a good understanding of using LMS (Statement number 6). In summary, the majority of lecturers view the online self-study approach positively. PPG Daljab 2021 students find the material deepening course, facilitated through self-study and aided by the Learning Management System (LMS), to be highly

beneficial. It helps them improve their understanding of both foundational pedagogical concepts and specialized subject matter. Moreover, the course encourages the development of advanced thinking skills necessary for creating teaching materials.

B. Finding Open-Ended Question

Given an open-ended question, lecturer participants' responses to the open questions regarding to the online self-study of deepening material. The lecturer participants provided responses categorized in the following points.

1. The Online Self-Study Method of Material Deepening Course

The question explores lecturers' perspectives on the online self-study method within the context of a material deepening course. This approach enables students to engage in independent learning at their own. In this online self-study method, lecturers' participant gave some vary responses which can be highlighted into some key points.

1) Flexibility and Convenience

Firstly, the lecturers' highlighted the flexibility and convenience of this method. It allows students to study at their own pace and in any location, independent learning and encouraging discussions with lecturers and peers. For instance, LP1 mentioned, *"The online independent learning method allows participants to study anytime and anywhere, seeking learning resources independently and discussing with lecturers and friends."* Similarly, LP5 stated, "*It is appropriate because it trains students to develop independently*." LP8 added, "*Students are given material modules, then make summaries and do exercises provided in the LMS independently."*

2) The Need for Improved Guidance and Familiarization

There is a recognized need for improved guidance and familiarization. Some students are not accustomed to this method and struggle without more detailed instructions from their lecturers. LP2 expressed, *"Overall, it is very good, but some students are not used to this method and need more in-depth guidance from lecturers."* Likewise, LP6 noted, *"In general, this method is quite good, but in practice, some students do not thoroughly read the assigned material and are less active in the learning process."*

3) Challenges with Scheduling and Structure

The lecturers noted there are some challenges with scheduling and structure. There were issues with the program's organization, particularly when combined with other classes, leading to a disorganized schedule. LP3 explained, "*The learning method needs to be changed, the schedule also needs to be adjusted. Last year, we followed the GP schedule, so the DP schedule and regular classes were chaotic."*

4) Technical and Participation Issues

Furthermore, the lecturers also pointed out about technical and participation issues. Problems such as network disruptions and delays in assignment submissions were common, impacting the overall learning experience. LP4 shared, *"There are frequent problems during the learning process, especially*

network issues and understanding students' abilities more deeply. Students often submit assignments late." This sentiment was echoed by LP6, *"In practice, some students do not thoroughly read the assigned material and are less active in the learning process."* LP7 also mentioned, *"It is less effective because many students do not read and do not understand the content of the provided module materials."*

5) Student Engagement and Understanding

Lastly, the lecturers were concerns regarding student engagement and understanding. The method appears less effective for students who do not thoroughly read or comprehend the materials, resulting in lower levels of participation and understanding. LP6 observed, *"In practice, some students do not thoroughly read the assigned material and are less active in the learning proces.".* Similarly, LP7 commented, *"It is less effective because many students do not read and do not understand the content of the provided module materials"*

In conclusion, while self-study offers significant advantages such as flexibility and self-directed study, it also highlights several areas needing improvement. Enhancing guidance, establishing clearer schedules, and resolving technical issues are crucial to improving the effectiveness of this learning approach. Moreover, addressing challenges related to student engagement and comprehension is essential for maximizing the potential of online independent learning. These findings provide a comprehensive overview of lecturer perspectives on the strengths and areas requiring enhancement in the online self-study method.

2. Lecturers' Perceptions of Developing Lesson Plan
A. *Finding Closed-Ended Question*

Table 2. Lecturers Perceptions of Developing Lesson Plan

No	STATEMENT	*Response Degree				**M	*** STD
		Strongly Agree	Agree	Disagree	Strongly Disagree		
1	The Lesson Plan Development course provides a learning load which suit to the weight of the credits given	37.5% (3)	62.5% (5)	0% (0)	0% (0)	3.37	0.51
2	The Lesson Plan Development course has clear relevance to the needs of PPG Daljab 2021 students	87.5% (7)	12..5% (1)	0% (0)	0% (0)	3.87	0.35
3	The use of the TPACK (Technological Pedagogical Content Knowledge) approach provides benefits in developing PPG Daljab 2021 students' understanding of technology integration in Lesson Plan.	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
4	The PBL (Problem Based Learning) learning model applied in this course provides a meaningful learning experience for PPG Daljab	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46

		Strongly Agree	Agree	Disagree	Strongly Disagree	M	STD
	2021 students						
5	The PJBL (Project Based Learning) learning model applied in this course provides a meaningful learning experience for PPG Daljab 2021 students	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
6	The combination of Problem Based Learning (PBL) and Project Based Learning (PJBL) approaches is able to stimulate the creativity of PPG Daljab 2021 students in developing Lesson Plan.	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

In table 2 from the statements served, all items of the statements got 100% positive response. All lecturers were highly valued all the statements above. Also, the researcher would like to highlight statement number two (2) which has the highest percentage of agreement, with 87.5% of the "strongly agree" response range. The lecturers' respondent believes that the Lesson Plan Development course has clear relevance to the needs of PPG Daljab 2021 students. This indicates that a significant majority of the lecturer respondents find the course relevant to the students' needs. This high agreement suggests that the course content aligns well with the requirements and expectations of the students, potentially indicating that the curriculum is well-designed.

Table 3. Lecturers' Perception of Identification of the Problem Activities in Developing Lesson Plan

		*Response Degree				**M	*** STD
No	STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree		
7	Developing Lesson Plan through problem identification can help PPG Daljab 2021 students understand and apply the concepts taught in developing Lesson Plan.	75% (6)	25% (2)	0% (0)	0% (0)	3.75	0.46
8	PPG Daljab 2021 students make good observations and gather information to identify learning problems in class/school.	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
9	PPG Daljab 2021 students are able to analyses the competencies or learning outcomes in the subjects they will teach.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35
10	PPG Daljab 2021 students have a good understanding of the importance of problem	12.5% (1)	75% (6)	12,5%	0% (0)	3.00	0.53

No	STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree	**M	***STD
	identification in developing Lesson Plan.			(1)			
11	The use of the TPACK approach in the problem identification stage give positive contribution to students' understanding.	37.5% (3)	62.5% (5)	0% (0)	0% (0)	3.37	0.51

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

Lecturers strongly believe that developing lesson plans through problem identification helps students understand and apply concepts effectively, with 75% strongly agreeing and a mean score of 3.75 (STD: 0.46). While 75% agree that students effectively observe and gather information to identify learning problems, resulting in a mean score of 3.25 and a standard deviation of 0.46, there is a high level of agreement (87.5%) that students are capable of analyzing competencies in their subjects (mean: 3.12, STD: 0.35). However, perceptions are mixed regarding students' understanding of the importance of problem identification, with 12.5% disagreeing, yielding a mean score of 3.00 and a standard deviation of 0.53. The use of TPACK in the problem identification stage also received positive feedback, with 37.5% strongly agreeing and a mean score of 3.37 (STD: 0.51).

Table 4. Lecturers' perception of compiling documents of learning design documents activities in developing lesson plan

No	STATEMENT	*Response Degree				**M	***STD
		Strongly Agree	Agree	Disagree	Strongly Disagree		
12	PPG Daljab 2021 students are able to compile learning design documents according to the results of the analysis in the form of activity plans, teaching materials, LKPD, media, and assessment instruments.	12.5% (1)	75% (6)	12.5% (1)	0% (0)	3.00	0.53
13	PPG Daljab 2021 students are able to apply the project-based learning model well in designing lesson plan.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35
14	PPG Daljab 2021 students are able to integrate the deepening of professional, pedagogical, and subject of the field of study material in designing lesson plan.	12.5% (1)	62.5% (5)	25% (2)	0% (0)	2.87	0.64
15	PPG Daljab 2021 students are actively discussing with fellow students and consult with lecturers regarding the learning designs that have been made.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35

* The response degrees are presented in percentages and frequencies (in brackets)

** M = Mean
*** STD = Standard Deviation

Lecturers' perceptions of students' ability to compile learning design documents are mixed, with some disagreement and a mean score of 3.00 (STD: 0.53). However, there is high agreement (87.5%) that students apply the project-based learning model well in designing lesson plans (mean: 3.12, STD: 0.35). Conversely, only 62.5% agree that students effectively integrate professional, pedagogical, and subject matter knowledge, leading to a lower mean score of 2.87 and a higher standard deviation of 0.64. Nevertheless, there is strong agreement on active discussions and consultations among students and lecturers regarding learning designs (mean: 3.12, STD: 0.35).

Table 5. Lecturers' Perception of Peer Teaching

No	STATEMENT	*Response Degree				**M	*** STD
		Strongly Agree	Agree	Disagree	Strongly Disagree		
16	PPG Daljab 2021 students are able to properly plan and prepare materials to be taught in peer teaching sessions	25% (2)	50% (4)	25% (2)	0% (0)	3.00	0.75
17	PPG Daljab 2021 students successfully practiced lesson design documents in Peer teaching activities	37.5% (3)	25% (2)	37.5% (3)	0% (0)	3.00	0.92
18	PPG Daljab 2021 students experienced progress in their ability to deliver learning materials during the peer teaching stage.	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
19	The learning tools tested in Peer teaching have met the expected standards and suit with the learning concepts are taught	12.5% (1)	75% (6)	12.5% (1)	0% (0)	3.00	0.53
20	PPG Daljab 2021 students are able to critically reflect on the implementation of learning activities in the Peer teaching stage.	25% (2)	62.5% (5)	12.5% (1)	0% (0)	3.12	0.64

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

Lecturers have mixed responses regarding students' planning and preparation for peer teaching, with some uncertainty reflected in a mean score of 3.00 and a standard deviation of 0.75. Similarly, perceptions of students' success in practicing lesson design documents during peer teaching activities are varied, with significant disagreement and a mean score of 3.00 (STD: 0.92). Despite this, 75% of lecturers agree that students show progress in delivering learning materials during peer teaching, resulting in a mean score of 3.25 and a standard deviation of 0.46. Lecturers also have mixed views on whether the learning tools tested in peer teaching

meet expected standards, with a mean score of 3.00 (STD: 0.53). Additionally, the ability to critically reflect on learning activities in peer teaching is generally agreed upon, with a mean score of 3.12 and a standard deviation of 0.64.

Table 6. Lecturers' Perception of Reflection in Developing The Lesson Plan

| No | STATEMENT | *Response Degree | | | | **M | ***STD |
		Strongly Agree	Agree	Disagree	Strongly Disagree		
21	Learning activities through reflection can help PPG Daljab 2021 students understand and apply the concepts taught in developing lesson plan.	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53
22	PPG Daljab 2021 students are able to identify solutions for improving lesson plan based on their reflection.	25% (2)	50% (4)	25% (2)	0% (0)	3.00	0.75
23	Reflection after learning provides valuable insights to improve the lesson plan developed by PPG Daljab 2021 students	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

Lecturers believe that reflection activities help students understand and apply the concepts taught in developing lesson plans, with a balanced positive perception (mean: 3.50, STD: 0.53). There are mixed perceptions regarding students' ability to identify solutions for improving lesson plans based on reflection, with some uncertainty leading to a mean score of 3.00 and a standard deviation of 0.75. Nevertheless, lecturers consistently agree that reflection provides valuable insights for improving lesson plans, with a mean score of 3.50 and a standard deviation of 0.53.

Table 7. Lecturers' Perceptions of the Follow Up Plan in Developing Lesson Plan

| No | STATEMENT | *Response Degree | | | | **M | ***STD |
		Strongly Agree	Agree	Disagree	Strongly Disagree		
24	PPG Daljab 2021 students are able to develop concrete follow-up plans to improve lesson plan based on the results of reflection.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35
25	The lesson plan developed by PPG 2021 students have included appropriate components such as activity plans, teaching materials, learning media, LKPD, and	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53

	learning evaluation tools.						
26	PPG Daljab 2021 students are able to develop follow-up plans to improve lesson plan based on the results of reflection	0% (0)	100% (8)	0% (0)	0% (0)	3.00	0.00
27	PPG Daljab 2021 students are able to develop follow-up plans, including schedules for carrying out PPL (Teaching Practicum) in their respective schools.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean
*** STD = Standard Deviation

Lecturers have a high level of agreement (87.5%) that students can develop concrete follow-up plans to improve lesson plans based on reflection, reflected in a mean score of 3.12 and a standard deviation of 0.35. They also agree that the lesson plans developed by students include appropriate components such as activity plans, teaching materials, learning media, LKPD, and evaluation tools (mean: 3.50, STD: 0.53). Additionally, there is strong agreement on the ability to develop follow-up plans, including schedules for teaching practicums (mean: 3.12, STD: 0.35).

B. Finding Open-Ended Question
1. The Challenges for PPG Daljab Students in Developing Lesson Plan
The study investigated the primary challenges faced by PPG Daljab students in developing instructional tools, as reported by eight participating lecturers. Each lecturer's participant provided insights into the difficulties encountered by students, shedding light on various aspects of instructional development within the program.

1) Students' Difficulty in Developing Lesson Plan

Lecturers Participants observed that students struggle with developing effective lesson paln, as noted by LP1: *"Students still cannot develop the lesson plan"* This indicates a fundamental challenge where students face difficulties in creating educational materials that meet educational standards and effectively support learning outcomes. The ability to develop such tools is crucial for educators to enhance the learning experience for students across different subjects and educational levels. LP3 noted the challenge of structuring lesson plans, instructional modules, and worksheets effectively: *"Developing lesson plans, instructional modules, and worksheets."* Effective lesson planning is essential for ensuring that educational objectives are met and that teaching methods align with desired learning outcomes. This challenge underscores the need for students to develop strong organizational and pedagogical skills during their training.

2) Impact of Low English Proficiency on Creating Teaching Materials

LP2 highlighted that students' proficiency in creating teaching materials and worksheets is hindered by their low English proficiency "*The ability to create teaching materials and worksheets on their own; this may be due to their generally low English proficiency*". This means that difficulties with language can make it harder for students to work on their own to create teaching materials. This

could limit how well they can help students learn in schools where English is needed for studying and making educational materials.

3) Difficulties in Understanding and Developing Instructional Material

LP4 highlighted that students, particularly those from non-education backgrounds, struggle with understanding and developing instructional materials: *"Several students, especially those from non-education backgrounds, often struggle to understand and develop instructional materials"*. This shows that students from different academic backgrounds need specific help and training to improve their teaching skills and knowledge.

4) Challenges in Planning Subject-Specific Lessons

LP6 showed that many students find it hard to plan lessons that are well-organized and fit the specific details of each subject they teach: *"There is a tendency for them to be less proficient in planning well-structured lessons that fit the unique characteristics of the subjects they teach"*. Good lesson planning involves teachers thinking about what makes each subject different and what students need to learn. Teachers then adjust how they teach to make sure students learn well.

5) Challenges in Implementing Learning Reflections in Instructional Development

LP7 highlighted challenges in applying reflections from previous learning experiences to improve instructional tools: *"Implementing reflections from previous learning experiences in developing the lesson plan"*. This means that students should learn to think back on their learning experiences. Doing this helps them improve how they teach and create educational tools, making them more useful and effective.

6) Challenges from Inadequate Understanding of Educational Aspects

LP8 pointed out several challenges because students don't fully understanding of educational components such as instructional tools, syllabus, learning objectives, teaching methods, and assessment *"(1) Students' lack of understanding of instructional tools, syllabus, educational objectives (KI), and competency standards (KD). (2) Students' lack of understanding of teaching materials and effective teaching media. (3) Students' lack of understanding of learning assessment. (4) Students' lack of understanding of innovative teaching methods and models."* It's important to fill these gaps so students have the knowledge and skills they need to create and use good teaching methods that help all kinds of learners in different educational situations.

2. Aspects in the Process of Developing Lesson Plan Activity That Need to be Improved or Enhance.

The responses to this question provide suggestions for enhancing the lesson plan development process. Suggestions include revising lesson plans based on lecturer feedback, encouraging originality in creating teaching materials, addressing class management, improving alignment between objectives and assessments, and

incorporating the Technological Pedagogical Content Knowledge (TPACK) framework.

1) Revision of Lesson Plans (RPP)

Lecturers' participants expressed the importance of students revising lesson plans based on direct or indirect feedback from instructors. Participant 1: *"Students should always revise RPP based on feedback from instructors."* LP8: *"There is a need to improve the allocation of time as it is currently too long."* The consensus among participants underscores the necessity for students to actively incorporate feedback into their lesson plans. This practice ensures that teaching strategies align closely with educational goals and adapt to evolving student needs, thereby enhancing the overall effectiveness of instructional planning.

2) Creation of Teaching Materials

Lecturers' participants emphasized the significance of encouraging students to create their own teaching materials rather than relying solely on internet resources. LP 2: *"Encouraging students to create their own teaching materials and worksheets is crucial."* LP 8: *"The evaluation and reflection mechanisms are tedious."* The responses show that there is a clear agreement on the need to encourage creativity and originality in instructional materials. By developing customized teaching resources, educators can better meet the diverse learning styles and needs of students, leading to a more engaging and effective learning environment.

3) Management of Classroom Environment

Lecturers' participants noted that classroom management practices are sometimes overlooked. LP4: *"The management of classroom dynamics is somewhat neglected."* Effective classroom management is essential for creating a conducive learning environment where students can actively engage in the learning process. Addressing this area can help minimize disruptions, enhance student participation, and promote a positive atmosphere for effective teaching and learning.

4) Alignment of Learning Objectives and Assessment

Lecturers' participants noted the importance of ensuring alignment between learning objectives, instructional activities, and assessments. LP 5: *"Students need a deeper understanding of how learning objectives, activities, and assessments should align."* Ensuring coherence between learning goals and assessment methods is crucial for accurately measuring student progress and achievement. This alignment supports meaningful learning experiences and enables educator to provide targeted feedback that facilitates continuous improvement in student learning outcomes.

5) Integration of TPACK (Technological Pedagogical Content Knowledge)

There was a suggestion to integrate TPACK into the development of instructional materials. LP7: *"Incorporating TPACK into instructional design is important."* Integrating TPACK enhances educators' ability to effectively integrate technology into teaching practices. This approach equips teachers with the skills to leverage technology in ways that enhance content delivery, engage students, and promote deeper learning experiences tailored to individual learner needs.

In conclusion, the findings highlight several key areas for improvement in the development and implementation of instructional tools and activities. By focusing on these aspects above, educators can better meet the diverse needs of students and achieve more effective educational outcomes.

3. Lecturers' Perceptions of Teaching Practicum

The in-service English teachers who participated in the PPG program are required to do practical teaching for a month at their respective schools. They will apply all the knowledge they have obtained in the university to the real field with the help of a supervising teacher in each school. The data showing the perceptions of the lecturers towards teaching practicum implementation can be seen in Table below.

A. Finding Closed-Ended Question

The data showing the perceptions of the lecturers towards teaching practicum implementation, can be seen in table below

Table 8. Lecturers' Perceptions of Teaching Practicum

No	Statement	*Response Degree				**M	***STD
		Strongly Agree	Agree	Disagree	Strongly Disagree		
1	The preparation of PPL by PPG Daljab 2021 students conducted offline or online is adequate.	25% (2)	75% (6)	0% (0)	0% (0)	3.2	0.46
2	The objectives of PPL in improving the ability of PPG Daljab 2021 students to implement Lesson plan and PTK that have been designed have been achieved.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35
3	Guidance/monitoring of PPG Daljab 2021 students during PPL has been carried out effectively	25% (2)	62.5% (5)	12,5% (1)	0% (0)	3.12	0.64
4	PPG Daljab 2021 students have successfully implemented relevant knowledge, attitudes, and skills in PPL.	12.5% (1)	87.5% (7)	0% (0)	0% (0)	3.12	0.35
5	PPL provides real and contextual experience to PPG Daljab 2021 students	50% (4)	50% (4)	0% (0)	0% (0)	3.50	0.53
6	PPL can make a significant contribution in forming the professional teachers toward PPG Daljab 2021 students	25% (2)	75% (6)	0% (0)	0% (0)	3.25	0.46
7	PPL of PPG Daljab 2021 online / offline has successfully faced the challenges that arise in the era of the Covid-19 pandemic	25% (2)	62.5% (5)	12.5% (1)	0% (0)	3.12	0.64

* The response degrees are presented in percentages and frequencies (in brackets)
** M = Mean

*** STD = Standard Deviation

In the table 8, the analysis reveals that the highest agreement percentages are generally centered around the "Agree" category for most statements, with some reaching up to 87.5%. This suggests that a significant portion of PPG Daljab 2021 students perceive various positive aspects of the PPL program. These aspects include the adequacy of preparation (Statement 1), achievement of objectives in improving their abilities (Statements 2 and 3), effective guidance/monitoring (Statement 4), successful implementation of knowledge and skills (Statements 5 and 6), and the potential contribution of PPL in forming professional teachers (Statement 7).

Overall, the majority of respondents have positive perceptions of the PPL conducted by PPG Daljab 2021 students, especially regarding its adequacy in preparation, achievement of objectives, effective guidance, and the successful implementation of knowledge and skills. While there are some areas where improvements could be considered, such as providing more real and contextual experiences, the program is seen as making a significant contribution to the development of professional teachers, even amidst challenges posed by the Covid-19 pandemic.

B. Finding Open-Ended Question

Given an open-ended question, lecturer participants' responses to the open questions regarding to the Teaching Practicum. The lecturer participants provided responses categorized in the following points.

1. The Readiness of PPG Daljab 2021 Students in Facing Teaching Practicum (PPL)

In the readiness of PPG Daljab 2021 students in facing Teaching Practicum. The lecturer participants answer highlight a mix of opinions, ranging from the lecturer participants not feeling the PPG Daljab students teaching practicum not fully prepared due to inadequate facilities and language skills (LP1) *not too ready. facilities are often inadequate*(LP2) *From the pedagogical aspect; it is quite adequate but from the aspect of English language skills it is still very lacking.* However most from others lecturers considering the preparation satisfactory or even well-prepared. This suggests a diversity of perspectives on the level of readiness among the students. *(LP5) already prepared* (LP7) *Well prepared* (LP8) *Readiness is sufficient.*

Overall, the range of responses underscores the varied viewpoints held by different lecturer participants concerning the readiness of PPG Daljab 2021 students for the Teaching Practicum. While some express reservations about the students' readiness due to challenges such as inadequate facilities and language skills, others maintain a positive stance, deeming the students well-prepared for the practical phase.

2. The Contribution of Teaching Practicum in Helping PPG Daljab 2021 Students Develop Their Competencies as Prospective Teachers

The second question viewed lecturer respondents perceive the contribution of teaching practicum to the students' competency development as future teachers. The teaching practicum (PPL) plays a crucial role in shaping the competencies of prospective teachers enrolled in the PPG Daljab 2021 program. Eight lecturers' participants provided insights into the effectiveness of teaching practicum in

enhancing various aspects of student development. Their responses are categorized into three main perspectives: positive impact with training initiation, mixed competency development, and strong positive impact.

1) Positive Impact with Training Initiated

Some lecturers participants recognized a positive impact from teaching practicum (PPL) despite being in early stages of development. LP1 noted, "*Yes, there is. Teachers are beginning to be trained in teaching, although not yet at their maximum potential.*" Participant 6 observed, "*From recent monitoring, there is noticeable progress among students.*"

2) Mixed Competency Development

Another lecturers participants highlighted mixed outcomes in competency development. LP2 commented, *"Pedagogical, social, and personal competencies are present, but professional or language competencies remain very deficient."* LP4 also added, *"Yes, but not yet significant,"* suggesting acknowledgment of the practice's impact without substantial improvement.

3) Strong Positive Impact

Conversely, several lecturers' participants emphasized a strong positive impact of the teaching practicum on student competencies. LP3 simply stated, *"Yes,"* indicating a positive perception of the program. LP5 emphasized, *"Field Experience Practice greatly helps PPG Daljab 2021 students in developing their competencies as future teachers."* LP7 remarked, *"Its contribution is very significant,"* expressing strong confidence in PPL's effectiveness. LP8 elaborated, "*Yes, teaching practicum can help PPG Daljab students develop their competencies as future teachers because they are equipped with various skills and knowledge in teaching English.*"

Overall, the lecturers' responses reflect a generally positive view of the teaching practicum. While some acknowledge early training and observed progress, others highlight significant developmental benefits, particularly in enhancing teaching skills and acquiring knowledge, such as in teaching English. The mixed feedback on professional competencies suggests areas for improvement in future program implementations to ensure comprehensive development across all required competencies for future educators.

2. DISCUSSIONS

One of the main purposes of this study was to identify the lecturers' perception about the implementation of learning process of the teaching certification program that consist into three learning activity, deepening material by online self-study, developing of lesson plan and teaching practicum

1. Deepening Material Course Through Online Self-Study

Based on the responses to closed-ended questions, most lecturers have a positive view of the online self-study method used in the Deepening Material course for PPG Daljab 2021 students. They agree that it helps students' master pedagogic and subject-specific content and promotes higher-order thinking skills in teaching material development. This align with Rajabalee and Santally (2020) found that online self-study modules facilitated deeper engagement and mastery of pedagogic and subject-specific content among students, enhancing their overall learning outcomes. Then, Kim et al (2019) stated that the integration of online self-study

methods in courses promotes the development of higher-order thinking skills, encouraging students to critically analyse teaching material and apply concepts creatively. Lecturers also find the Learning Management System (LMS) helpful for online learning and flexibility, evethough there are concerns about students' un derstanding of how to use the LMS effectively. Most lecturers believe that discussing challenging material with students is beneficial, despite some disagreement on this point.

In their open-ended responses, lecturers emphasized the flexibility and convenience of online self-study, which allows students to learn independently and engage in discussions. Turnbul et al (2019) highlights the benefits of Learning Management Systems in enhancing online learning environments, providing flexibility and accessibility while acknowledging challenges related to user interface and student training. However, lecturers' participant noted that it need for better guidance and familiarity with this learning method of this online self-study in deepening material, along with challenges in scheduling, technical issues, and ensuring student engagement and understanding. In summary, while online self-study offers significant advantages such as flexibility and independent learning, improvements are needed in guiding students, clarifying schedules, addressing technical problems, and enhancing student engagement and understanding to maximize its effectiveness in education.

In this study, the findings of this study view the lecturer perception of the deepening material through online self-study. This finding specifically view some aspects of the specific context of the Deepening Material course for PPG Daljab 2021 students that emphasize on higher-order thinking skills, and the concerns regarding LMS effectiveness and student understanding. This study is different from the previous research by Hodges, (2019). The research focuses on strategies employed to improve student proficiency in using Learning Management Systems (LMS). It may discuss training programs, support structures, and challenges faced by educators in integrating LMS effectively into educational practices.

2. *Developing lesson plan*

In developing the lesson plan course, this study seems to effectively meet the needs of PPG Daljab 2021 students. In the surveys closed-ended questions show lecturer participants' positive perceptions of the Lesson Plan Development course. They find the course content relevant and agree that teaching methodologies like TPACK, PBL, and PJBL provide meaningful experiences. Referring to the lesson plan development process outlined by the Technical Guideline of PPG Daljab (2021) encompasses by five stages: problem identification, solution design using project-based learning, peer teaching, reflection, and follow-up planning. Based on this current finding research, Lecturers have a generally positive view of PPG Daljab students' abilities in these stages. The evaluation of PPG Daljab (2021) students' lesson plan development process reveals positive feedback from lecturers across various stages, particularly in problem identification and peer teaching. However, there are areas needing improvement, such as integrating professional knowledge into lesson plans and better preparing for peer teaching sessions.

Then, finding of open question of this study, lecturer noted there are some challenges faced by PPG Daljab students when developing lesson plans. Students

struggle with creating effective lesson plans due to difficulties in understanding and organizing educational materials. Language barriers, especially low English proficiency, hinder their ability to independently create teaching materials. There are also challenges in structuring lesson plans and aligning them with learning objectives and assessments. Many students, particularly those from non-education backgrounds, find it hard to adjust the lessons to specific subjects.

To improve this process, lecturers suggested several enhancements. They emphasized the importance of revising lesson plans based on feedback to better meet educational goals. Encouraging students to create their own teaching materials instead of relying solely on internet resources was seen as beneficial. They also suggest in managing classrooms effectively and ensuring that learning goals match assessment methods were emphasized. It was suggested to integrate technological pedagogical knowledge into lesson planning to improve teaching quality. Overall, addressing these challenges with focused training and support can enhance lesson planning for PPG Daljab students, making teaching more effective and suitable for various learning styles. Moreover, in this current finding of the research, this research contributes new knowledge by exploring PPG Daljab 2021 students' views and difficulties in creating lesson plans. This study focuses specifically on the distinct requirements and encounters of PPG Daljab 2021 students. Unlike previous studies by Perry and Lewis (2009) that Explore specific challenges such as language barriers, educational background diversity, and integration of professional knowledge into lesson plans. This finding different by the study conducted by Eksi, G & Aydın, Y. C. (2013) which focus on the teacher professional development program, the lesson planning and classroom management that were determined as the area's development was needed. This finding was difference with the previous the research that conducted by Warni and Ahmad (2020) which obtain information and examine the benefits and impacts of the professional development activities carried out by the English Education Study Program's lecturers.

3. Teaching Practicum

Lecturers generally had positive views towards teaching practicum among PPG Daljab 2021 students. The majority agree that the objectives of PPL are being achieved, it provides valuable practical experience, contributes to professional formation, and has adapted well to challenges posed by the pandemic. However, there are some concerns regarding the effectiveness of guidance and monitoring during PPL. Most lecturers found the guidance and monitoring effective, although they suggested some improvements. Effective mentorship is crucial for engaging students and helping them develop reflective teaching skills (Knight et al., 2014). Then, some lecturers expressed concerns about facilities and language skills, highlighting the need for comprehensive support systems in teacher preparation programs. Overall, the perception of the Teaching Practicum (PPL) among lecturer participants appears to be positive. Despite varying opinions on student readiness, the majority of lecturers view the Practicum as beneficial in developing the competencies of PPG Daljab 2021 students. Positive feedback emphasizes its role in enhancing teaching skills and subject-specific knowledge, particularly in teaching English.

CONCLUSION

In summary, the data gathered from the study provides valuable insights into various educational aspects: deepening material course through online self-study lecturers affirms the positive reception of the deepening material course through self-study. The result of the finding highlights challenges faced, the importance of engagement, and the effectiveness of the method of deepening material. Challenges include student engagement, technical issues, and the need for improved guidance and scheduling. Then, in developing lesson plan, this study explores PPG Daljab 2021 students' lesson plan development journey. Positive lecturer feedback on course relevance and methodologies like TPACK, PBL, and PJBL is noted. Challenges such as language proficiency and innovative methods are highlighted in open responses. Recommendations include revising plans, enhancing originality, and integrating TPACK. Overall, the survey in this developing the lesson plan reveals positivity, challenges, and practical suggestions. Last, in teaching practicum (PPL), lecturers' perception is generally positive towards the teaching practicum program, coupled with areas requiring attention. Addressing student readiness and enhancing competency outcomes are crucial for consistent positive results. The diversity of perspectives and recommendations underscores the need for a flexible and adaptable program that accommodates individual needs and challenges.

SUGGESTIONS
1. For the Implementation of PPG Program Learning Process
1) Deepening Material Course by online self-study

There are some suggestions were given by the lecturers participants related to the deepening material course to make self-study courses in the PPG Daljab program work well, there are some important suggestions. First, the lecturers' participants suggest that it is best to plan deepening material sessions before regular classes' start, not in the middle of the semester, to keep learning process run well. Then, the lecturers participants suggest want to make sure to set clear deadlines for assignments so participants can manage their time effectively. Also, recognize that many students still need both online and face-to-face learning methods. Mixing these methods can make the course more effective. Furthwermore, it is also a good idea to ask students to write summaries of what they learn from each module. This helps them engage deeply with the material. Lastly, the lecturers emphasize that students need to create assignments that encourage them to really understand the material, not just by repeat it. By following these suggestions, the PPG Daljab program can help participants learn effectively through structured self-study.

2). Developing Lesson Plan

There are some suggestions were given by the lecturers participants related to the lesson plan development course in the PPG Daljab program work well. The lecturers participants suggest that improvements in lesson plan development course could focus on transitioning to offline classes, expanding the scope of assignments beyond the LMS, differentiating between students with educational and non-educational backgrounds, providing more practical exercises,

maintaining consistency in learning models, and addressing previously mentioned issues. Overall, the course is viewed positively, but there are areas identified for enhancement.

3). Teaching Practicum

The feedback received by the lecturers suggests several areas where the PPG Daljab teaching process during teaching practicum that could be improved. There are some key points highlighted based on the lecturers' participants' response in enhancing the teaching practicum learning process: Supervision and Evaluation, Language Usage, Scheduling and Time Allocation, and Pedagogical Approach Using TPACK (Technological Pedagogical Content Knowledge). Those are the areas show where changes can be made to make the PPG Daljab teaching practicum more effective. By addressing these suggestions, the program can be improved for future educators.

2. For In-Service Teachers

It is suggested that the students have to find the solutions in order to overcome their obstacles in each program, and also they must be well-prepared themselves before joining this program so, they could become the real professional teachers.

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