Implementation of SM3T Alumni in Teacher Professional Education Program (Study of PPG SM3T Participants in The Universitas Negeri Makassar)

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Abstract. The implementation of PPG in Universitas Negeri Makassar (UNM) specifically for the Undergraduates Educating in Outermost, Frontier and Underdeveloped Areas (SM3T) participants experienced a deficiency in its management. Based on the results of in-depth investigations and interviews of teacher professional education (PPG) SM3T program participants who are alumni of SM3T geography teachers, there were obstacles related to the compilation of the 2013 curriculum learning tool learned in the SSP (Subject Specific Pedagogy) workshop different from those applied to partner schools. Thus, this difference may affect the performance test assessment during the practice field experience (PPL) at partner schools.

1. Introduction

The existence of teachers in education is one of the most important elements. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners since in early childhood education to formal education, primary and secondary education. Every performing duties as a professional educator, teachers are required to meet several criteria, namely (1) having a minimum undergraduate academic qualification (SI) or fourth diploma (D IV); (2) master competence; (3) having an educator's certificate; (4) physically and mentally healthy; and (5) posses the ability to realize the goals of national education.[1]

Professionalism principle of teacher experience is becoming means for improvement and self-expansion.2 Competency is a dynamic character, so that need to be developed and improved in every step, as according to duty, requirement and development of innovation of education. For improvement of geography teacher, professional competency is required by position of professional. Unfortunately, geography teacher has not executed their profession. This thing, not solely teacher does not have positioned of professional, but can be influenced by many factors, among others is the school bureaucracy system.[3]

Education problems in the 3T areas are related to teachers, such as, the number of teachers is less than required, unequal teacher distribution, under-standard teacher qualifications, low competence of teachers, and inconsistencies between educational qualifications with the teacher-assisted subjects. Another problem in the implementation of education is the dropout rate.
The SM3T Program was a government effort to send the education personnel to the various remote areas in Indonesia and was devoted to bachelors of education who had just graduated. SM3T program is intended to overcome the shortage of teachers, as well as preparing prospective teachers who are professional, resilient, independent and have a caring attitude towards each other, with the desire to educate the children of the nation, in order to advance together achieving the noble ideals as mandated by the founders of the Indonesian nation.\[4\] Related to the preparation of professional educators, this program will proceed with a one-year Professional Preparatory Teacher Education Program which is now named PPG SM3T Program.

The objective of the PPG SM3T program is to produce prospective teachers who have competencies in planning, implementing and assessing the learning, following up the assessment results, guiding and training of geography teacher participants as part of the educators undergoing the PPG SM3T Program. As an educator, the geography teacher must master four competencies, namely pedagogic, personality, social and professional competence. Pedagogic competence is related to the ability to manage the learning of learners.\[5\]

PPG SM3T program is one effort to create the geography teachers who always improve their knowledge and skill as professional educator. Field Data present that the implementation of PP3 SM3T program has been implemented since 2013. One of the LPTK appointed by DIKTI (Department of Technology Research, and Higher Education) as organizer is UNM. UNM has fulfilled the requirements as LPTK (Educational Training Institute) organizer according to the criteria contained in UU no. 87 of 2013 on The Program of Preparatory Teacher Profession Education.\[6\]

2. Method
This research conducts in-depth investigations and interviews to the research subjects, namely PPG SM3T program organizer and geography teacher who is the alumni of PPG SM3T participants. The subject of priority in this research is individual in UNM institution. According to Yin (2009),\[7\] this study requires an in-depth study of the various aspects of individuals, groups, organizations, or programs through case study research.

Based on the previous explanation if it is related to the research subject located in the UNM, then the relevant single case study research is used as the research design. Besides this research has uniqueness that is the case of application of PPG SM3T Program which become focus of research. The focus of this research is important in the world of teacher profession education in developing teacher competence, especially geography teacher.

3. Results and Discussion
The PPG program for the SM3T alumni geography teacher in 2016 at UNM underwent managerial management changes to a more focused and planned direction. The PPG study program in the Implementation of the SM3T PPG Program for geography teachers is also increasingly planned in the technical level of implementation. The role of the study program prior to the application of the learning system of PP3 SM3T Program is to develop curriculum, preparation of SSP workshop schedule, determine the workshop of SSP, and other supporting activities are arranged through workshop activities.\[6\] The study program involves internal and external parties in the workshop as implemented in 2016. This activity is important to do for the reference of the implementation of learning in school.\[8\] This time the decline in environmental quality in various regions is very significant as happened in Bulgaria in 2010, 11,787 people died prematurely from PM2.5 and ozone exposure. Furthermore, there are 2.1 million lost working days.\[9\] Another phenomenon also occurs in several cities of the world such as floods\[10,11\] and droughts have increased significantly,\[12,13,14\] which is caused by land conversion.\[15\] It may lead to the spread of epidemics such as dengue and even death.\[16\] Therefore, in the geography curriculum should include material on environmental sustainability, such as maintenance of mangroves,\[17,18\] and others.

The PPG Program Implementation Process for SM3T alumni geography teacher in 2016 at UNM in detail expressed by several key informants. The key informants are the SM3T alumni geography
teacher, Hidayat as an PPG Program participants. PPG Program participants convey the process from the beginning to the end. His PPG program is as follows: (1) Report to LPTK; (2) SSP workshop with activity details, ie (a) pre test, (b) material recalling, (c) create learning device, (d) internal peer teaching, (e) external peer teaching; (3) PPLs in partner schools with activities of: (a) teaching, (b) completion of PTK, (c) performance test; (4) UTN / National Writing Exam.

In addition to previous informants' exposure, there are other data found in the PPG SM3T Program process undertaken by geography teachers in 2016 at UNM. This was conveyed by Satriani namely PPG program participants. Satriani's remarks indicate that the PPG Program process consists of: (1) learning in the form of workshops with details of activities during the first 6 months: (a) preliminary tests, (b) exposure of material not understood by PPG Program participants, (c) creation of devices, media, peer teaching, and microteaching, (d) KKLs; (2) PPLs in partner schools with details of activities that have implemented the 2013 curriculum for 6 months: (a) PPL, (b) preparation of PTK (4) UTL / Local Writing Test and (5) UTN / National Writing Exam. Within a year it is viable in the activities of the arts, sports, religious, education, health at least every weekend.

The implementation of the PPG Program submitted by key informants contribute facts that there are Stages of Implementation, namely (1) Pre-Condition Stage reports to LPTK in accordance with each study program, (2) SSP Workshop Phase, (3) PPL, and (4) Competencies test. In addition there are dormitory activities such as; Spiritual Activities of Religion, English Group, Arts Activities, Group Learning, and other constructive activities.

The SSP workshop stage provides a provision of material deepening and practice either for devices creation and/or internal and external peer teaching. In detail the activities are expressed by Satriani as follows:

"For details of activities in the SSP workshop, the lecturer initially asked what materials we do not understand. To be learned together. There is a discussion session. The term is, we refresh the material because during previous SM3T we not only teach geography. So at the beginning there is a material consolidation. After the material is solid, we discuss together with the lecturer. After that creates the device and then discussed together and after that there are peer teaching and microteaching. After the device is completed, we are asked to forward present the device to be then responded be colleagues, revision applicable to drawbacks. Next are peer teaching and microteaching. Related to the duration of time, usually the first day is spent for consolidation of the material and the second day to the fourth spent for devices creation, subsequent days are filled with peer teaching and microteaching respectively. There were tutor teacher in microteaching as observer for our teaching process."(Informant Satriani dated 27.02.2017). Teacher tutor is very beneficial in improving the ability of PPG participants, because the tutor looks directly at the participant's process so that they can give the right input in the effort to improve the deficiency done by PPG participants.[19]

This activity is very helpful for PPG participants to prepare themselves for the real situation in school. In addition to instructional tools there are several things given mastery to PPG participants namely learning technology [20,21,22,23,24,25]

4. Conclusion
SM3T program participants who are alumni of SM3T geography teachers, there were obstacles related according to the Informant, the compilation of the 2013 curriculum learning tool learned in the SSP workshop different from those applied to partner schools. Thus, this difference may affect the performance test assessment during the practice field experience (PPL) at partner schools.

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