



Analysis of Student Knowledge Test Results of Teacher Professional Education Study Program (PPG) Teacher Training Personnel Education Institution (LPTK) UIN Bukittinggi

Iswantir M¹, Zulfani Sesmiarni², Iltavia³, Zetty Nurzuliana Rashed⁴, Kaila Saparina⁵, Redha Septi Asih⁶

*Correspondence :

Email :
iswantir@uinbukittinggi.ac.id

Authors Affiliation:

¹Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

² Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

³ Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

⁴ University Islam Selangor (UIS) Selangor, Malaysia

⁵ Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

⁶ Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Abstract

This research aims to measure the level of learning achievement of students in the Teacher Professional Program knowledge test for each subject in 2021 at LPTK UIN Bukittinggi (PPG). This research is a qualitative descriptive study. This research was conducted at the Professional Teacher Study Program (PPG) Faculty of Tarbiyah and Teacher Training LPTK UIN Bukittinggi. The subjects of this research were 75 PPG LPTK UIN Bukittinggi students who had not yet graduated from UP. Consideration of research subjects is based on the results of the 2021 UKMPPG Knowledge Test which is only held by each student who has not passed the Knowledge Test (UP) which is distributed to the LPTK. Of the 75 PPG participants who were declared not to have passed the Knowledge Test (UP) in 2021, we only collected 73 people in this study. Because the 2 people did not take the Knowledge Test (UP) because there was a natural disaster in their home environment and there was 1 person who did not want to continue PPG activities. Based on the results and discussion of the research, it can be concluded as follows, that first; PPG student knowledge test results in 2021 were lowest in CP 3 and highest in CP 1. Second; The lowest percentage of PPG participant scores in 2021 is in the very good criteria and the highest is in the fair criteria.

Article History :

Submission : September 20, 2023

Revised : September 28, 2023

Accepted : October 15, 2023

Published : October 30, 2023

Keyword:

Teacher Professional Education, Knowledge Test, LPTK UIN Bukittinggi.

INTRODUCTION

Education is a process that determines the success of the life of the nation and state, so it must be carried out optimally and professionally. The teacher is one of the actors who determines success. The cause of the low quality of education in Indonesia is the problem of effectiveness, efficiency and standardization of teaching. Meanwhile, specific problems that hamper the quality of education in Indonesia are: (1) low physical facilities, (2) low quality of teachers, (3) low teacher welfare, (4) low student achievement, (5) low opportunities for equal distribution of education according to needs, (6) low relevance of education to needs, (7) high

cost of education (Agustang et al., 2021). Obstacles number 2 and 3 can be resolved by the government, one of which is through the Teacher Professional Program (PPG)

Professional Teacher Education is one of the government's educational programs which is organized to prepare Bachelor of Education and Bachelor of Education/DIV non-education graduates who have the talent and interest to become teachers in order to fully master teacher competencies in accordance with national education standards so that they can obtain a Professional Educator Certificate in education. early childhood, primary and secondary education (Ratna Rosita Pangestika & Alfarisa, 2015). In line with this, the PPG program is one solution in improving teacher professional competence, where through PPG teachers can improve their ability to select and master teaching materials, plan, develop and actualize productive teaching and learning processes in accordance with teacher professional competency standards (Zulfitri et al. , 2019).

UIN Bukittinggi LPTK which is under the Faculty of Tarbiyah and Teacher Training has received the trust of the ministry as one of the LPTKs administering PPG in accordance with the Decree of the Minister of Religion of the Republic of Indonesia Number 21 of 2021 concerning Permits for Organizing Professional Teacher Education Study Programs for Professional Programs at UIN Bukittinggi, then UIN Bukittinggi is trusted to implement the in-service PPG program in 2021. The In-Service Professional Teacher Education Program (PPG) is an educational program that integrates material presentation, workshops and field practice which is held to prepare teachers to fully master teacher competencies in accordance with national education standards so that can obtain an educator certificate (Environment et al., 2013)

Graduation of PPG participants is determined through the Teacher Professional Program Student Competency Test (UKMPPG) which consists of performance tests and knowledge tests in accordance with graduation standards. This UKMPPG activity is carried out by the central committee of the Ministry of Religion. The characteristics of the Knowledge Test (UP) questions are as follows: (1) requires analytical skills, (2) finds keywords, (3) requires reading comprehension skills, (4) understands the context of the questions, (5) requires fast reading skills, (6)) make the right decision (UKMPPG, 2022)

The main function of evaluating student learning outcomes in general is to measure the level of student progress in learning, to develop future learning plans and to improve the learning process (Irham, 2013). Evaluation reports on student learning outcomes are written in a document, namely a report card. Report cards are written based on student learning outcomes in one semester and written at the end of the semester. Report card grades are the result of a collection of subject grades for each student which contains grade reports for one semester. Report cards are accepted as a benchmark and to determine developments in student achievement after following the learning process.

Table 1. Details of learning achievements in the Teacher Professional Program students' knowledge test for each subject are as follows:

No	Learning Outcomes			
	Quran Hadist	Akidah Akhlak	Fikih	PAI
1	Able to carry out professional duties as a charming educator, based on an attitude of love for the country, authoritative, firm, disciplined, full of soul calling, samapta, accompanied by a spirit of wholeheartedness and generosity.			
2	Able to master and use thought patterns and scientific structures as well as Quran	Mastering the mindset and scientific structure as well as Akhlak	Mastering the mindset and scientific structure as well as Fiqh	Mastering the mindset and scientific structure as well as Islamic Religious

	Hadith teaching materials with the perspective of tawasuth, tawazun, and tasamuh which are categorized as advanced materials in a meaningful way that can explain the "what" (content), "why" (philosophy), and "how" aspects (application) and "for what" (benefits, meaningful value) in everyday life.	materials which are categorized as advanced materials that can explain the "what" (content), "why" (philosophy), "how" (application) and "to what" (benefits or meaning) in everyday life	in the advanced materials category meaningful aspects that can explain the "what" (content), "why" (philosophy), "how" (application) and "to what" (benefits or meaning) in everyday life	Education teaching materials in the advanced category materials in a meaningful way that can explain the "what" (content), "why" (philosophy), "how" aspects (application) and "for what" (benefit or meaning) in everyday life
3	Able to formulate indicators of high-level thinking learning achievements that students must have including attitudes, knowledge and skills as a whole (critical, creative, communicative and collaborative) that are future-oriented (adaptive and flexible) in learning the Quran Hadith.	Able to formulate indicators of high-level thinking learning achievements that students must have, including attitudes, knowledge and skills as a whole (critical, creative, communicative and collaborative) that are future oriented (adaptive and flexible) in learning Aqidah Akhlak	Able to formulate indicators of high-level thinking learning achievements that students must have, including: attitudes, knowledge and skills as a whole (critical, creative, communicative and collaborative) that are future oriented (adaptive and flexible) in learning Jurisprudence	Able to formulate indicators of high-level thinking learning achievements that students must have, including attitudes, knowledge and skills as a whole (critical, creative, communicative and collaborative) that are future oriented (adaptive and flexible) in learning Islamic Religious Education
4	Able to design learning by applying the principles of combining knowledge and skills related to teaching materials, pedagogy, and information and communication technology or what is called the	Able to design learning by applying the principles of combining knowledge and skills related to teaching materials, pedagogy, and information and communication technology or what is called the Technological and	Able to design learning by applying the principle of combining related knowledge and skills with teaching materials, pedagogy, and information and communication technology or what is called an approach	Able to design learning by applying the principle of combining related knowledge and skills with teaching materials, pedagogy, and information and communication technology or what

	Technological Pedagogical and Content Knowledge (TPACK) approach and other approaches that are relevant in learning the Quran Hadith	Content Knowledge (TPACK) approach and other approaches that are relevant in learning the Quran Hadith	Technological Pedagogical and Content Knowledge (TPACK) and other approaches that are relevant in learning Jurisprudence	is called an approach Technological Pedagogical and Content Knowledge (TPACK) and other relevant approaches to learning Islamic education
5	Able to carry out educational, meaningful and transformative learning by applying various models, approaches and learning methods supported by the application of information and communication technology (digital technology) and with learning resources supported by research results to build attitudes (Islamic character rahmatan lil 'aalamin and Muslim personality of tawassuth (moderate), tawaazun (balanced), and tasaamuh), students' skills in solving everyday life problems critically, humanistically, innovatively, creatively, collaborative, and communicative based on knowledge in the field of Aqidah Akhlak	Able to carry out educational, meaningful and transformative learning by applying various models, learning approaches and methods supported by the application of information and communication technology (digital technology) and with learning resources supported by research results to build attitudes (Islamic character rahmatan lil 'aalamin and Indonesian Muslim personality of tawassuth (moderate), tawaazun (balanced), and tasaamuh, knowledge, and students' skills in solving everyday life problems critically, humanistically, innovatively, creatively, collaborative, and communicative based on knowledge in the field of Aqidah Akhlak	Able to carry out educational, meaningful and transformative learning by applying various models, learning approaches and methods supported by the application of information and communication technology (digital technology) and with learning resources supported by research results to build attitudes (Islamic character rahmatan lil 'aalamin and Indonesian Muslim personality of tawassuth (moderate), tawaazun (balanced), and tasaamuh), knowledge, and students' skills in solving everyday life problems critically, humanistically, innovatively, creatively, collaborative, and communicative based on knowledge in the field of Jurisprudence	Able to carry out educational, meaningful and transformative learning by applying various models, learning approaches and methods supported by the application of information and communication technology (digital technology) and with learning resources supported by research results to build attitudes (Islamic character rahmatan lil 'aalamin and Indonesian Muslim personality of tawassuth (moderate), tawaazun (balanced), and tasaamuh), knowledge, and students' skills in solving everyday life problems critically, humanistically, innovatively, creatively,

	based on knowledge in the field of Islamic Religious Education;			collaborative, and communicative based on knowledge in the field of Islamic Religious Education
6	Able to evaluate input, processes and learning outcomes which include students' attitudes, knowledge and skills by implementing authentic assessments, as well as utilizing evaluation results to improve the quality of Quran Hadith learning	Able to evaluate input, processes and learning outcomes which include attitudes, knowledge and skills students by implementing authentic assessments, as well as utilizing evaluation results to improve quality learning Moral Creeds	Able to evaluate input, processes and learning outcomes which include attitudes, knowledge and skills students by implementing authentic assessments, as well as utilizing evaluation results to improve quality Fiqh learning	Able to evaluate input, processes and learning outcomes which include attitudes, knowledge and skills students by implementing authentic assessments, as well as utilizing evaluation results to improve quality learning Islamic Religious Education
7	Able to develop oneself continuously as a professional teacher in the field of Quran Hadith through self-reflection, searching for new information, research, publications and innovative work.			

From the explanation of the background above, the aim of this research is to measure the level of learning achievement in the knowledge test of students in the Teacher Professional Program for each subject in 2021 at LPTK UIN Bukittinggi

METHODS

This research is a qualitative descriptive study. Descriptive research is research conducted to determine the existence of independent variables, either only on one variable or more without making comparisons or connecting them with other variables. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantitative methods. This research was conducted at the Professional Teacher Study Program (PPG) Faculty of Tarbiyah and Teacher Training LPTK UIN Bukittinggi. The subjects of this research were 75 PPG LPTK UIN Bukittinggi students who had not yet graduated from UP. Consideration of research subjects is based on the results of the 2021 UKMPPG Knowledge Test which is only held by each student who has not passed UP which is distributed to the LPTK. These results were used as data collection instruments in this research.

RESULT AND DISCUSSION

RESULT

Of the 75 PPG participants who were declared not to have passed the Knowledge Test (UP) in 2021, we only collected 73 people in this study. Because the 2 people did not take the Knowledge Test (UP) because there was a natural disaster in their home environment and there was 1 person who did not want to continue PPG activities

Table 2. The data table for the 2021 PPG student knowledge test results is as follows:

No	Initials	CP 1	CP 2	CP 3	CP 4	CP 5	CP 6	CP 7	Cumulative Achievement
1	AG	45	57	30	40	60	40	30	48
2	AK	56	44	10	30	60	30	20	40
3	A	40	40	10	50	50	30	10	36
4	A	70	36	30	30	60	40	50	45
5	AI	50	57	40	70	10	20	20	45
6	A	45	48	20	20	50	30	30	40
7	AP	56	38	30	40	40	20	30	39
8	AS	50	40	30	30	70	20	50	42
9	AS	60	58	40	30	40	30	30	49
10	A	65	48	30	30	70	40	30	48
11	B	60	29	30	40	30	40	10	35
12	D	0	0	0	0	0	0	0	0
13	D	40	46	10	40	40	30	20	38
14	DS	35	54	20	20	70	30	50	45
15	DY	40	48	10	30	70	20	30	40
16	D	15	48	0	60	50	20	30	36
17	EY	40	36	10	20	50	20	30	33
18	E	45	40	40	20	60	20	30	39
19	ES	56	62	10	30	70	10	30	48
20	FA	20	36	30	20	40	10	40	30
21	FM	56	48	20	40	40	40	20	43
22	GN	56	50	10	40	50	20	30	43
23	H	56	44	10	20	70	40	20	41
24	H	56	42	30	50	40	10	20	40
25	H	50	46	40	20	50	10	50	42
26	H	56	54	30	20	60	20	20	45
27	HL	56	54	30	30	70	20	50	49
28	HJ	65	52	10	30	40	30	40	45
29	IS	65	44	20	20	50	40	50	45
30	IN	50	52	60	70	40	50	20	50
31	I	45	36	40	20	50	40	30	38
32	IF	65	52	60	70	10	20	30	49
33	JA	56	52	30	40	50	20	50	47
34	K	35	52	30	20	30	60	40	43
35	K	75	48	50	10	60	40	30	49
36	LM	45	57	30	40	40	30	30	45
37	LA	60	44	40	70	40	30	50	48
38	LS	35	42	30	20	20	40	40	36
39	L	56	44	50	20	40	30	50	44
40	LC	65	46	30	30	50	0	20	41
41	M	56	50	50	50	60	40	20	49
42	M	40	36	20	30	50	40	40	37

43	M	50	29	30	20	50	20	30	33
44	MW	35	46	20	20	50	40	40	40
45	MH	60	54	10	40	20	20	20	42
46	M	50	50	40	30	70	50	30	48
47	MW	45	48	10	30	40	20	30	39
48	M	40	40	20	20	40	40	30	36
49	N	56	44	20	50	60	60	50	48
50	N	45	57	30	40	40	20	30	45
51	NF	40	44	20	20	40	20	40	37
52	PS	56	44	50	40	70	50	30	48
53	R	45	57	10	20	40	30	30	42
54	R	45	29	40	40	50	20	30	35
55	RU	45	60	20	0	10	10	50	40
56	R	50	34	30	30	40	30	20	35
57	R	50	44	10	50	60	40	20	42
58	S	56	46	20	50	80	30	40	47
59	SB	20	29	10	30	40	10	30	25
60	SH	45	52	10	50	60	40	50	47
61	SA	45	32	20	50	40	30	30	35
62	ST	56	46	20	30	40	40	30	42
63	S	40	44	30	30	70	30	30	41
64	S	45	38	20	20	20	30	40	35
65	SL	45	50	20	30	20	30	20	39
66	S	40	29	30	30	80	10	30	34
67	U	50	42	30	50	20	20	20	38
68	WN	70	24	30	20	70	30	40	38
69	YM	65	42	40	30	40	60	30	45
70	YA	60	54	30	20	60	10	30	45
71	YA	40	64	10	40	30	20	30	45
72	YA	35	24	20	40	30	10	20	26
73	Y	50	46	30	20	40	20	20	39
74	Z	65	48	30	40	50	20	60	48
75	E	0	0	0	0	0	0	0	0
		48.35	44.00	25.47	32.53	46.27	27.73	31.33	40.32

The results of the 2021 PPG participant knowledge test analysis are very varied with the smallest data being 0 and the largest data being 80.

Based on the table above, it shows that the average achievement of CP 3 is the lowest at 25.47%. This shows that it is difficult for PPG participants to master and use scientific thought patterns and structures as well as teaching materials for subjects in the advanced materials category in a meaningful way that can explain the "what" (content), "why" (philosophy) and "how" aspects (application) as well as "what for" (benefits, meaningful value) in everyday life. This second learning achievement is the participant's ability to meet professional indicators in their respective subjects. This is motivated by the following: (1) the participant's field of study is not in accordance with the subjects taken in PPG learning. This can be seen in several participants who come from sharia graduates who teach al-Qur'am Hadith subjects or vice versa. Some PPG participants come from RA, but the subjects they take are not available at

RA, so they have to look for higher education units, such as MI/MTs/MA in practice while attending PPG. Another problem is the frequent changes in subjects taught, of course this results in less strong mastery of the material by participants (2) especially for PAI participants, they have difficulty learning most of the religious material.

PAI PPG major students experienced difficulties in studying the material due to the diverse backgrounds of the participants, not all were PAI graduates, but there were sharia, ushuluddin and da'wah graduates. This results in them not understanding PAI's scientific structure properly. In terms of PAI material knowledge, PPG participants have more mastery according to their educational background. Even those with PAI graduate backgrounds are still weak in mastering PAI material in certain aspects, such as jurisprudence, moral beliefs, Al-Qur'an Hadith and SKI. Another weakness is that PPG PAI participants' mastery and ability in Arabic is still lacking, of course this results in materials with Arabic nuances being less mastered, however, participants who are strong in Arabic language skills are quicker in mastering PAI materials. The highest average learning achievement is in the 5th learning achievement. This 1st learning achievement and the average CP 1 achievement are the highest at 46.27%. This shows that PPG participants are able to carry out their professional duties as educators in a charming manner, which is based on an attitude of love for the country, authoritative, firm, disciplined, full of soul calling, samapta, accompanied by a spirit of wholeheartedness and generosity. This first learning achievement is the participant's ability to measure personality and social indicators. This is motivated by the educational background of the participants which places the main emphasis on personality and social competence, especially for participants whose background is in madrasah and Islamic boarding school environments, of course this really strengthens the personality and social aspects of the participants. It is acknowledged that the participants' indicators on personality and social aspects show a strong positive pattern so that this is an advantage compared to other subject teachers. These two indicators encourage them to complete their tasks during the PPG well and overcome the problems they face individually and as a group well. This spirit makes PPG participants achieve their desires to be more successful as have been achieved by PPG participants in previous stages.

Chart 1. *A comprehensive comparison can be made in the following graph:*

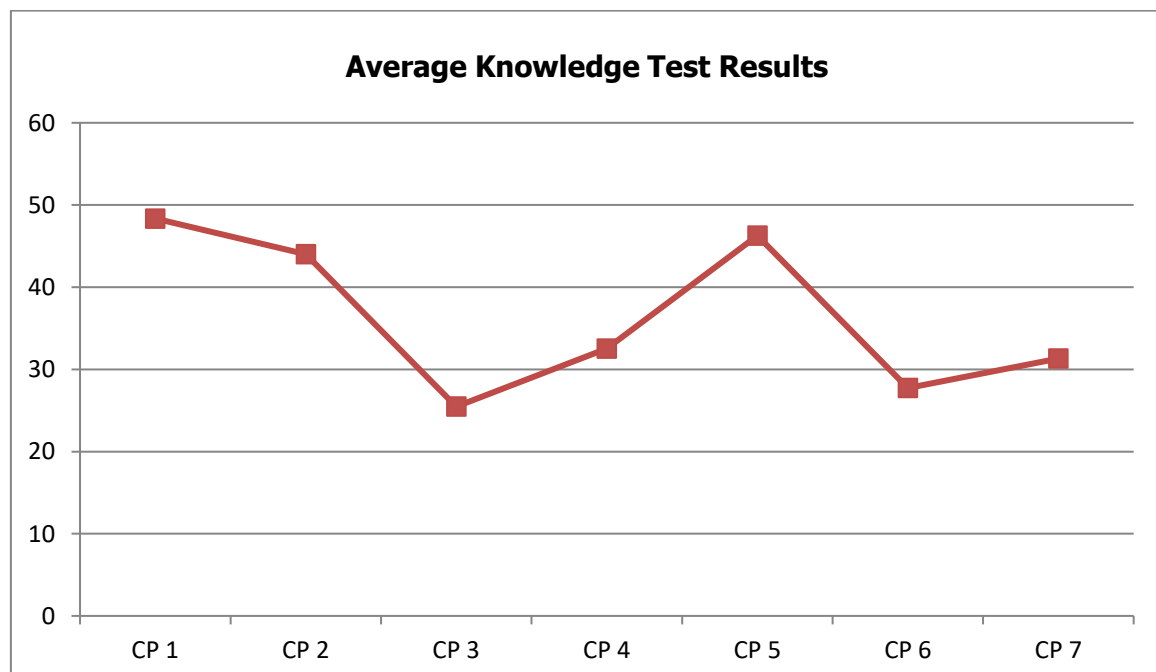
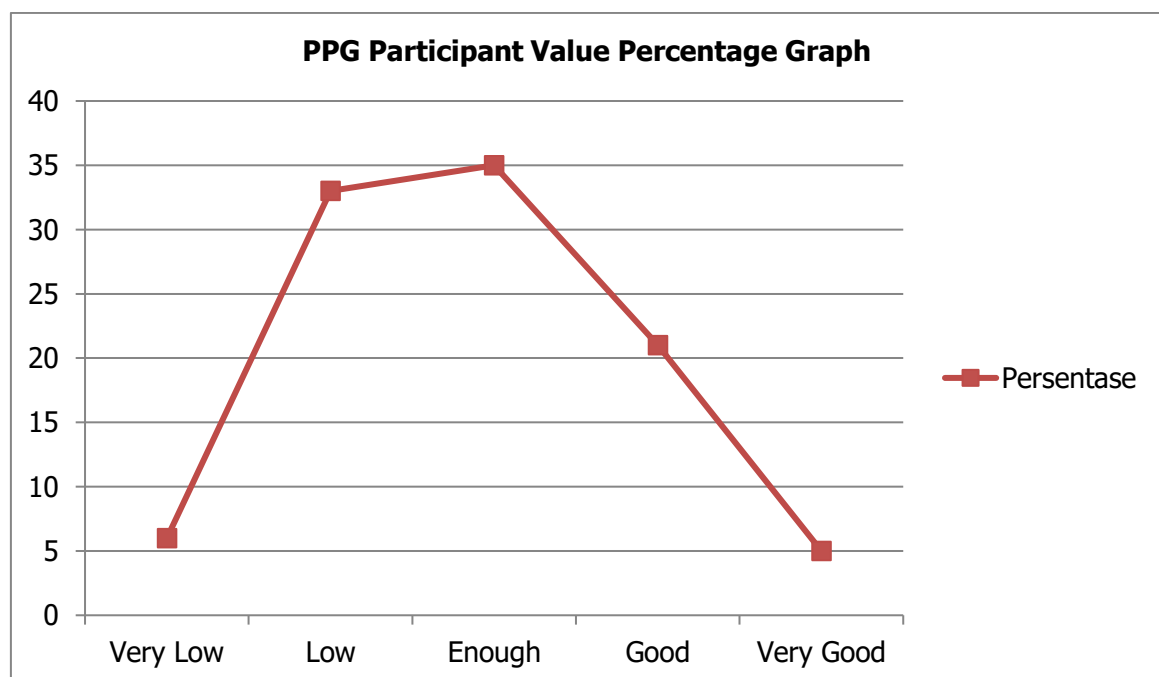


Table 3. The percentage of PPG participant scores is as follows:

INTERVAL		CRITERIA	FREKUENSI	PERSENTASE
0	16	Very low	35	6
17	32	Low	193	33
33	48	Enough	207	35
49	64	Good	122	21
65	80	Very Good	27	5
Total			584	100

From the table above it appears that there is no significant difference between very low and very good criteria. The percentage for very low criteria is 6%, while the percentage for very good criteria is 5%. Furthermore, the percentage of low criteria is 193 items with a percentage of 33%, the percentage of sufficient criteria is 207 items with a percentage of 35% and the percentage of good criteria is 122 items with a percentage of 21%.

Chart 2. The percentage graph for PPG participant scores is as follows:



CONCLUSION

Based on the results and discussion of the research, it can be concluded as follows:

1. The lowest PPG student knowledge test results in 2021 were in CP 3 and the highest were in CP 1.
2. The lowest percentage of PPG participant scores in 2021 is in the very good criteria and the highest is in the adequate criteria.

References

- Agustang, A., Mutiara, I. A., & Asrifan, A. (2021). Masalah Pendidikan Di Indonesia. *OSF Preprints, January*, 0–19. <https://doi.org/10.31219/osf.io/9xs4h>
- Fathudin, S., & Widodo, A. (n.d.). *KOMPETENSI KOMPETENSI PROFESIONAL GURU*.
- Habibullah, A. (2012). KOMPETENSI PEDAGOGIK GURU. *Edukasi*, 10(3).
- Huda, M. (2018). Kompetensi Kepribadian Guru Dan Motivasi Belajar Siswa (Studi Korelasi Pada Mata Pelajaran Pai). *Jurnal Penelitian*, 11(2), 237–266. <https://doi.org/10.21043/jupe.v11i2.3170>
- Irham, M. & N. ardy W. (2013). *Psikologi Pendidikan*. Ar-Ruzz Media.
- Lingkungan, D. I., Ri, K. A., Pendidikan, D., Islam, T., Jenderal, D., & Islam, P. (2013). *Panduan penyelenggaraan PROGRAM PENDIDIKAN PROFESI GURU (PPG) DALAM JABATAN DI LINGKUNGAN KEMENTERIAN AGAMA RI D*. 1–22.
- Pemerintah, P. (2005). PERATURAN PEMERINTAH REPUBLIK INDONESIA NOMOR 19 TAHUN 2005 TENTANG STANDAR NASIONAL PENDIDIKAN. *Rom J Morphol Embryol*, 46(2), (Neurofibroma, schwannoma or a hybrid tumor of the peripheral nerve sheath), 113–116.
- Putri Balqis, N. U., & Sakdiah Ibrahim. (2014). KOMPETENSI PEDAGOGIK GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA PADA SMPN 3 INGIN JAYA KABUPATEN ACEH BESAR. *Jurnal Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala*, 14(1), 25.
- Rahmawati, A., & Nartani, C. I. (2018). Kompetensi Sosial Guru Dalam B Erkomunikasi Pembelajaran Bahasa Indonesia Di Sd Negeri Rejowinangun 3 Kotagede Yogyakarta. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 4(3), 388–392.
- Ratna Rosita Pangestika, & Alfarisa, F. (2015). *PENDIDIKAN PROFESI GURU (PPG): STRATEGI PENGEMBANGAN PROFESIONALITAS GURU DAN PENINGKATAN MUTU PENDIDIKAN INDONESIA* Ratna Rosita Pangestika & Fitri Alfarisa. 1995, 671–683.
- Ukmppg, P. (2022). *Bedah kisi-kisi soal up dalam rangka pelaksanaan ukmppg 2022*.
- Zulfitri, H., Setiawati, N. P., & Ismaini. (2019). Pendidikan Profesi Guru (PPG) sebagai Upaya Meningkatkan Profesionalisme Guru. *LINGUA, Jurnal Bahasa & Sastra*, 19(2), 130–136.