

Teacher performance, productivity ,and integrity in East Java after graduating from the teacher education program.

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Abstract

Professional teachers are certified teachers. One of the implementing institutions for teacher certification or PPG is the PGRI Adi Buana University in Surabaya, with one of its study programs being the PGSD study program. In accordance with one of the visions of PPG UNIPA Surabaya is to organize PPG which refers to the achievement of pedagogic, professional, personality and social competencies as well as being able to develop information technology-based learning and provide education for teaching staff so that PPG graduates of PGSD Study Program who have received educator certificates are expected to be able to become good teacher. professional. Teacher professionalism can be related to teacher performance and teacher motivation. The purpose of this study was to analyze the performance and motivation of teachers in East Java who graduated from the PGSD PPG Study Program. This type of research is quantitative research with descriptive methods. Sampling was carried out using probability sampling technique, which provides equal opportunities for all elements in the population. Data collection techniques using survey methods through questionnaires and interviews. Research instruments in the form of questionnaires and interview guidelines. Based on the measurement results through several aspects of PPG UNIPA Surabaya graduates are very good, this can be proven through the results obtained through measurement instruments which involve several aspects, starting from; a) the integrity aspect of the alumni is very good, b) compiling innovative learning shows that the competence of graduates in compiling and developing innovative learning is good.

Keywords: performance, productivity, integrity, professional competence

Introduction

Teachers are the spearhead of education in Indonesia. Teachers must play an active role in improving the quality of education in Indonesia. According to Law Number 14 of 2005 it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in Early Childhood Education, Basic Education, and Secondary Education (Daiute et al., 2015; Kaplan & Hertzog, 2016). As proof of recognition of professional staff, teachers are given an educator certificate issued by a tertiary institution appointed by the government to organize a teacher professional education program (PPG). Universitas PGRI Adi Buana Surabaya is a private university that organizes the PPG with one of the study programs being Elementary School Teacher Education (PGSD). PPG PGSD graduates are scattered throughout East Java and even in Indonesia. One of the visions of this institution is to organize PPG which refers to achieving pedagogic, professional, personal and social competencies, as well as being able to develop Information Technology (IT)-based learning and conducting PTK.

A teacher who has implemented PPG in the PGSD study program is expected to have competence according to the study program. Teachers who already have an educator certificate get their professional allowance rights. With this professional allowance, it is hoped that PPG graduates from the PGSD study program will have increased motivation, performance and productivity in line with their competency development. According to (Setiawan, 2017) performance is an achievement achieved by an employee who carries out his work or works for a certain period according to predetermined standards or characteristics. Meanwhile, motivation According to (Mangen et al., 2019; Rao et al., 2021) a teacher is required to have good performance, and is supported by high motivation in managing student learning for the realization of national education goals as stated in the law (Ashworth & Humphrey, 2018). Productivity is the ability of a person or institution to produce products or services by utilizing existing resources. In the world of education, these resources are in the form of human resources or teachers (Oosterhoff et al., 2020; Setiawan, 2017). Meanwhile, according to (Kartomo & Slameto, 2016; Nebelkopf & Dreyer, 1973), "teacher performance is teacher behavior in the learning process starting from the process of planning learning, carrying out learning activities, assessing learning outcomes, and self-development. To find out teacher performance, the performance standard that needs to be used as a reference in conducting an assessment is to compare what is achieved with what is expected.

According to (Heath, 1964; Hunt & Randhawa, 1973; Mesni Haslina, Nur Ahyani, 2021) Motivation can be interpreted as an impulse that arises in a person to carry out various efforts and activities to meet the need to achieve certain goals. Meanwhile, according to (Sutrisno, 2014) it is stated that if the teacher's motivation is low to improve their quality then their performance is low because teachers are not required to conduct research like lecturers. So teacher motivation influences teacher performance. Based on a preliminary study conducted by researchers on the 6th to. On June 11, 2022, by giving random subject questions to PPG graduates of the PGSD study program, the following data was obtained: after receiving certification and receiving professional allowances, there was no increase in motivation to improve their quality. While the results of the preliminary study for the second subject obtained data on the subject's achievement and motivation to work the same as the condition before graduating from PPG. While the results of the third course show an increase in enthusiasm to participate in academic activities such as seminars and training.

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Many studies related to teacher performance and motivation, including research (Mesni Haslina, Nur Ahyani, 2021; Tarumasely et al., 2020), concluded that certification followed by high achievement motivation will improve teacher performance. There is certification and the higher the motivation, the higher the teacher's performance. If there is no certification and motivation, the teacher's performance will not be good either.

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Other research (Witkin et al., 1077; Zulfitri et al., 2019) reveals that work motivation and certification play an important role in efforts to improve teacher welfare and performance. Teacher performance can be predicted through teacher welfare.

Meanwhile, the results of the study (Devitha et al., 2021) state that: 1) there is no significant effect of length of service on teacher competence (Sig. 0.476>0.05); 2) there is no significant effect of certification on teacher competency (Sig. 0.264>0.05); 3) there is no significant effect of tenure on teacher performance (Sig. 2.40 > 0.05); 4) there is a significant effect of certification on teacher performance (Sig. 0.001<0.05); 5) there is a significant effect of competence on teacher performance (Sig. 0.000 <0.05); 6) there is no significant effect of tenure on teacher performance through competence as an intervening variable (β : 0.137); and 7) there is no significant effect of certification on teacher performance through competence as an intervening variable (β : 0.117).

Based on the results of these previous studies, it is known that no one has conducted research with the research object of PPG graduates from the PGSD Study Program. In fact, to improve the quality and professionalism of teacher certification providers, it is very important to obtain information so that graduates from these institutions remain professional with high motivation, performance and productivity after being certified.

Research methods

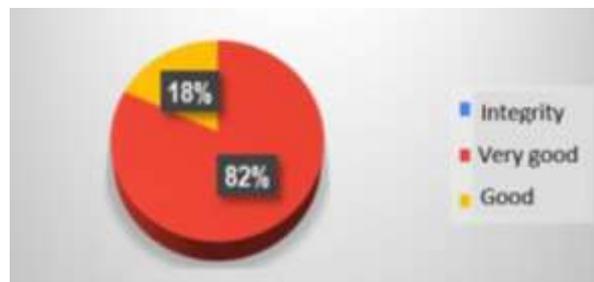
This type of research is descriptive quantitative research where this research wants to provide a clear picture of the performance, productivity, and integrity of teachers after attending teacher professional education. Methods of data collection with survey techniques. The population of this study were teachers in East Java who graduated from PPG, PGSD Study Program, PGRI Adi Buana University, Surabaya. While the research sample was 10% of teachers in East Java who graduated from the PPG PGSD study program at PGRI Adi Buana University, Surabaya. The sampling technique used is random sampling technique. Research instruments in the form of questionnaires, interview sheets, and documentation. While the data analysis technique uses the correlation test. Data analysis is also explained with a descriptive approach.

Results and discussion

The performance of alumni can have an influence on the implementation of a system in an institution. So that the performance of the PPG study program alumni at PGRI Adi Buana Surabaya University was given a direct assessment by the Head of the Institution as alumni users. The following are the results of the performance evaluation of the PPG Study Program alumni at PGRI Adi Buana University which were assessed based on several aspects of the assessment, including:

Integrity (morality and professional ethics)

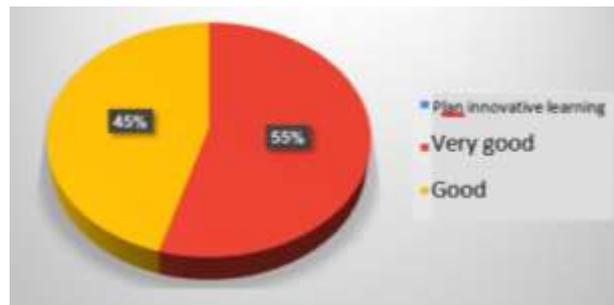
Based on the results of an alumni performance assessment survey conducted on users, namely the leadership of the institution based on an assessment of the integrity aspect, it was found that 82% of alumni had very good moral integrity and professional ethics, and 18% of alumni had good moral integrity and professional ethics.



Picture 1.

Develop and plan innovative learning

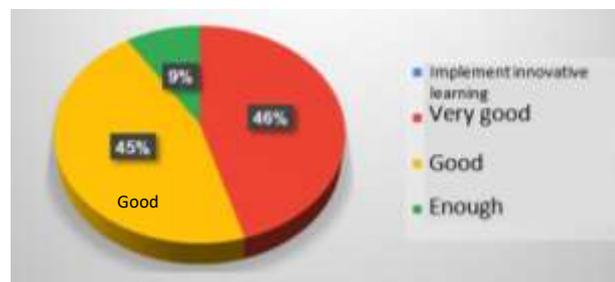
An assessment carried out on the aspects of composing and planning innovative learning found that 55% of alumni had very good abilities in compiling and planning innovative learning, and 45% of alumni had good abilities in compiling innovative learning.



Picture 2.

Implement innovative learning

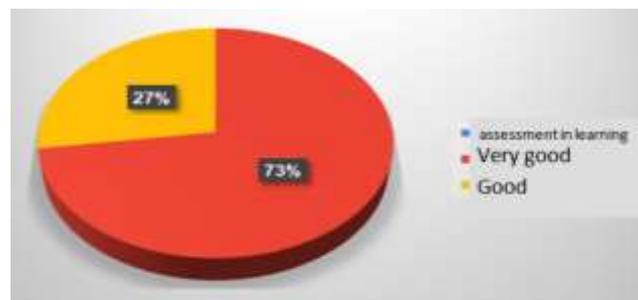
In the application of innovative learning carried out by alumni, 46% of alumni have very good abilities in implementing innovative learning, 45% have good abilities, and 9% have sufficient ability to apply innovative learning.



Picture 3.

Provide assessment in learning (Process and results)

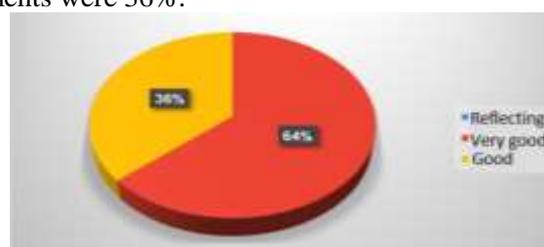
The ability of alumni to provide assessments in learning based on processes and results shows that 73% of alumni have very good abilities in providing assessments, and 27% of alumni have good abilities in providing assessments based on processes and results.



Picture 4.

Reflecting on the results of the learning assessment

Based on a survey conducted on alumni users, it was found that alumni who had the ability to reflect very well on learning assessments were 64%, while alumni who had good abilities to reflect on the results of learning assessments were 36%.

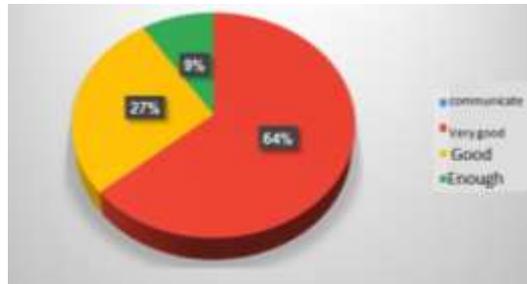


Picture 5.

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How to communicate

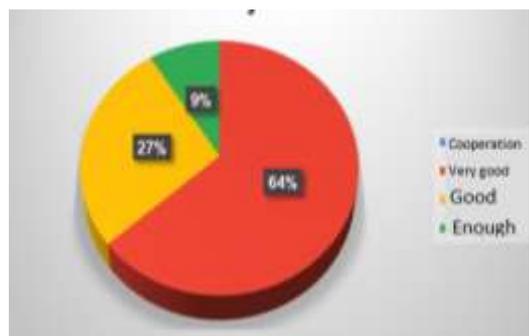
Communication is one of the important elements in work, based on the results of a survey conducted on users, it was found that 64% of alumni had very good communication skills, 27% had good communication skills, and 9% of alumni had sufficient communication skills.



Picture 6.

Cooperation

Based on a survey conducted on alumni users, it was found that the ability of teamwork among alumni is as follows: 64% of alumni have very good collaboration skills, 27% of alumni have good collaboration skills, and 9% of alumni have sufficient collaboration skills.



Picture 7.

Criticism and suggestions for the Pre-service and In-service PPG programs at the PGRI Adi Buana University, Surabaya. In general, the implementation of the PPG Program has been very good, so the hope of alumni users is that can be further developed, as well as improve communication in order to develop better cooperative relationships in the future. Teacher Performance, Productivity, and Integrity based on the results of the analysis conducted, it was obtained that PGSD Teachers who graduated from PPG Unipa Surabaya have the ability to plan lessons, carry out learning activities, assess learning outcomes, conduct research (PTK) and self-development to improve competence as professional teachers, this is in line with opinion of Pinada, 2018. This view is reinforced by the opinion (Franky; & Savira, 2021) that a teacher is required to have good performance, and is supported by high integrity in managing student learning for the realization of national education goals as stated in the law. The productivity of elementary school teachers who graduated from PPG PGRI Adi Buana University Surabaya has the ability to produce and manage learning both digital and conventional based. This reflects the professionalism of individuals who work as teachers.

Conclusion

Based on the measurement results through several aspects that PPG UNIPA Surabaya graduates are very good, this can be proven through the results obtained through measurement instruments which involve several aspects, starting from; a) the aspect of integrity that alumni have is very good, because it reaches 82% in the very good category from 12 respondents, b) compiling innovative learning 55% of 12 respondents, this shows that graduates' competence in compiling and developing innovative

learning is good , but still needs to be improved, c) the implementation of innovative learning needs to be improved seeing that the results only reach 46% for the very good category, d) giving an assessment in learning (process and results) is very good because it reaches 73%, e) reflection of learning assessment reaches 64 % for the very good category, the results still need to be improved, f) how to communicate reaches 64% for the very good category the results still need to be improved, g) cooperation also reaches 64% for the very good category, the results still need to be improved, h) the advice obtained from the results of tracer studies in general it can be concluded that PPG administration and services at UNIPA Surabaya are already very good, but still need to be improved to improve the quality of graduates.

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