

Implementation Of Beginner Teacher Induction Program (PIGP) In City of Solok

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Abstract-The focus of this study is the Implementation of the Induction Program for Elementary School Teachers in Solok City. The core of the problem is the ineffectiveness of the Beginner Teacher Induction Program (PIGP) for Solok City Elementary School teachers. This study uses a qualitative method. Guidance for Teachers Beginners Solok City Elementary School has only been implemented through the principal's supervision program, has not been implemented in accordance with PIGP which has actually been determined by the Government in Permendiknas Number 27 of 2010. In this regard, efforts are needed to examine the causes not implemented and find solutions. Based on preliminary observations it is known that the control mechanism for the guidance of beginner teachers as well as a systemic and periodic assessment system to determine the effectiveness and impact of fostering beginner teachers through the Beginner Teacher Induction Program (PIGP) has not been able to run well. This condition is indicated by the non-functioning PIGP in each school, especially in Elementary School (SD) memory. Beginning teachers with CPNS status are only required to attend the LPJ and after 1 year of teaching, the school principal proposes the issuance of a Decree (SK) of the teacher's functional position at the Education Office. To find solutions to these problems, research is needed to directly observe, explore and analyze the cause of the problem. Based on the analysis of the problem, then the researcher will formulate several solutions so that PIGP can run properly so that novice teachers can carry out their duties as expected.

I. INTRODUCTION

Improving the quality of teachers as professional personnel according to Republic of Indonesia Government Regulation No. 19 of 2005 concerning national education standards in chapter XV concerning article 91 and article 92 quality guarantor is the duty of LPTK and also the responsibility of district / city government as quality assurance including teacher quality, not yet can be fully realized. This condition also occurs in the City of Solok, West Sumatra. Based on preliminary observations, there has been no special program from the Solok City Education Office regarding the formation of beginner teachers. Beginner teachers both CPNS, honorariums and civil servants who have just transferred must adapt themselves to schools (environment, peers, school leaders, school staff and students) at the place they are placed while learning to teach. In 2017-2018 the Solok City Government appointed CPNS 26 class teachers and 3 mutated PNS teachers and private elementary schools to receive 12 honorarium teachers. As far as the author's observation, the novice teachers did not get debriefing and guidance directly from the Education Office.

Briefing for beginner teachers is left to the headmaster by giving direction as needed and rarely does intensive coaching. The guidance carried out by the principal is limited to the supervision program which is also carried out if the principal has the opportunity to do so. This is not in accordance with the Indonesian Minister of Education and Culture Decree No. 0487 / U / 1982 concerning SD and Government Regulation No. 16 of 2017 affirm that the principal is responsible for the development of education personnel.

In addition to the above phenomena, based on preliminary observations it is also known that the control mechanism for the development of beginner teachers and a systemic and periodic assessment system to determine the effectiveness and impact of guiding beginner teachers through the Beginner Teacher Induction Program (PIGP) has not run well. This condition is indicated by the non-functioning PIGP in each school, especially in Elementary School (SD) memory. Beginning teachers with CPNS status are only required to attend the LPJ and after 1 year of teaching, the school principal proposes the issuance of a Decree (SK) of the teacher's functional position at the Education Office. Proposal is not based on the assessment in the PIGP document, only through the assessment of class supervision that it is often only given value by the principal

after checking the teacher's administration. In addition to the above phenomenon, the initial process of placing CPNS teachers by the district / city education office in accordance with the scope of their duties is to provide information to schools about beginner teachers placed in a school.

In addition to information, the education office also gives a letter of assignment to the novice teacher concerned to work in a particular school. For non-civil servant teachers, the private school reports to the education office about the beginner teacher at his school. In relation to the induction program, the education office should emphasize to the principal to implement an induction program in accordance with the applicable provisions. But in reality, the elementary school principal and the ranks of the Solok City Education Office have not optimally implemented the PIGP program. The placement of the teacher was immediately notified through a decree (SK) from the BKD, the principal also immediately gave the teaching assignment to the new teacher. The principal only provides general direction about school programs and discipline. Next, the beginner teacher coordinates with the curriculum representative (if any) to get the teaching syllabus. According to the observations and interviews of the authors with some beginner teachers in Solok City Elementary School in the last 2 years, they have never received this PIGP program, even they did not know about the PIGP acronym. Likewise, some of the school principals interviewed did not know much about PIGP, they had only heard about induction programs in general. Proposing the SK of the functional office they propose to the Education Office is only based on the results of supervision, not using PIGP documents.

In addition, beginner teachers also have difficulty adapting to school culture, both about the values adopted by the school community and about the relationships or interactions with fellow teachers and employees at the school. Often beginner teachers face problems with students because they have not mastered how to solve various student problems. There are also novice teachers who have problems with fellow teachers or employees because of the lack of contact with fellow teachers and school employees and the ignorance of beginner teachers about the culture prevailing in the school. Seeing the phenomenon of the implementation of the PIGP program optimally in Solok City Elementary School, a conclusion can be drawn that PIGP is a program that really must be taken seriously. In fact, it can be said that PIGP has become a necessity that should not be postponed by the principal and / or supervisor of education before proposing a beginner teacher to get a decree on the teacher's functional position that is needed by the teacher as the initial requirements for promotion etc. Based on the background of the problem above, the problem in this study is: "How is the implementation of the induction program for beginner teachers in Solok City Elementary School? " By knowing the implementation of the beginner teacher induction program, obstacles can be found to find alternative solutions so that this program can be implemented properly.

II. METHOD

Judging from the research objectives and the nature of the problem, the focus of this research is to describe the development of beginner teachers through the implementation of PIGP. Thus, this study can be categorized as descriptive qualitative research. For this reason, the approach used is qualitative with descriptive method. According to Sumadi Suryabrata, the descriptive method is research that intends to make a description of situations or events that aim to identify problems or find detailed factual information. In this study, the researcher intended to describe the principal's efforts in fostering beginner teachers.

III. THEORY AND DISCUSSION STUDY

The legal basis for implementing PIGP is:

1. Law No. 14 of 2005 concerning Teachers and Lecturers, part V: concerning Guidance and Development, in Articles 32 and 33.
2. Ministerial Decree No. 16 of 2009 concerning the functional position of teachers and credibility figures, for example V on Guidance and Development, in article 30.
3. Minister of Education Regulation No. 27 of 2010 concerning the Induction Program for Beginner Teachers.

The implementation of an induction program for beginner teachers is based on the following principles:

1. Professional; program implementation based on professional code of ethics, according to the field of duty;
2. Partnership; placing beginner teachers and mentors as equal partners;
3. Service; implementation on the basis of work relations in the team;
4. Mandiri; work without relying on other parties;
5. Democratic; placing shared interests above personal and group interests;
6. Open; the process and results of work are known by interested parties;
7. Flexible; adjusting to existing environmental conditions and conditions;
8. Participatory; involve many parties in decision making;
9. Accountable; implementation that can be accounted to the public;

10. Responsibility; organization works in accordance with its duties;
11. Systemic, carried out regularly and continuously;
12. Continuity, carried out continuously by always making improvements to previous results;

The induction program is carried out in order to prepare beginner teachers to become professional teachers in carrying out the learning process. Thus the induction program is constantly monitored and evaluated so that it can be improved in the future. Monitoring and evaluation is one part of the education quality assurance process, especially in fulfilling teacher competency standards in accordance with the provisions stipulated in Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In addition, through the induction program it is expected to be able to improve the abilities and skills of the teacher in carrying out the learning process, so that it can support efforts to improve and equalize the quality of education while solving problems faced and experienced by beginner teachers in the implementation of daily tasks according to the characteristics of subjects, participants students, school conditions, and the environment.

Thus, to be called a professional, every teacher must develop his competence on an ongoing basis, both beginner teachers and long-serving teachers. As stated by Danim (2010), that "To meet the professional criteria, the teacher must undergo professionalization or the process towards a truly professional degree continuously". The demand for continuous improvement of competence is caused by "Because the substance of the study and the context of learning always float and change according to the dimensions of space and time" the opinion of Saud (2009). In addition, it is imperative for every teacher to develop his competence continuously in the context of carrying out professional duties and responsibilities, driven also by developments in social life, government development and changes in the education curriculum. The purpose of this PIGP is for the novice teacher as a new teacher to be able to: (1) Adapt to the work climate and school culture, (2) Understand the main functions and tasks of the teacher, (3) Have 4 teacher competencies, (4) Carry out the work as a professional teacher at school. Beginners from Solok City Elementary School based on the author's observation have not received intensive guidance, either by the school principal or by the Education Office.

Efforts that have been made to improve the competency of beginner teachers are equated with teachers who have long taught, such as the following.

1. Implementation of supervision by the principal regularly (at least 1 time in 1 semester). This activity is often constrained by time due to various school principals and the number of teachers to be supervised an average of 12 people so that supervision is not carried out properly. Even if there is an opportunity to supervise several teachers, follow-up is also often not done well. To supervise class visits conducted by school principals, it is rarely done due to time constraints. The guidance that is often and routinely done by the principal is by checking the administrative completeness of the teacher. Whereas in order to complete the Teacher Performance Assessment report (PKG), in addition to the administrative completeness of the teacher, several principals asked the teacher to record the learning process in the classroom. This is also applied to novice teachers who in fact have not received special guidance on the implementation of classroom learning. This data is obtained from the principal and several teachers in cluster I, Lubuk Sikarah Subdistrict, Solok City.
2. Implementation of supervision by the school supervisor. In Solok City there are currently only 3 elementary school supervisors, while 45 schools must be supervised. So that one supervisor must oversee an average of 15 schools. This has caused the function of the school supervisor in terms of teacher development not to be implemented properly. Based on the observations of researchers, the presence of supervisors in schools has not been scheduled regularly. If the supervisor visits a school, often provides guidance to the principal in the office, rarely directs the training to the beginner teachers. It can also be seen from the contents of the school supervisor's visit book in each school, where the contents are guidance in the form of general advice and input to be carried out by the principal, no one has touched the needs of novice teachers.
3. Teacher Collective Activities (KKG) in each cluster and at the city level. The GFC was held 10 times in 1 year with various activities that supported the implementation of elementary school teacher duties. The obstacle faced in the GFC is the lack of time available for teachers to follow it optimally. The GFC was held after hours after school so the teacher followed in conditions that were lacking in enthusiasm because he was tired of teaching. In addition, the resource persons at this event were not all competent in their fields. Beginner teachers are also included in the KKG by directly mixing with other teachers. Beginner teachers must be able to adjust themselves to the KKG activities. In the list of KKG programs and activities in 2017-2018 there are no specific activities to foster the ability of novice teachers.

IV. CONCLUSION

Based on the data and observations that the authors did, the guidance of Solok City Elementary School teachers has not received serious attention. Likewise, the PIGP, which has its Ministerial Regulation since 2010, has not been implemented optimally. Of the 45 principals, only 10% knew about PIGP and did not implement it. This is a problem because the beginner teacher immediately teaches in the classroom so the quality of learning is not as expected.

Guidance carried out by principals and supervisors is only through a supervision program. Supervisions have not been well planned and have not been evaluated systemically and periodically.

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