

Implementation of Monitoring and Evaluation of Teacher Professional Education (PPG) Learning in Improving the Quality of PPG Learning

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Abstract: Monitoring and evaluation of learning (Monevjar) is important to measure the achievement of learning that is carried out. This Monevjar activity is also a means of controlling the quality of learning. This study aims to describe the Monevjar activities of Pre-Service Teacher Professional Education (PPG) at the State University of Malang. This study uses a qualitative descriptive method. Data collection techniques are carried out by conducting documentation studies, interviews and observations. The samples in this study were the PPG Management Team of the State University of Malang, Lecturers and Students of Pre-Service PPG Wave 1 in 2024. The results of this study are that Monevjar activities are carried out periodically which are divided into three Monevjar, namely the beginning of the semester, mid-semester and end of the semester. This Monevjar activity has an impact on the achievement of the quality of Pre-Service PPG learning at the State University of Malang. The results of this Monevjar activity are used to improve the quality of PPG learning at the State University of Malang.

Keywords: Teacher Professional Education; Monitoring and Evaluation; Learning Quality

Introduction

The role of teachers is very important in a country's education system. Therefore, teachers must be considered professionals who carry out their duties well. According to Subijanto, one of the main factors that affect the quality of education is teachers. As professionals in the field of education, teachers have a strategic role in improving the quality of learning in schools.

Teachers as a profession are required to have competence in supporting their work. This is strengthened by the existence of Law of the Republic of Indonesia Number 14 of 2005

concerning Teachers and Lecturers, which regulates the qualifications and competencies of teachers. In addition, teachers as a professional profession require teachers to undergo professional education, as is the case with other professions such as doctors, advocates, or notaries. Even though a person has completed S1 Education and obtained a Bachelor of Education (S.Pd.) degree from the Education Personnel Education Institute (LPTK), it is not enough to be considered a professional teacher. To get status as a professional teacher, teachers need to take part in Teacher Professional Education (PPG) first which is carried out after completing education at the Bachelor or Diploma 4 level.

State University of Malang as one of the LPTKs that organizes the Teacher Professional Program (PPG) has the responsibility to produce PPG graduates as professional teachers. Therefore, as LPTK that is given the mandate to organize PPG and is required to be able to produce professional teachers, the implementation of PPG must be carried out with quality. By carrying out a quality learning process, PPG activities are expected to be able to equip prospective professional teachers according to their competencies. This is reinforced by several research results that show that the PPG program is able to improve teacher professionalism (Anggraini, 2023), (Sarumpaet, 2023). Research by Mustaqim (2023) concluded that PPG also contributes to improving the quality of learning. Meanwhile, according to Handayani et al (2023), PPG is able to improve the competence of PAUD teachers.

In order to ensure quality PPG learning, it is necessary to carry out monitoring and evaluation activities of PPG learning. Monitoring and PPG learning expansion activities must be carried out continuously starting from the beginning, middle and end of the semester. Monitoring and learning activities are two things that cannot be separated. Monitoring includes the process of collecting, analyzing, and interpreting data on student progress, teacher performance, and the effectiveness of the learning program as a whole. Meanwhile, learning is related to efforts to understand how students learn, identify their needs, and design appropriate interventions to improve learning outcomes (Kartiwa et al., 2022). Based on the results of research conducted by Gustini (2019), learning monitoring and evaluation activities need to be carried out to ensure internal quality assurance carried out by schools. Learning monitoring and evaluation activities have several benefits in the context of Teacher Professional Education (PPG) such as measuring the implementation of learning programs and performance carried out by PPG teaching lecturers.

Monitoring and evaluation activities have also been carried out by the PPG Study Program of the State University of Malang as the organizer of the PPG program. Monitoring and evaluation activities of learning are carried out in every wave of PPG activities. The

implementation of monitoring and evaluation of learning is carried out at least three times in each semester which is divided into three activities, namely the beginning, middle and end of the semester. However, learning monitoring and evaluation activities still have several obstacles such as delayed monitoring data collection.

The importance of research activities carried out by the quality division team to analyze the implementation of monitoring and learning evaluation activities to determine the impact on improving the quality of PPG at the State University of Malang. This study aims to conduct an in-depth study to analyze the implementation of PPG monitoring and learning at the State University of Malang. Through this research, it is hoped that the process of monitoring and evaluating PPG learning will be known and be able to analyze its impact on the quality of PPG carried out by the PPG Study Program, State University of Malang.

Method

This study uses a qualitative research approach. The data analysis technique used uses descriptive analysis techniques. A qualitative research approach involves a deep understanding of specific phenomena, such as behavior, perception, motivation, and action, which are evaluated based on the perspective of the research subject. This approach describes the phenomenon descriptively using words and language, by applying several natural methods within a certain scope. Through this approach, qualitative research is able to produce a deep understanding of speech, writing, or behavior that can be observed in a specific context, viewed from a holistic perspective. Qualitative descriptive research is the process of describing the opinions of respondents in accordance with the research questions asked. Then, the data was analyzed using words that underlie respondents' behavior. This analysis involves data reduction, triangulation, drawing conclusions, and verification to understand the observed phenomena in more depth.

This research was carried out at the State University of Malang. The subjects of this research are the PPG development team, Lecturers and Pre-service PPG Students in 2024. Data collection techniques are carried out through interviews, observations and documentation. The selection of interview samples was carried out by snowball sampling to increase the validity of the data. Interviews were conducted with Lecturers in the Pre-service PPG Study Field, the PPG Quality Assurance Team and Pre-service PPG Students. Meanwhile, observations were carried out to find out the process of monitoring and evaluating PPG learning, as well as

documentation was used to dig up data on learning monitoring and evaluation activities that had been carried out by PPG organizers.

According to Miles and Huberman (1992:15) in Sugiyono, qualitative data collection, the process can take place continuously (interactive) until it reaches the stage of data saturation. This means that the analysis continues and the data is collected until the information obtained is complete and no longer provides additional significant insights. In the early stages of research was carried out by collecting data on the implementation of monitoring and evaluation of PPG learning. This data collection activity is carried out in accordance with data collection techniques until the data obtained is comprehensive and saturated. In the next stage, after the data is collected, data reduction is carried out. The data that has been collected are sorted according to the research topic. After data reduction, the next stage is to present data and analyze all qualitative data that has been collected. And in the final stage, conclusions are drawn after data analysis.

Result and Discussion

The Pre-service Teacher Professional Education Program (PPG) which is at level 7 in the Indonesian National Qualifications Framework (KKNI) shows that this program is designed to meet high competency standards, equivalent to the professional level in the national education system. By being at this level, Pre-service PPG graduates are expected to have abilities and skills that are in accordance with the needs of the professional world of work, especially in the field of education. The expected learning outcomes include mastery of in-depth theoretical knowledge, qualified practical skills, and the ability to apply theory into effective teaching practice. This includes aspects such as learning planning, implementation of evaluations, curriculum development, and adaptability to changes in the world of education. Thus, this program prepares prospective teachers to become professional and competent educators, ready to face dynamic and complex educational challenges.

In order to form Pre-service PPG graduates who have competence, Pre-service PPG learning activities must always be carried out monitoring and Learning Evaluation (Monevjar) activities. Based on the results of data collection on the implementation of Monevjar PPG Pre-service, it is known that Monevjar activities are carried out periodically at the beginning, middle and end of the semester. Based on the results of the study on the documentation for the implementation of Monevjar PPG Pre-service Batch 1 of 2024, it is explained as follows:

1. Early Semester Monevjar Results

Monevjar at the beginning of the semester aims to evaluate PPG lectures that take place from the first week to the third week. The following are the results of Monevjar at the beginning of the semester: As many as 96.6% of lecturers carried out face-to-face lectures (offline) at the beginning of the semester, while 3.4% of lecturers held meetings in the form of Field Lecturer Visits. At the beginning of the semester, 100% of lecturers have provided Semester Learning Plans (RPS) to students. All lecturers (100%) have also provided teaching materials at the beginning of the semester. Of the teaching materials provided, 75.9% were in the form of modules, 13.8% were in the form of learning videos, and 3.4% were in the form of MFIs, textbooks, e-books, and other teaching materials. In carrying out lectures, all lecturers (100%) have used LMS. The learning methods used included discussion (31%), lecture (17.2%), cooperative learning (10.3%), inquiry (10.3%), problem-based learning (10.3%), project-based learning (20.7%), and 3.4% using other methods.

2. Mid-Semester Monevjar Results

The mid-semester monevjar evaluates lectures from the fourth week to the tenth week. The following are the results of the mid-semester Monevjar: A total of 17.2% of lecturers carried out face-to-face lectures more than seven times until mid-semester, 75.9% less than seven times, and 6.9% as many as seven times. In LMS, 86.2% of teaching materials are in the form of modules, 6.9% in the form of learning videos, 3.4% in the form of practicum instructions, and 3.4% in the form of MFIs. A total of 86.2% of lecturers have carried out the Mid-Semester Exam (UTS), with the suitability between UTS materials and activities: 55.2% are appropriate, 37.9% are very appropriate, and 6.9% are not appropriate. UTS results returned to students: 20.7% of lecturers returned, 72.3% did not return, 3.4% through LMS, and 3.6% through other means. Of the results returned, 17.2% of lecturers did the discussion, 79.2% did not discuss, and 3.6% did not know. UTS techniques include written tests (44.8%), portfolios (27.6%), practice/work performance (10.3%), LMS (6.8%), and other techniques (10.5%).

3. Results of the Final Semester Monevjar

The end-of-semester monevjar evaluates lectures from the ninth to the sixteenth meeting. The following are the results of Monevjar at the end of the semester: As many as 69% of face-to-face lectures are held more than seven times until the end of the semester. In LMS, 93.1% of teaching materials are in the form of modules, 3.4% in the form of learning videos, and 3.4% in the form of handouts. The Final Semester Exam (UAS) was carried out with material

suitability: 86.2% appropriate, 6.9% very appropriate, and 6.9% unsuitable. UAS techniques include written tests (65.5%), portfolios (3.4%), practice/work performance (13.8%), LMS (3.4%), and other techniques (3.4%).

Monevjar's results show good practices in lecture planning and implementation, but also identify areas for improvement, especially in terms of frequency of meetings, returns, and discussion of evaluation results. The use of modules and LMS as teaching materials and diverse learning methods reflects efforts to improve the quality of education. However, more attention to feedback and the use of more varied evaluation techniques can further enhance the student learning experience.

Most lecturers (96.6%) carried out face-to-face lectures, which shows that the face-to-face meeting method is still dominant. Arend (2009) underlines that face-to-face lectures can increase student engagement and provide opportunities for direct feedback. Meanwhile, related to the provision of RPS and teaching materials at the beginning of the semester by all lecturers (100%) is a very good practice for learning planning. Biggs & Tang (2011) emphasized the importance of RPS as a tool to formulate clear learning objectives. The use of modules (75.9%) as the main teaching materials indicates a preference for structured and comprehensive materials, while learning videos and other teaching materials complement the learning experience with more dynamic media.

Regarding the use of LMS by all lecturers, it reflects the adaptation to technology in education. Garrison & Vaughan (2008) explains that LMS can support collaborative learning and provide flexible access to materials. Learning methods such as discussion (31%) and project-based learning (20.7%) show active approaches that can increase student engagement and understanding, in accordance with the principles of constructivist learning theory (Brusilovsky, P., & Millán, E. (2007). Meanwhile, teaching materials in LMS are still dominated by modules (86.2%). Laurillard (2012) states that structured modules help in organizing the material and provide consistent references (Laurillard, D. (2012).

Meanwhile, in the mid-semester assessment activities in the implementation of UTS, 86.2% of lecturers showed attention to mid-semester evaluations, but there was a lack of return and discussion of UTS results (72.3% did not return). According to Black & Wiliam (1998) suggests that quick and constructive feedback is the key to improving learning outcomes. Furthermore, at the end of the semester, a monitoring was carried out on UAS, there was a high suitability of UAS material (86.2% appropriate), showing that lecturers tried to maintain relevance between learning and evaluation. According to Hattie & Timperley (2007) emphasized that effective feedback is an integral part of the learning process.

Conclusion

Monitoring and Evaluation of Teacher Professional Education (PPG) Learning Activities at the State University of Malang are carried out by conducting Monevjar activities periodically. This Monevjar activity is carried out in three Monevjar activities, namely at the beginning of the semester, the middle of the semester and the end of the semester. The overall Pre-service PPG Learning activities in 2024 at the State University of Malang have gone well with the findings of a high level of lecturer attendance and the use of LMS in PPG activities. In addition, the support of teaching materials provided by lecturers in learning activities provides convenience for PPG students to carry out the lecture process. With this Monevjar activity, the learning quality control process can be achieved to form competent PPG graduates.

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