

# EXPLORING INDONESIAN TEACHER PROFESSIONAL EDUCATION PROGRAM (PPG) DEVELOPMENT IN MANAGING CLASSROOM

Cindi Martina Marbun<sup>1</sup>, Nariza Ayu Pasha<sup>2</sup>, Fidyafelindailahude<sup>3</sup>, Azwar Abbas<sup>4</sup>

Universitas Ahmad Dahlan, Indonesia

<sup>1</sup> cindi.martina@gmail.com, <sup>2</sup> ayupasha6@gmail.com, <sup>3</sup> fidyafelindailahude@gmail.com,

<sup>4</sup> azwarabbas@gmail.com

## Abstract

Teachers are required to have the ability to manage the classroom so that the learning and teaching process can run conductively. However, research investigating classroom management is scarcely reported. This study aims to explore the challenges faced by Teacher Professional Education (PPG) program students and their perception after participating in the PPG program to their ailment in managing classrooms. The participants in this qualitative research were three PPG students from various universities in Indonesia. Open questionnaires and interviews were used to collect data. The findings show that there are three main challenges faced by PPG students, namely speaking to students and handling their responses, creating the setting, and communicating the rules to the students. Then, after they participate in the PPG program, they perceive that they are more communicative, innovative, creative, and more aware of students' needs.

**Keywords:** PPG Students; Classroom Management; Challenges

## INTRODUCTION

The Indonesian government is still making efforts to improve educational standards. To satisfy Indonesian educational requirements, there is a need for educators with integrity and high standards (Rosser, 2022 & Tjabolo et al, 2020). Teachers are urged to sign up for a professional development course that will help them better their skills. Simply put, career development relates to a person's growth, in this case especially a teacher (Villegas-Reimers, 2003). It is the procedure by which educators reexamine, reaffirm, and broaden their commitment to the moral objectives of teaching, such as acting as change agents, as well as acquiring and developing knowledge, skills, planning, and practice with students at all stages of instruction using advanced learning, engagement, and practice concepts. The goal of teacher professional development should be to improve teachers' knowledge and abilities through efficient education, support, and training that improves the caliber of the teaching and learning process (Adnyani, 2015).

Numerous studies have been carried out regarding the professionalism of teachers and their engagement in professional growth. Many research endeavors have particularly focused on examining educators' drive to enhance their skills through programs aimed at professional development (Basikin, 2020; Gameda & Tynjälä, 2015; Herlina, 2011; Osman & Warner, 2020; Zhang, et. al., 2021). Studies on teachers' motivation have yielded valuable insights into enhancing their teaching performance through appropriate guidance. However, there is a scarcity of research addressing the viewpoints of pre-service teachers regarding their participation in Indonesia's Teacher Professional Education (*Pendidikan Profesi Guru* or PPG)

program. Consequently, it is intriguing to examine the perceptions of recently graduated pre-service teachers towards enrolling in the Teacher Professional Education (PPG) program.

One of the government's regulations to improve the caliber of teachers is teacher professional education. The Teacher Professional Education (PPG) program is regarded as helpful in fostering knowledge and acquainting participants with the most recent technology (Kholis & Murwanti, 2019). According to the principles of an experiential curriculum that utilizes a learning model in the form of a workshop for developing learning tools, PPG curriculum is created (Semper & Blasco, 2018). According to Rahman et al. (2022), teacher certification is a certified teacher status given to educators with a specific level of training and expertise. A lengthy academic period of 1-2 years is required for the implementation of the Teacher Professional Education (PPG) curriculum (Rahma et al., 2022).

The desire to improve one's teaching abilities, particularly in classroom management, is one of the motivations that drives instructors to participate in PPG programs, according to research (Widiati & Hayati, 2015; Suryani, 2021). In order to establish a productive learning environment in the classroom, teachers use a variety of techniques and abilities. Professional development programs give teachers greater classroom management abilities, assist them in overcoming difficulties in controlling student conduct, and raise the standard of learning (Emmer & Stough, 2003; Avillanova & Kuswandono, 2019). Teachers who have participated in a program for classroom improvement are typically more equipped to handle a variety of situations in the classroom, increase student involvement, and implement pertinent educational regulations (Lee, et. al., 2020; Hidayati, et. al., 2020). As a result, instructors' continued professional development directly contributes to better classroom management, which eventually enhances students' learning.

The challenges of managing the classroom is something that teachers often face. Teachers need to cope with situations such as class disturbance, student disobedience to the rules, conflict between students, and difficulty gaining concentration and productive interaction in the classroom (Songbatumis, 2017). These challenges require communication skills, empathy, conflict management strategies, as well as a strong adaptability of teachers (Kavrayıcı, 2020). Professional development that includes training in classroom management can help teachers better meet these challenges, improve learning effectiveness, and create an environment conducive to students' academic and personal development.

Previous studies that investigated the challenges faced by teachers in managing the classroom found that talking to students and handling their responses, creating classroom settings, and grouping students were the most frequent difficulties they faced (Hidayati, et. al., 2020). Furthermore, pre-service teachers found that the greatest challenges in managing a classroom were from students' disrespectful attitude and unmotivated to learn students (Sueb, 2013). Teachers faced difficulties due to shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity with IT, and lack of professional development (Songbatumis, 2017). Meanwhile, another research showed that teachers encountered difficulties, such as lacking learning facilities in terms of electricity supply, students' demotivation and inability to use English, and teachers' dilemmas in applying the new curriculum (Anwar, et. al., 2020). Other research shows that carrying out informal conversations, paying attention to the types of student activities, using gestures and movement, applying positive interaction strategies, giving affirmative reactions to wrong responses, and showing assertive relationships help teachers to manage classes well (Shinta, et. al., 2022; ).

Drawing the previous studies above that showed numbers of research has investigated the Teacher Professional Education Program (PPG). However, research that focuses on the challenges of PPG students is scarcely reported. Therefore, a gap in research on this limitation was identified. To address this issue, this present study focuses on exploring the perception of

the Teacher Professional Education (PPG) program students in managing classroom challenges and their perception after joining the PPG program in managing classrooms. As the representative of Indonesian context, the data is collected from PPG students from four well-known universities in Indonesia, namely Surakarta, Yogyakarta, and Gorontalo. It is hoped this research will provide valuable insights for teachers in preparing themselves in managing the classroom better.

## **METHOD**

This study was an interpretive inquiry using a qualitative approach. Qualitative methods allow researchers to approach the data in a way that allows them to develop analytical, conceptual, and categorical information components directly from the data themselves rather than techniques that have already been conceptualized (Creswell, 2014). Interpretive inquiry research is research that focuses on human understanding and interpretation of certain phenomena, such as teacher perceptions of Professional Development (Ernest, 1994).

The participants in this study consisted of three teacher candidates of the Teacher Professional Education (PPG) program. The participants were recent graduates majoring in English who were selected from Surakarta, Yogyakarta and Gorontalo. The choice of participants to join the PPG program as a path to teacher certification after graduation is one of the factors considered by the researchers. This is supported by the fact that the participants also understood the procedures for implementing the PPG program from PPG program lecture materials and other sources.

In this study, the researchers used the Sieberer-Nagler (2015) model framework with an emphasis on the interaction of individual aspects, to explore the perceptions of pre-service teachers participating in the Teacher Professional Education (PPG) program in a management classroom. Classroom management according to Sieberer-Nagler (2015) includes seven aspects: creating arrangements, decorating the room, arranging chairs, talking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating rules (Hidayati, et al., 2020). In this study, researchers used these six aspects in a questionnaire to find answers from this study.

This study uses a questionnaire as the main data and is complemented by semi-structured interviews with a series of questions. The questionnaire consisted of 7 questions which were adopted directly from Katharina Sieberer's theory (2016). Where, the questions in the questionnaire contain everything that a teacher does has implications for classroom management, including creating settings, decorating the room, arranging chairs, talking to children and dealing with their responses, putting in place routines (and then implementing, modifying, and returning them), developing rules, and communicating those rules to students. These are all aspects of classroom management (Sieberer, 2016). Researchers interviewed pre-service English teachers who had participated in the PPG program. Member Checking was also carried out in this study. The researcher used the initials for all participants, the first participant (P1), the second participant (P2), and the third participant (P3). The data analysis technique used in this study was carried out through the following steps: (1) data collection, (2) data reduction, (3) data display, and (4) verification and confirmation of conclusions.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Challenges in managing classroom**

According to Sieberer-Nagler (2016), the aspect of classroom management are creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstating them), developing rules, and communicating those rules to the students. Based on the findings of the research, the researchers found that the PPG students faced the following challenges.

### **Speaking to students and handling their responses**

Through questionnaire and semi structured interviews, researchers found all participants agreed that their greatest challenges in managing the classroom was speaking to students and handling their responses. One of the participants mentioned that she had difficulty in managing the class due to her low voice which could not handle the noise of the class.

*When teaching in the class, I often find it difficult because my voice is small so it is difficult to reach the whole class. I taught in elementary and high school where when I taught elementary school students, the children were often noisy so I had to need a loud voice so that they could be heard well (Participant 1).*

In addition to experiencing difficulties caused by the teacher's own shortcomings, the teacher also has difficulty managing the class because it is caused by students. The factor of limited students' English vocabulary is also a challenge that must be faced by teachers.

*I have had difficulty communicating with students. I have implemented classes in speaking full English, but indeed it cannot fully occur in two directions due to the lack of students' vocabulary in understanding English, so I need to apply two languages as introductory words while teaching (Participant 2).*

Furthermore, participant 3 complained that the attitude of students who had a bad attitude and were disobedient was also a challenge that the teacher had to overcome during the learning and teaching process.

*I think the biggest problem I faced in managing the classroom is the bad behavior or attitude of students and the lack of attention of students while studying (Participant 3).*

### **Creating the setting**

In responding to the question about creating the classroom setting, the participants gave various responses. Two PPG students mentioned that they found difficulties in creating the classroom setting due to students' attitude.

*Today's children are difficult to adjust to their classroom settings because children prefer their sitting position not to be changed. They think that changing class settings is troublesome so I sometimes find it difficult to adjust class settings when I want to do lessons that require changing class settings (Participant 1).*

*When I taught in the afternoon class, students become less focused and less attentive in class so that they feel bored and tired. It was hard for me to ask them to arrange the class setting in certain lessons that need to move the class position (Participant 2).*

Meanwhile, another participant mentioned that the students gave good coordination while setting the classroom.

*To arrange class settings, I don't find it difficult because there are situations and conditions where students can work together to set class settings, for example when arranging seats when grouping students for discussion (Participant 3).*

### **Communicating the rules to the students**

In communicating class rules, two PPG students said that they experienced difficulties because students responded by joking and rejecting what the teacher said. While participant 1 said that there were no significant difficulties because the teacher and students made an agreement at the beginning of the class regarding the rules that had to be agreed upon.

*I did not experience significant difficulties when communicating the rules that students had to implement because the students and I agreed on the rules that had to be implemented and obeyed and the consequences at the beginning of the semester (Participant 1).*

*Sometimes I have difficulty handling the class because students respond to what I talk about with jokes which violates the class agreement at the beginning of the semester. When I was reminded of the rules, they again responded with no seriousness (Participant 2).*

*There was one time when students protested/didn't agree with what I ordered. However, I do not necessarily comply with what they want. If I don't think it helps students in their studies, I won't take their word for it. As a teacher, students' requests do not always have to be obeyed (Participant 3).*

### **Teachers' perceptions of their ability to manage classroom after participating in a Professional Education Program (PPG)**

After understanding the challenges found in the classroom, the researchers tried to explore how teachers perceived their management skills in the classroom after enrolling in a Professional Education Program (PPG). Based on the results of this research, there are three main points of the teacher's changes in managing the classroom including: 1) Teachers are more communicative, 2) Teachers are more innovative and creative, and 3) Teachers are more aware of their students' needs.

#### **Teacher are more communicative**

Through questionnaire and semi-structured interview results, the researchers found that all participants agreed that they communicated better with their students after joining the Professional Education Program (PPG). One of the participants mentioned that classroom activities require two-way communication. It helps to ensure that the teaching process runs smoothly.

*Yes, I obtained solutions for classroom management and two-way communication through the Mentor Teacher at the school. They advised me not only to stand in one place while teaching, but also to check the students' learning process from various perspectives (Participant 1).*

Furthermore, one participant expressed that in cases facing challenges in managing the classroom, the solution for improving the learning experience involves observing both the teacher's side and the student's side.

*Now, I first identify the problems that arise when implementing teaching in schools, both from the teacher's side and from the student's side. When I find a problem, as a teacher, I have to immediately find solutions to make learning go better (Participant 2).*

#### **Teacher are more innovative and creative**

All participants expressed that their ability to select appropriate teaching materials improved



after participating in the Professional Education Program (PPG). By enhancing their ability in selecting appropriate teaching materials, one of the participants believed that they were better equipped to incorporate innovative instructional approaches into their teaching.

*After attending PPG, I have a better understanding of my role as a teacher and I also have a responsibility to carry out this learning process effectively and innovatively. It is hoped that with the use of appropriate and creative methods and media, this can increase student motivation in the classroom (Participant 2).*

In addition, One of the participants mentioned that she uses a variety of learning media, including game-based learning, to engage students' responses in the teaching and learning process.

*I get a lot of resources to provide a more diverse learning. I use games from different technology platforms as learning media that keep students interested and can help motivate them (Participant 1).*

### **Teacher are more aware of their students' need**

Through semi structured interview results, the researchers found that all participants agreed that after joining the Professional Education Program (PPG), they are more aware of their students' needs. One of the participants state that:

*In the Professional Education Program (PGG), I was taught that students have different abilities and these abilities differ among each student, so I am even more conscious in managing the classroom based on individual ability (Participant 1).*

Furthermore, the researchers also found that the participants are well-known about diagnostic testing programs through lecturing materials in the Professional Education Program (PPG) that aim to check students' abilities and assess their current level of understanding, knowledge, and skills in a particular subject or area of learning.

*Following PPG has also made me aware of diagnostic testing to determine what kind of learning students need and want so that they are more motivated to engage in learning (Participant 3).*

## **Discussion**

### **Challenges in managing classroom**

Through this study, researchers found that participants had various challenges in managing the classroom. The three participants had in common that they had some challenges in speaking to students and handling their responses. Participant 1 showed that the challenge in managing the classroom is one of the factors that causes it is the limitation of personal skills, which is the case here, the teacher's voice is small so it is difficult to reach the whole class (Songbatumis, 2017). Then, participant 2 thought that it was not easy to speak fully in English where some theories might suggest that they only use English instead of L1 to maximize students' speaking ability (Ara & Shorna, 2018). Participant 2 for example, where he teaches in an area that uses Javanese as its regional language. Students find it difficult if learning is carried out entirely in English. This finding is in line with research which shows that English teachers in Bima show their dilemma in using language to be communicative but can still help students improve their English skills (Hidayati, et. al., 2020; Anwar, 2020). In addition, some of them feel less valued when talking to students because they are perceived as young teachers. The problem of impolite students is familiar to teachers. Furthermore, teachers also find it difficult because of the behavior of students who do not show a sense of compassion for the teacher (Sun and Shek, 2012; Sueb, 2013). The challenges that PPG students face in communicating with students are

also when they communicate the rules that students must implement in class (Songbatumis, 2017).

Furthermore, another difficulty faced by teachers in managing classes is difficulty in managing class settings. This is caused by students who feel lazy to change positions and their boredom studying during the afternoon. This is in line with research which shows that teachers have difficulty managing classes because students are unmotivated and have difficulty concentrating in the teaching and learning process because they do not feel fresh (Anwar, et. al., 2020) and are tired in the case of afternoon lessons (Songbatumis, 2017)

### **Teachers' perceptions of their ability to manage classrooms after participating in a Professional Education Program (PPG)**

This study provides descriptive insights into teachers' perceptions on their classroom management skills after participating in a Professional Education Program (PPG). The results of semi-structured interviews revealed that teachers responded positively to the program. The data analysis findings highlight three main aspects, including that teachers are more communicative, innovative and creative, and more aware of their students' needs.

Innovation in learning is one of the most important things to engage students in the teaching and learning process. The results of this study are in line with previous studies by Apriliaswati (2020) and Tuzahra et al. (2021), which indicate that the Professional Education Program (PPG) prioritizes the implementation of engaging and effective classroom activities using technology. As supported by Adipat et al. (2021) Integrating technology in the classroom is mainly driven by the desire to boost student motivation and engagement. Aside from learning innovation, communication also holds utmost significance in the teaching and learning process. In communicating with students, teachers need patience and good listening skills to effectively share knowledge to the students (Chen, 2019). Through the Professional Education Program (PPG), the science of communication with students is extensively explored in order to meet the needs of both teachers and students.

### **CONCLUSION**

The results of this study have met the objectives of this study. It is known that there are three main challenges faced by PPG students, namely speaking to students and handling their responses, creating the setting and communicating the rules to the students. Then, after they participate in the PPG program, they perceive that they are more communicative, innovative, creative, and more aware of students' needs. This study is expected to contribute to the government in considering material to be given to students of the Teacher Professional Education (PPG) program, as well as to teachers regarding teacher professional development, especially regarding classroom management. The researcher realizes that the data sources for this study are limited, so that future researchers are advised to enlarge the number of participants to get a richer perception of this problem.

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