

Shifting Meaning of Teacher Professional Education: Between Idealism and Reality at UIN K.H. Abdurrahman Wahid Pekalongan

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Abstract: Shifting Meaning of Teacher Professional Education: Between Idealism and Reality at UIN K.H. Abdurrahman Wahid Pekalongan. Objectives: This research seeks to reveal the shift in meaning that occurs among Teacher Professional Education students in what positions and roles are carried out by UIN K.H. Abdurrahman Wahid Pekalongan as an educational institution and education personnel in creating professional teachers. **Methods:** Research The type of research used in this study is a qualitative method with a phenomenological approach. The informants for this research include the Chair and secretary of the Teacher Professional Education study program in the Faculty of Tarbiyah and Teacher Training, administrative staff, lecturers, and Professional Teacher Education students in positions in 2022 batches I, II, and III. Collection techniques include interviews, observation, documentation, and questionnaires. In qualitative data analysis, there are three activity streams: data condensation, data presentation, and conclusions. **Findings:** Shifts in the meaning of professional teacher education in positions include: competency not increasing, material orientation, minimal digital literacy among digital immigrant teachers, limited facilities and infrastructure, educational certificates as a tool for registering government employees with work agreements, and professional teacher allowances as the cause of increasing teacher divorces. **Conclusion:** The Role of Educational Institutions for Educational Personnel at UIN K.H. Abdurrahman Wahid Pekalongan in creating professional teachers through Teacher Professional Education is building synergy and cooperation with stakeholders, verifying and validating the physical files of in-service Teacher Professional Education students, optimizing the completeness of the implementation of the in-service Teacher Professional Education program, maximizing learning services, formulating effective strategies graduation of in-service Teacher Professional Education students, guaranteeing the quality of education, submitting reports on the implementation of in-service Teacher Professional Education, and strengthening the religious moderation ecosystem.

Keywords: Shifting meaning, teacher professional education, idealism and reality.

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■ INTRODUCTION

The existence of teachers in the education system and educational process cannot be replaced by anything. For this reason, teachers must have excellence in various fields to become role models for their students. The advantages

that teachers must have come from both moral and intellectual aspects. Teachers must have excellence in knowledge and have the capability to know students so that they are able to carry out teaching and learning activities well and smoothly (Kebir, 2023).

However, the reality on the ground indicates that the quality of educators in Indonesia is still relatively low (Yayat Suharyat, Ichsan Ichsan, Tomi Apra Santosa, Sisi Yulianti, & Khodzijah Nur Amalia, 2022). Reflecting on the results of a survey conducted by Rythia Afkar, a World Bank researcher, she concluded that the quality of education in Indonesia was in the low category. This was conveyed when publishing a World Bank survey regarding learning loss caused by the Corona virus in Indonesia in the last 1.5 years or so (Kharkheli, 2022). It should be noted that the decline in teacher quality is found in the aspects of competence and teaching ability (Oo et al., 2018).

Most teachers in Indonesia do not understand or master the four abilities that educators must master, namely pedagogical, professional, personal, and social competencies. In the context of pedagogical competence, many teachers have not mastered learning theory, understood student characteristics, designed learning, even evaluated student learning outcomes, the basics of communication, or developed student potential (Ediyanto, Mulyadi, Supriatna, & Kawai, 2018). Apart from that, from the aspect of professional competence, many teachers take professional teacher education only to obtain an educator certificate and receive certification allowances. Improving teachers' professional skills in the world of education is an effort to change the position and role that educators must carry out. They must understand what to do because they are professional educators (Widodo, Gustari, & Chandrawaty, 2022).

In fact, professional teacher education aims to support teachers to make every effort possible to carry out their obligations as teachers based on love of the homeland, authority, firmness, discipline, calling of the soul, wholeheartedly, generous in learning; can create high order thinking skills learning achievement indicators for

students which must contain complete knowledge and skills (critical, creative, communicative and collaborative) future oriented; authorization of the mindset and scientific structure of teaching materials which include advanced materials; able to design learning by integrating technology or TPACK; can implement quality learning by implementing ICT in building national character; can carry out assessments of learning inputs, processes and outputs which include attitudes, knowledge and skills; can grow and develop continuously in realizing their role as a professional through research, self-reflection, searching for new information, and innovation (Li, Cai, & Tang, 2023).

Professional teacher education is designed so that teachers have the ability to develop information and communication technology literacy, innovation, and language and communication skills in managing problem-based learning, project-based learning, or discovery learning. From these competencies, teachers are produced who have the character of patriotism, competitiveness, and excellence in their respective fields. Apart from that, professional teacher education graduates have the skills of the Industrial Revolution 4.0 era, which prioritizes creative, critical thinking, problem solving, communicative, and collaborative (Thwe & Kálmán, 2023).

Apart from that, teachers are required and must be equipped with competencies in the era of society 5.0, including digital skills, creative thinking, innovation, and dynamic teaching. Society 5.0 requires teachers to utilize various technological advancements such as the internet of things (IoT), virtual and augmented reality in education, and artificial intelligence (AI) to identify learning needs. Teachers must have 21st century life skills, namely leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem solving (Eliwatis, Aprison, Maimori, Herawati, & Putri, 2022).

Teacher competencies in the era of industrial revolution 4.0 and society 5.0 are a reflection of ideal teachers abilities to face global challenges. Currently, the world of education in Indonesia is facing the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era, which has the characteristics of volatility, uncertainty, complexity, and ambiguity (Puji, Ck, Arkeman, Ratnawati, & Fahmi, 2022). Everything is changing so fast, be it technology, information, or communication. For this reason, teachers in Indonesia must be equipped with 21st century skills and abilities, whether skills in industrial revolution 4.0 or society 5.0 (Banjarnahor, Mujisusatyo, Pangaribuan, & Pane, 2023).

Meanwhile, the competencies that students are expected to have are six basic literacy skills (numeracy literacy, scientific literacy, information literacy, financial literacy, cultural literacy, and civic literacy). Not only basic literacy but also other competencies, namely being able to think critically, reason, be creative, communicate, collaborate, and have problem-solving abilities. And most importantly, have behavior (character) that reflects the profile of Pancasila students, such as curiosity, initiative, perseverance, adaptability, leadership spirit, and social and cultural awareness (Le, Hlaing, & Ya, 2022).

However, the reality that occurs in the field today is that many teachers do not yet meet competency standards in accordance with developments in the 21st century. In the 21st century, there is a great need to develop teacher competency to meet the needs of the millennial generation. There is a need to increase teacher competence in pedagogical aspects related to the use of information and communication technology in learning, both at the level of concept of knowledge and practice (Maybelle, Fredolin, & Educardo, 2022). In addition, the 21st century requires various types of digital technology literacy skills. This is because teachers are currently divided into two generations, namely the digital native generation and the digital immigrant

generation, whose mastery of skills is very different in the use of technology (Sánchez-Cruzado, Santiago Campión, & Sánchez-Compañía, 2021).

Teacher professional education is very important to be implemented to improve the quality and professionalism of teachers. Professional teacher education can create educators who have better abilities and have a mission to educate students and advance the world of education. For this reason, this study attempts to reveal the shift in meaning that occurred among PPG Daljab students at UIN K.H. Abdurrahman Wahid Pekalongan and what roles are played by UIN K.H. Abdurrahman Wahid Pekalongan as an Education and Education Personnel Institution (LPTK) in realizing the nation's ideal teachers.

■ METHODS

Participants

The informants for this research consisted of the chairman and secretary of the PPG FTIK study program, administrative staff, lecturers, and PPG Daljab students at UIN K.H. Abdurrahman Wahid Pekalongan 2022 batches one, two, and three.

Research Design and Procedures

In this research, the type of research used is a qualitative method that aims to explore the symptoms experienced by the research subjects (Bryman, 2020). The qualitative method is a manifestation of research procedures to obtain descriptive data, such as a series of words, both spoken and written, from people and behavior observed by researchers. When the data is collected, data analysis is carried out. The approach used in this research is the phenomenological approach. This approach can be interpreted as a life experience for several people about a concept or phenomenon. People involved in dealing with a phenomenon explore the structure of consciousness in human life

experience (Køster & Fernandez, 2023). A phenomenological approach was used in this research to see the shift in the meaning of teacher professional education between idealism and reality and what roles are realized by UIN K.H. Abdurrahman Wahid Pekalongan in creating professional teachers.

Instruments

In collecting data for this research, researchers used several techniques to collect data that was appropriate to the problem being researched. The data collection techniques used in this research are as follows: First, An interview is a conversation between two people about a specific subject. In an interactional communication process with the stated aim of exploring certain themes through questions, interviews were conducted with the head of the PPG Daljab study program, the secretary of the Teacher Professional Education study program department, administrative staff, PPG Daljab lecturers, and PPG Daljab UIN students K.H. Abdurrahman Wahid Pekalongan. Interviews with closed questions were carried out by sharing the Google Form link with students and lecturers via class and lecturer WhatsApp media (Jones, 2023).

Second, observation, or what is usually called observation, means collecting data directly from the field. The observation process begins with identifying the place to be studied. Observations were made during the online learning process of students and lecturers at PPG Daljab PAI UIN K.H. Abdurrahman Wahid Pekalongan via LMS. Third, documentation: in implementing the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. Documentation was carried out with PPG study program administrative staff to obtain data related to PPG Daljab UIN K.H. online learning. Abdurrahman Wahid Pekalongan. Fourth, the

questionnaire was carried out via a Google Form. Questionnaires were distributed to students in the form of a Google Form link via the class WhatsApp group and lecturer group (Wallwey & Kajfez, 2023).

Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and so on so that it can be easily understood. According to Miles, Huberman, and Saldana in research written by Warren K. in qualitative data analysis, there are three streams of activities that occur simultaneously, namely First, data condensation refers to the process of selecting, simplifying, abstracting, and transforming data that approaches the entire record. written fieldwork, interview transcripts, documents, and other empirical material. In this research, the researcher summarizes the data by summarizing the data. By summarizing the data, researchers can connect the results of interviews, observations, and documentation in such a way as to strengthen the information obtained and enable researchers to better understand when analyzing data related to the shift in the meaning of PPG Daljab and what roles are played by UIN K.H. Abdurrahman Wahid Pekalongan in creating professional teachers (Warren, 2020).

Second, data presentation. Data presentation is an activity that involves compiling a set of information that provides an opportunity to draw conclusions and take action. After data condensation, the next step is to display the data. In qualitative research, data can be presented in the form of short descriptions, tables, and the like. However, in qualitative research, narrative text is most often used to present information that is used to present the results of interviews with informants; tables are used to facilitate reader understanding; and research data such as tables and graphs is used to add information. Third, drawing conclusions is the final stage in the data

analysis process. “This activity aims to find the meaning of the data collected by looking for relationships, similarities, or differences.” 30 Drawing conclusions is where the research results answer the research formulation in accordance with the results of the data analysis that has been carried out based on facts in the PPG Daljab UIN K.H. program. Abdurrahman Wahid Pekalongan 2022 batches one, two, and three. (warren, 2020).

■ RESULTS AND DISCUSSION

Based on the data that has been collected and obtained by researchers, the results of their research show that there are several shifts in meaning that have occurred at PPG Daljab at UIN K.H. Abdurrahman Wahid Pekalongan. This shift in meaning can be seen in the table below:

Table 1. Shifting meaning of ppg daljab at uin k.h. abdurrahman wahid pekalongan

Shifting the Meaning of PPG Daljab	1. Competency Does Not Increase
	2. <i>Material Oriented</i>
	3. Lack of Digital Literacy among Digital Immigrant Teachers
	4. Limited Facilities and Infrastructure
	5. Educator Certificate as a Tool for Registering for PPPK
	6. TPG as a Cause of Increasing Teacher Divorce

Seeing the shift in the meaning of PPG Daljab, the PPG Daljab study program at UIN K.H. Abdurrahman Wahid Pekalongan has a role in realizing teacher professionalism through the PPG program, so it is hoped that this will not cause a shift in the meaning of PPG Daljab. The role played by UIN K.H. Abdurrahman Wahid Pekalongan can be seen in the table below:

Table 2. Role of uin k.h. abdurrahman wahid pekalongan creates professional teachers through ppg

The Role of Creating Professional Teachers Through PPG	1. Building Collaboration
	2. File Verification and Validation
	3. Optimizing the Completeness of PPG Program Implementation
	4. Maximum Learning Services
	5. Concocting Strategies for Student Graduation
	6. Education Quality Guarantee
	7. PPG Daljab Implementation Report
	8. Strengthening the Religious Moderation Ecosystem

Shifting Meaning of Teacher Professional Education

The shift in the meaning of PPG occurred due to a gap in realizing ideal teachers based on teacher professionalism after participating in the PPG program. Apart from that, a shift in meaning occurred in the profile of graduates of the PPG Daljab program at UIN K.H. Abdurrahman Wahid Pekalongan, which is in conflict with KMA Number 745 of 2020 concerning the Implementation of Professional Teacher Education in Positions at the Ministry of Religion regarding graduate profiles, graduate competency standards, and graduate learning achievements.

Data was obtained based on a questionnaire given to PPG Daljab participants at UIN K.H. Abdurrahman Wahid Pekalongan in 2022. Data was analyzed from the ideal teacher questionnaire and the reality of teachers in the field, and then data analysis was produced regarding the shift in the meaning of PPG Daljab at UIN K.H. Abdurrahman Wahid Pekalongan 2022 batches one, two, and three. The shifts in the meaning of PPG Daljab include:

Competency Does Not Increase

Basically, the aim of PPG Daljab is to increase teacher competence, including

pedagogical, personal, social, and professional competence. However, there are some teachers who experience difficulty mastering competencies because the entire learning process is carried out online via LMS. This is an obstacle for senior teachers because there are teachers aged 50 to 59 who have difficulty completing assignments online.

Research data shows that 4.6%, or 24 teachers, strongly agree, and 5.5%, or 29 teachers, agree, so a total of 53 teachers stated that there were no significant changes after taking PPG Daljab because the entire learning process was carried out online, which is a problem faced by senior teachers when dealing with online assignments. Especially with a specified deadline or time limit.

The tasks that were so busy and heavy during the PPG Daljab process, which had to be completed for approximately five months, had to be done online. The amount of material provided, both during material deepening, such as mastering pedagogical and professional competencies, workshops, and PPL, such as making learning tools, PTK, peer teaching, PPL, performance tests, and knowledge tests, is not completely absorbed because each student's memory and grasp of the material are different.

The hope pinned by the government, whether through the Ministry of Education and Culture, the Ministry of Religion, or LPTK, is that after participating in the Daljab PPG series, it is hoped that they will be able to improve their quality and competence to become professional teachers. Able to apply in schools or madrasas what has been gained from the entire series of PPG Daljab processes.

Mastering the material taught is a reflection of a professional teacher. If teachers who graduate from the PPG program are not proficient in the material being taught, then it can be said that the profile of PPG program graduates is not yet considered a professional teacher, even though

they have received an educator certificate and been confirmed as professional teachers.

Material Oriented

PPG Daljab is a breath of fresh air for teachers, and their presence is eagerly awaited. However, some teachers place certification benefits as the main goal rather than the education and training process. In fact, PPG Daljab aims to improve various pedagogical, personal, social, and professional competencies. In the pedagogical context, learning is related to developing learning tools; in the personal context, managing psychology and time in the LMS; in the social aspect, interacting with lecturers, tutors, and other students online; and in the professional aspect, increasing one's capacity through deepening the material, performance tests, and test knowledge.

Of the 526 respondents, the motivation caused by TPG made teachers more enthusiastic about teaching and learning activities; 290 teachers, or 55.1%, strongly agreed, and 208 teachers, or 39.5%, agreed. Meanwhile, several teachers hope that the TPG will be disbursed soon after the Daljab PPG process. There are 287 teachers, or 54.6%, who strongly agree, and 221 teachers, or 42%, who agree. Apart from that, some teachers will use TPG as an investment; there are 34 teachers, or 6.5%, who strongly agree and 198 teachers, or 37.6%, who agree.

This is in line with what Salmiah et al. said: that certification has an impact on the economic behavior of some teachers, both in public and private schools. The improvement in their well-being is marked by teachers buying new motorbikes, cars, land, houses, and performing the Umrah or Hajj pilgrimage. It doesn't seem like an exaggeration if this economic behavior changes because previously they only received an honorarium of around Rp. 200,000-up to 500,000-to Rp. 1,500,000-for non-ASN. Moreover, for ASN, the TPG they get is around

the same as their group's salary (Salmiah, Novita, Alfiah, & Aldo, 2022).

If some teachers are material-oriented, then this aspect is a shift in the meaning of professional teacher education, which has been explained in KMA Number 745 of 2020: the profile of graduates of PPG program teachers in teaching and education must prioritize the values of sincerity in various activities both at school, home, and society (de Groot, Leijgraaf, & van Dalen, 2023).

Lack of Digital Literacy among Digital Immigrant Teachers

Based on research data from respondents, the youngest age to take part in PPG Daljab at UIN K.H. Abdurrahman Wahid Pekalongan is 23 years old, while the oldest is 59 years old. When grouped according to the classification proposed by Prensky in Nikou et al., there are two generations, namely the digital native generation and the digital immigrant generation, based on age and accessibility (Nikou, Brännback, & Widén, 2019).

Digital native teachers are a group of teachers who were born in the 1980s. This research was conducted in 2022, and it can be said that the age limit for digital native teachers is 41 years and under. Meanwhile, digital immigrant teachers are a group of teachers born before the 1980s. When this research was conducted in 2022, it was known that the age limit for digital immigrant teachers was 41 years and over. The research results revealed that there were 358 digital native teachers with an age limit of 23–40. Meanwhile, there are 168 digital immigrant teachers with an age limit of 41–59. With a percentage of digital native teachers of 68% and digital immigrant teachers of 32%.

The use of technology in the learning process is a very frightening prospect for digital immigrant teachers. Because most digital immigrant teachers have difficulty using, operating, or utilizing technology, For example, when you

want to make a presentation in a lesson, you still need help from another teacher to install a projector or connect a laptop to the projector. Meanwhile, for digital native teachers, learning using technology is something they have mastered. This is because digital native teachers were born and developed along with the development of information and communication technology.

In the learning context, there is a gap in skill mastery in technology between digital native teachers and digital immigrant teachers. Apart from that, the perspective is different between digital native teachers and digital immigrant teachers regarding the use of information and communication technology in teaching and learning activities (Claudia, Maihasni, & Damsar, 2022). Digital native teachers tend to be experts in using technology compared to digital immigrant teachers. Digital immigrant teachers are of the view that they feel they lack training regarding digital technology, so that the learning process has difficulties in using it (Mariasi, Malawat, & Lakukene, 2022).

Mastery of information and communication technology (ICT) is an important aspect of the learning outcomes of PPG program graduates. If teachers who graduate from the PPG program do not master technology in learning, it can be said that there has been a shift in the meaning of teacher professional education because one of the learning outcomes of PPG program graduates is that teachers are able to apply a combination of technology in learning, or Technological Pedagogical and Content Knowledge (TPACK) (Tanjung, Baharuddin, Ampera, Farihah, & Jahidin, 2022).

Limited Facilities and Infrastructure

The lack of technology-based learning facilities and infrastructure is something that is very dear in this digital era. Because all learning today will be more effective and efficient if you use digital technology. Technological

sophistication has brought a new paradigm shift to the education system in Indonesia. However, not all schools or madrasas have it, so most teachers cannot create changes in 21st-century learning (Fernanda, Huda, & Fadri Geovanni, 2023).

Some teachers are unable to apply the knowledge and technology gained after attending PPG Daljab due to limited facilities and infrastructure in schools or madrasas. There are 17 teachers, or 3.2%, who strongly agree and 36 teachers, or 6.8%, who agree that they cannot use information technology because of limited existing facilities. Due to limited facilities and infrastructure, some teachers are unable to create changes in learning. There are 14 teachers, or 2.7%, who strongly agree, and 31 teachers, or 5.9%, who agree, because they are not supported by adequate facilities in learning.

How can a teacher convey learning material if the school or madrasah does not have an LCD or projector? Likewise, students cannot search for various learning resource references via Google Books, Google Scholar, or other websites if their school or madrasah does not have an internet connection (Brink, Kilbrink, & Gericke, 2023).

One of the learning outcomes of PPG program graduates is that teachers are able to carry out educational learning by utilizing ICT to build students' attitudes, knowledge, and skills. If the school's facilities and infrastructure have not been met, it can be said that there has been a shift in the meaning of the PPG program. For this reason, both the government and foundations must equip learning facilities and infrastructure.

Educator Certificate as a Tool for Registering for PPPK

The policy of recruiting ASN PPPK teachers, which places teaching certificates as an additional maximum affirmation value, has an impact on Daljab PPG participants who have

non-ASN teacher status (both PNS and PPPK). From the respondent data, there were 390 non-ASN teachers, or 74.1%, 41 PPPK teachers, or 7.8%, and 95 PNS teachers, or 18.1%.

According to the data collected by researchers, there were 390 non-ASN teachers who took part in PPG Daljab. A total of 124 teachers strongly agreed, 214 teachers agreed, 49 teachers disagreed, and 3 teachers strongly disagreed that after attending PPG Daljab and obtaining an educator certificate, they were used to register for PPPK recruitment.

It cannot be denied that the status of ASN PPPK teachers is equivalent to that of ASN teachers with PNS status, both in terms of salary and other benefits, but the only difference is their old age security. Civil servants get pension funds, while PPPK does not get pension money (Romdon, 2020).

Nadiem Makarim, as Minister of Education and Culture, said that the change from honorary teachers to ASN PPPK teachers brings guarantees of economic prosperity, which includes basic salary and professional allowances, increasing teacher competency and profession for students in Indonesia, and providing opportunities for honorary teachers who are older. of 35 years old who cannot take part in CPNS recruitment and selection (Nurbaya, Rasulong, & R, 2020).

This is the reason for the shift in the meaning of PPG Daljab. PPPK recruitment and selection is a breath of fresh air that honorary teachers have been waiting for, especially honorary teachers who are over 35 years old. In terms of age above 35 years, there are 220 non-ASN teachers who will take part in PPG Daljab at UIN K.H. Abdurrahman Wahid Pekalongan in 2022.

TPG as a Cause of Increasing Teacher Divorce

The results of the data obtained from respondents showed the views of some PPG Daljab participants at UIN K.H. Abdurrahman

Wahid Pekalongan 2022. There are 25 teachers, or 4.8%, who strongly agree, and 24 teachers, or 4.6%, agree that TPG is one of the causes of the increasing divorce rate among teachers. This is in accordance with a study conducted by Tsorayya, who found that one of the factors causing divorce among teachers is TPG (Tsorayya, 2022).

On the other hand, there are studies that reveal that TPG is not one of the causes of divorce among teachers; for example, a study conducted by Almarliyyah found that TPG is not the reason why certified teachers divorce (Almarliyyah, 2019). Likewise, a study conducted by Aryanto found that neither TPG nor Tukin were recognized as causes of divorce. However, the shift in the meaning of PPG Daljab in the TPG aspect as one of the causes of the increasing divorce rate among teachers needs further study because this is a very sensitive issue (Aryanto, 2022).

This shift is in stark contrast to the profile of PPG program graduates, who do not provide insight into the repertoire and inspire students for life in the future. Divorce has an impact on two aspects of teacher competence, namely personality competence and social competence, which can give negative sentiments to divorced teachers.

The role of UIN K.H. Abdurrahman Wahid Pekalongan in Creating Professional Teachers Through Professional Teacher Education

To create professional teachers, LPTK UIN K.H. Abdurrahman Wahid Pekalongan has a large role and responsibility as mandated by the Indonesian Ministry of Religion, among others (Direktur Jenderal Pendidikan Islam, 2022):

Building Collaboration

In the field of collaboration with stakeholders, LPTK UIN K.H. Abdurrahman

Wahid Pekalongan simultaneously establishes cooperation and coordination through intense communication with the Directorate General of Islamic Education, the Regional Office of the Provincial Ministry of Religion, the Regency or City Ministry of Religion Office, and the Ministry of Education and Culture through the Regency and City Education Office in cross-checking and validating PGG Daljab participants (ppg-ftik.uingusdur.ac.id, 2022). Apart from that, collaboration with other PPGs organizing LPTKs, schools, madrasas, and others.

Collaboration is one of the keys to the successful implementation of the PPG program. Good cooperation requires positive communication so that the entire series of actions can be carried out well. Maintaining and establishing communication with various institutions is a bridge to the successful implementation of the PPG program at UIN K.H. Abdurrahman Wahid Pekalongan.

File Verification and Validation

LPTK UIN K.H. Abdurrahman Wahid Pekalongan checked and validated the data of prospective PPG Daljab students through physical files sent to LPTK. Then LPTK checks the validity of the data in accordance with the requirements that have been determined, both academic qualifications and the linearity of the PPG Daljab study program that will be taken through a self-report form.

The self-report form for prospective PPG Daljab students contains the identity of the prospective participant, such as full name, place of birth, NIK, gender, address, cellphone number, NIP for civil servants, NUPTK, NPK, academic degree held, subject to be certified, name of teaching place, subjects taught, level of education, employment status, teaching TMT, name of undergraduate college, name of department, date of graduation from undergraduate degree, diploma number, and

physical proof in the form of an uploaded scan of the diploma (Naufan, 2022).

File verification and validation are carried out to identify data suitability and data validity based on data authenticity that supports the smooth learning process both in the LMS and data validity based on personal identity. Apart from that, it can be used to check data when printing teacher certificates to avoid errors in writing names or other identities.

Optimizing the Completeness of PPG Program Implementation

Optimizing the complete implementation of the PPG Daljab program is carried out by following the Standard Operating Procedures (SOP) from the Ministry of Religion with the following scheme: 1). In-service teachers do not yet have an educator certificate; 2). Pass academic and administrative selection; 3). Confirm willingness through sympathy or alert; 4). Determination of prospective PPG Daljab students; 5). Online registration by self-reporting to LPTK and then receiving an LMS username and password from LPTK; 6). Material deepening and enrichment with a load of 5 credits, carried out for 30 days; 7). Development of learning tools with a load of 2 credits, carried out over 12 days; 8). Review of learning tools with a load of 1 credit, carried out for 8 days; 9). The comprehensive exam is carried out over 3 days; 10). PPL I at the original school with a load of 2 credits, carried out for 12 days; 11). PPL I review with $\frac{1}{2}$ credit load, carried out for 4 days; 12). PPL II at the original school with a load of 1 credit, carried out for 6 days; 13). PPL II review is carried out for $\frac{1}{2}$ credit, carried out for 4 days; 14). UKMPPG, which consists of a performance test (UKIN) for 4 days and a knowledge test (UP) for 2 days; and 15). Professional teachers receive an educator certificate for those who have passed (PPG UIN K.H. Abdurrahman Wahid, 2022).

The successful implementation of the PPG Daljab program really requires support from various parties, including the PPG central committee of the Ministry of Religion of the Republic of Indonesia, LPTK UIN K.H. Abdurrahman Wahid Pekalongan, lecturers, the technical team, tutors, and other parties. For the smooth implementation of PPG Daljab, all lecturers and tutors carry out all stages of assessment in depth of material, learning tools, PPL, RPP, and performance tests via LMS (ppg.siagapendis.com, 2022). Overall, the implementation of the PPG Daljab program is based on the SOP determined by the Ministry of Religion, starting from deepening the material to carrying out performance tests and knowledge tests for approximately 85 days or three months, which are carried out online.

Maximum Learning Services

In the context of learning services to all students, LPTK UIN K.H. Abdurrahman Wahid Pekalongan works optimally through lecturers and tutors to achieve Graduate Learning Outcomes (CPL) for the PPG Daljab study program to create teachers as professional educators who are devoted to God Almighty, have noble morals, breadth of knowledge, are adaptive to the times, are creative, innovative, and competitive by placing the main task of educating, teaching, training, directing, guiding, assessing, and evaluating students (Hanun, 2021).

In general, the competencies that must be mastered in CPL include: first, being 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 in the learning process. Second, be able to formulate indicators of high-level thinking and learning achievements that students must have, including complete

knowledge and skills (critical, creative, communicative, and collaborative) that are future-oriented (adaptive and flexible). Third, mastering the mindset and scientific structure of teaching materials, including advanced materials, in a meaningful way that can explain what aspects (content), why (philosophical), and how (application) in everyday life. Fourth, be able to design learning by applying the principle of combining knowledge of teaching materials, pedagogy, and information and communication technology, or Technological Pedagogical and Content Knowledge (TPACK), and other relevant approaches. Fifth, be able to carry out educational learning by applying information and communication technology to build students' attitudes (Indonesian character), knowledge, and skills in solving problems critically, humanistically, innovatively, creatively, collaboratively, and communicatively, with learning models and learning resources that are supported by research results. Sixth, be able to evaluate input, processes, and learning outcomes, which include students' attitudes, knowledge, and skills, by implementing authentic assessments and utilizing evaluation results to improve the quality of learning. Seventh, be able to continuously develop oneself as a professional teacher through research, self-reflection, searching for new information, and innovation (Rokhimawan, Istiningsih, & Sukiman, 2020).

In the aspect of learning services, PPG lecturers always provide motivation and assistance to fulfill the four competencies that must be possessed by professional teachers, guide and direct students to become charming individuals, train intensively in formulating indicators of competency achievement, direct ways of thinking in advanced materials, guiding students in designing learning based on TPACK, guiding students in applying ICT in learning, guiding in implementing input, process and output evaluations in the realm of attitudes, knowledge

and skills; guiding and directing students to always learn continuously through PTK, self-reflection, searching for new information, creativity and innovation in learning (Maulana, Rahma, Mahfirah, Alfarizi, & Darlis, 2023).

Learning services carried out by lecturers are carried out by deepening the material, developing learning tools, reviewing learning tools, conducting comprehensive exams, PPL I and PPL II reviews, and competency testing of professional teacher education students through performance tests and knowledge tests. Services are carried out via online media such as WhatsApp, Zoom meetings, video conferences, and others.

Concocting Strategies for Student Graduation

PPG Daljab LPTK UIN student graduation strategy K.H. Abdurrahman Wahid Pekalongan 2022 is determined based on the results of performance tests and knowledge tests, which have been determined based on established standards. There are several strategies in an effort to pass students at the performance test stage, namely by providing assistance in making the RPP by providing reinforcement to the RPP components.

Meanwhile, in making learning videos, editing videos, and uploading files, students are provided with assistance until the creation process is complete. Assistance in creating a portfolio, and a stamped integrity pact. Both lesson plans, learning videos, portfolios, and integrity pacts are uploaded no later than three days before the performance test (Fauyan, 2022).

In the context of the Knowledge Test (UP), PPG Daljab participants take a computer-based written test or Computer-Based Test (CBT) based on the domicile of each PPG Daljab participant. The strategies used for UP graduation include providing UP tryouts, induction, installation assistance, and exam application

simulations. Apart from that, what is no less important is holding an online joint prayer coordinated by the LPTK via Zoom, which was held a few days before the implementation of the UP. This is a strengthening of the spiritual side that PPG Daljab graduation does not depend on the participants alone, but there is a big role from Allah SWT.

PPG Daljab UIN student K.H. Abdurrahman Wahid Pekalongan, who has been declared graduated and confirmed as a professional teacher, has the right to obtain the Gr title after his name, and he is given the rights and title of professional teacher according to his respective field based on: results of recognition of past studies, results of learning assessment, results of assessment of learning practices, and competency test results for both UKIN and UP.

Education Quality Guarantee

Quality assurance of the PPG Daljab LPTK UIN process K.H. Abdurrahman Wahid Pekalongan 2022 through the process: document selection, academic selection, learning and assessment, and competency test (Fauyan, 2022): First, document selection is carried out on an ongoing basis by the Regency or City Ministry of Religion, Province, and Directorate General of Islamic Education, as well as the LPTK organizing PPG Daljab. Second, academic selection is carried out through the SIMPATIKA or SIAGA account. Teachers who meet the requirements to take part in the academic selection will take a computer-based test that includes mastery of knowledge, talents, interests, and personalities. Prospective students who pass or meet the academic selection threshold will take part in the PPG Daljab process. Third, in the learning and assessment process, learning is carried out through deepening pedagogical and professional material, developing learning tools, preparing PTK proposals, PTK reports, and learning practices. Each learning activity is

assessed directly by lecturers and tutors, through comprehensive tests, peer teaching, and test-learning practice. Passing the learning outcomes is an absolute requirement for taking the competency test. Fourth, the competency test process: this activity is the final stage of PPG Daljab, which consists of the performance test (UKIN) and knowledge test (UP). This competency test is a series of very exciting activities for all PPG Daljab participants because it really determines their future, namely passing the PPG or being a knowledge test cracker.

Daljab PPG Implementation Report

Reporting PPG Daljab LPTK UIN K.H. Abdurrahman Wahid Pekalongan is carried out by preparing academic reports for the in-service Teacher Professional Education study program after the entire series of activities have been completed, including stages one, two, and three. Reports are submitted to interested parties, such as the university level, the Directorate General of Islamic Education, and the national PPG committee team of the Ministry of Religion (Fauyan, 2022).

The report on the implementation of PPG at LPTK UIN K.H. Abdurrahman Wahid Pekalongan is proven by physical evidence or printouts of academic reports for each batch, which can be used as evaluation material for the entire series of implementations of the PPG Daljab program, whether batch one, two, or three (Naufan, 2022). Evaluation is used as material to improve the process of implementing the PPG Daljab program.

Strengthening the Religious Moderation Ecosystem

In the aspect of strengthening the religious moderation ecosystem at LPTK UIN K.H. Abdurrahman Wahid Pekalongan is instilled through integration in every learning material and in the learning process. The values of religious

moderation must penetrate all levels by reflecting the principles of moderation (tawassuth), tolerance (tasamuh), balance (tawazun), and fairness (i'tidal) (Saragih, 2021). All elements, including administrators, lecturers, tutors, and staff, must display moderate Islamic character in their thoughts, actions, and movements.

Religious moderation is one of the strategic plans of the Ministry of Religion of the Republic of Indonesia for building a moderate national civilization and is part of the National Medium-Term Development Plan (RPJMN) 2020–2024. M. Munir, S.Ag., M.A., Head of the PAI Sub Division at PTU, warned that graduates of the PPG Daljab program must become moderate teachers and spread Islam rahmatan lil alamin in their respective schools or madrasas. Even the Ministry of Religion is not willing to teach intolerance and radical ideas that divide the unity of the Indonesian nation (Estrada-Araoz et al., 2023).

Religious moderation is one of the tools for caring for and protecting Indonesia from the various onslaughts of extremist ideology and global culture that have occurred recently. Moderation must be used as a perspective for every teacher when interacting at school or madrasah, at home, and in the community. In interacting, each teacher must be based on three main pillars, namely moderation of thought, moderation of movement, and moderation of action, which are integrated into the system (Sumedi, Nashihin, Yahya, Rochanah, & Aziz, 2022).

■ CONCLUSIONS

There is a reality of a shift in meaning in the PPG Daljab process at UIN K.H. Abdurrahman Wahid Pekalongan in 2022 in batches one, two, and three, among others: (1) competence does not increase; (2) material-oriented; (3) minimal digital literacy among digital immigrant teachers; (3) unable to create changes in learning are due

to limited facilities and infrastructure; (5) the teacher's certificate is a magic certificate for registering ASN PPPK teachers; and (6) there is a perception from some PPG Daljab participants that the Teacher Professional Allowance (TPG) is one of the causes of the increasing divorce rate for ASN teachers.

UIN K.H. Abdurrahman Wahid Pekalongan is one of the LPTKs that is relatively young in managing the in-service PPG study program. However, several achievements were made in the implementation of the 2022 PPG Daljab program. In batch one, there were 279 participants, and 240 participants passed with a percentage of 86.02%. In batch two, there were 194 participants, and 163 participants passed with a percentage of 84.02%. In batch three, there were 358 participants, and 327 participants passed with a percentage of 91.34%. A very encouraging achievement in batch one was ranking 4th out of 30 LPTKs, and in batch three, ranking 8th out of 41 LPTKs.

The role developed by LPTK UIN K.H. Abdurrahman Wahid Pekalongan in creating professional teachers through PPG Daljab includes: (1) building synergy and cooperation with stakeholders; (2) verification and validation of PPG Daljab student physical files; (3) optimizing the complete implementation of the Daljab PPG program; (4) maximum learning services; (5) developing strategies to graduate PPG Daljab students; (6) guaranteeing the quality of education; (7) submitting a report on the implementation of PPG Daljab; and (8) strengthening the religious moderation ecosystem.

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