



## **Policy implementation evaluation of pre-service teacher profession education at Manado State University**

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### **Abstract**

The aim of this evaluation study was to obtain information about: 1) The legal basis, purpose, needs and expectations of stakeholders towards the implementation of the PPG pre-service in UNIMA; 2) Availability and Readiness human resources, facilities, curriculum, teaching materials, and pre-services quality assurance system in the PPG UNIMA; 3) Implementation of pre-service program at PPG UNIMA; 4) The program management PPG pre-service terms of quality as well as quantity of the graduates. Evaluation conducted at the State University of Manado (UNIMA), using the model of CIPP (context, input, process, and product) by interview, observation, documentation study, and questionnaires. The result showed: 1) Pre-service of PPGSD UNIMA expressed much needed and responded positively to the expectations of stakeholders of PPGSD Pre-service program, although there were 1-2 of respondents said that it did not take and meet expectations, 2) availability of facilities, curriculum, teaching materials, internal quality assurance system was still not 100% meet the standards, while the human resources met the standard although there was not empowerment of the field and expertise; 3) Pre-service Program Implementation PPGSD UNIMA assessed following the exiting procedures, although there were still thing because local conditions cannot be carried out according to the procedure specified; 4) Performance management was seen from the number and quality of graduates show no equal in terms of the number (there who did not participate and did not graduate from a given gouta of PPG). In terms of quality, still need to be independent in developing professionalism as a professional teacher.

**Keywords:** policy, policy implementation, evaluation, CIPP model, PPG pre-service

### **Introduction**

The demand to produce professional teachers as above, requires the organizer LPTK to have a clear vision based on the principle of "good university governance" and has the capacity to ensure the professionalism of its graduates. In other words, the capacity of LPTK organizers, both human resources, namely lecturers, education staff and other supporting personnel, as well as facilities and infrastructure, various hardware and software must be available properly. In addition, other matters must be seriously prepared which guarantee the quality of an educational program including the recruitment system of prospective students which is carried out selectively, curriculum, academic atmosphere, determination of graduation demands and objective and transparent evaluation procedures supported by a guarantee system quality. This was a big challenge for LPTKs including Unima who was appointed and entrusted with the PPG pre-service program.

It can be recognized that the implementation of the pre-service PPG program in several LPTKs is still diverse. There are those who are attached to the regular study program, some are carried out by a special committee appointed through the Chancellor's Decree, some are carried out separately from the regular S1 program, namely through a special PPG institution determined by the Rector's Decree, such as the pre-service PPG at Manado State University. Therefore, in the implementation of the program, there are certainly not a few problems faced by LPTK, both from internal LPTKs and from outside LPTKs, such as: (1) diverse implementation patterns that result in a variety of patterns of PPG pre-service program policies themselves in

each LPTK; (2) Availability and readiness of human resources, facilities, curriculum, teaching materials, quality assurance systems that may not be maximally fulfilling the standards and needs of stakeholders for the implementation of quality PPG pre-service programs that result in low quality PPG pre-service graduates; (3) The process of implementing a program which is sometimes influenced by internal policies of LPTKs or appointed PPG institutions, which can result in a lack of fulfillment of the standards for the implementation of programs that are well established through Minister of Education No. 8 of 2009 concerning the PPG pre-service program and implementation guidelines for PPG pre-service as the operationalization of the policy; and (4) lack of maximum implementation of management functions such as: planning, coordination, supervision, communication, which can result in a lack of maximum pre-service PPG implementation at Manado State University.

This is the reason the researchers conducted evaluation research. In addition to the PPG pre-service program, it is the government's flagship program in implementing teacher certification policies for each LPTK, also because there are still many problems related to the implementation of the program as stated above. Evaluation as early as possible needs to be done, so that if there are irregularities or discrepancies in the implementation of the program, it can be directly followed up and directed at what is the government's mandate through the teacher certification policy set.

Specifically for teacher certification that was taken through the path of Teacher Professional Education at Manado State University, up to 2012 there were 4 batches for pre-service

PPGSD, 2 classes for PPG Basic Science positions, and 1 class for PPG in PGSD study programs and Joint Education study programs. there is another PPG pre-service as a continuation of the Advance with Educating Indonesia program through Bachelor educate in the 3T area (Outermost, Frontier, Disadvantaged) held since January 2013 for PGSD study programs and Geography Education Study Programs, which will end in August for PGSD and December for Geography education study program. Furthermore, there will be another PPG program in the future. This shows that the teacher certification policy will not end, so it is appropriate to evaluate the implementation of the teacher certification policy as early as possible through the Teacher Professional Education path, so that if deviations are found in its implementation, it can also be used as a reflection material to improve it. in the implementation, both by the study program, the manager of the LPTK level, even the recommendations can be utilized by managers at the Ministry of Education and Culture National level.

He evaluation of the implementation of the Teacher Professional Education policy is needed to obtain information on how to implement the Teacher Professional Education policy position at Manado State University. The evaluation target is the PPGSD Pre-service Program Unima PGSD S1 input boarding because the program has been implemented, has had as many as 4 batches of graduates, and has policies (Permendiknas No. 8 of 2009 <sup>[15]</sup> concerning Pre-service Teacher Professional Education Program).

Problems focused on the implementation of PPGSD policy Pre-Position Input of UNIMA Boarding PGSD S1 which includes (1) Legal foundation, goals, needs and expectations of stakeholders on the implementation of pre-service PPGSD in Unima, (2) HR readiness / availability (students, lecturers, tutors, program managers) ), facilities (BS lab, micro teaching lab, lab school, partner school, library, learning equipment), curriculum, teaching materials, and quality assurance system for pre-service PPGSD at Unima, (3) Process for implementing recruitment and selection of participants, SSS WS process Pre-job PPGSD, pre-job PPLSD PPL process, competency test process (performance test and written test), supervision process, and decision making process in pre-job PPGSD in Unima, (4) Performance of the Unima pre-service PPG program management in terms of quality and quantity of graduates.

### Research Methods

The approach used in this study is policy evaluation (research evaluation). Policy evaluation, among others, aims to determine the implementation of a policy so that information can be obtained whether the implementation has been as expected (Dunn, 2000: 8) <sup>[6]</sup>.

In this study, the existing policy was not evaluated (Minister of National Education Regulation No. 8 of 2009 concerning the Pre-service Teacher Professional Education Program), but the evaluation was directed at the implementation of the policy in the Manado State University PPGSD Program. The target of the evaluation was PPGSD pre-service input for PGSD S1 boarding, because this program had 4 graduates.

This evaluation study uses the CIPP model (Context, Input, Process, Product). Context evaluation is carried out to obtain information about the legal foundation, objectives,

needs and expectations of stakeholders regarding the implementation of PPG pre-service; Input evaluation is done to get information about readiness / availability of human resources (students, lecturers, tutors, program managers), facilities, curriculum, teaching materials, and quality assurance system for pre-service PPGSD at Unima; Process evaluation was carried out to obtain information about the implementation of the PPG pre-service Program in Unima; and Product Evaluation was carried out to obtain information about the performance of PPG Pre-service program management in terms of quality and quantity of graduates.

Data collection uses interview, observation, documentation study, and questionnaire techniques. That procedure taped: (1) preparing research instruments, (2) collecting data obtained, (3) sorting out the collected data according to the components and aspects assessed, (4) analyzing the data according to the criteria set, (5) ) presenting data in the form of diagrams, tables, and images, and interpreting them, (6) summarizing the results of the study.

The key instruments are the researchers themselves, while the key informants are those who are related to the implementation of the program (program managers, WS lecturers, DPL, civil servant teachers and principals of partner schools, students, and parties representing stakeholders). Data were analyzed qualitatively with descriptive statistical analysis techniques.

### Results and Discussion

Results and discussion of evaluation of PPG pre-service policy implementation through the Unima pre-service PPGSD program obtained through interviews, observation, documentation studies, and questionnaires, with models CIPP evaluation, described as follows:

#### 1. Context

Context evaluation was conducted to assess aspects of the legal foundation, objectives, needs and expectations of stakeholders on the pre-service PPGSD program. The results of the study showed that the Unima PPGSD program had a clear legal basis and purpose, and was very much needed. Although there is one of the 20 respondents who filled out the questionnaire, they stated that it was not needed because there was a PGSD S1 who produced a Bachelor of Education with a Teaching Deed as an elementary teacher, and according to him later it would be certified if the teacher was a teacher. because of the demands of the law, but because in some regions, especially in the 3T area, teachers still need teachers of sufficient quality as professional teachers.

The demand to produce professional teachers requires that the LPTK organizers have a clear vision based on the principle of "good university governance" and have the capacity to ensure the professionalism of their graduates. In other words, the capacity of LPTK organizers, both human resources, namely lecturers, education staff and other supporting personnel, as well as facilities and infrastructure, various hardware and software must be available properly. In addition, other matters must be seriously prepared which guarantee the quality of an educational program including the recruitment system of prospective students which is carried out selectively, curriculum, academic atmosphere, determination of graduation demands and objective and transparent evaluation procedures supported by a guarantee

system quality (Dikti, 2009 <sup>[2]</sup> academic manuscript). Is Unima ready to face the challenge? The evaluation results showed that Unima gave a positive response to what the stakeholders needed and hoped for the pre-service PPGSD program. This positive response was demonstrated through: (1) providing the widest opportunity for lecturers to develop themselves through S2 and S3 studies, so in terms of PPGSD HR, Unima was considered to meet standards in terms of qualifications, namely S2 = 59%, S3 = 16% , while S3 = 18%, Professor = 7%; (2) program implementation facilities, it appears that there have been efforts from Unima with the construction of student dormitories with a capacity of + 600 people on the Tondano campus and the completion of 1 of 7 PPG Main buildings (now used for PPG office activities and PPG participant WSS activities post SM3T); (3) high commitment from the leadership in meeting the set standards, it appears from the effort to provide human resources and facilities as mentioned in points 1 and 2 above, and leadership acceptance to the Dikti move team is related to the implementation of the pre-service PPG program at Unima.

However, from observations and interviews, it should be acknowledged that there are still weaknesses in terms of human resource empowerment and the provision of special facilities for the Unima pre-service PPGSD program, where HR empowerment is still influenced by leadership / managerial subjectivity, and most of the facilities used are still heritage SPG which according to the assessment is still not 100% fulfilling the standard. Facilities referred to: (1) lab field of study. In Unima (PPG study program PGSD) only has 2 labs in the field of study (Science and Mathematics). Even though the SPG inheritance lab which is considered not 100% meets the standard; (2) Workshop room. Unima (PPG study program PGSD) does not yet have a SSP WS room with a set of presentation equipment / LCD sets installed patent; (3) lab schools are not yet available (still using partner schools) which cannot facilitate the implementation of PPGSD with repetitive layered patterns; and (4) micro teaching labs inherited from SPG which are considered not 100% fulfilling the standards to facilitate micro teaching / peer teaching activities for pre-job PPGSD participants. It cannot be negotiated, it is hoped that in the future this weakness can be used as a priority program for Unima. If this standard is met, Unima will undoubtedly become a qualified, superior, and calculated LPTK especially in producing professional elementary teachers. Tilaar (2006) <sup>[26]</sup> states that with the existence of standards, future expectations can be predicted, especially if supported by the advancement of science and technology. Furthermore, it is said, that the teacher certification policy is actually fine if it is run for the purpose of guaranteeing the quality of teachers and lecturers so that the professionalization of teachers and lecturers can run well. What for? If teachers teach good standards, then the support of learning resources can be utilized to create an effective and superior learning atmosphere. Thus, the hope is that education including the pre-service PPGSD of Unima will be able to create local superiority or competitiveness and national competitiveness, even global competitiveness (Tilaar, 2006) <sup>[26]</sup>

## 2. Input

Input evaluation, carried out to assess aspects of readiness / availability of human resources (students, lecturers,

managers, tutors), facilities (study labs, micro teaching labs, lab schools, libraries, partner schools), pre-service PPGSD curriculum, teaching materials, and systems quality assurance. Assessment results indicate: (1) HR (students, lecturers, managers, tutors) fulfill the requirements or according to the standards set; (2) facilities (study lab, micro teaching lab, lab school, library, partner school) not yet 100% according to the standard set; (3) Unima PPGSD curriculum according to the standard. That is, the Unima pre-service PPGSD curriculum follows the pre-service PPGSD curriculum established nationally by the Director General of Education.

Even so, from the results of observations, interviews, and study of documentation, it was recognized that in terms of HR there were still weaknesses, especially in terms of HR empowerment, where in the empowerment of HR it was still influenced by leadership / managerial subjectivity, especially the empowerment of lecturers / DPLs. not in accordance with the field and expertise. Likewise, the empowerment of tutor teachers was not optimal, especially in the SSP WS process (GP was almost never presented in the SSP WS implementation), even though the GP in PPG had its role as an extraordinary lecturer.

Thus, next from the facility. Based on the results of observations and interviews, most of the facilities used in the implementation of pre-service PPGSD programs (study labs, micro teaching labs, lab schools), have not been up to standard. Except for partner schools, they are in accordance with the standards. In the future, human resources (lecturers, DPL, managers, tutors) must be empowered in accordance with their fields and expertise, the presence and compliance in service needs to be monitored using instruments with clear criteria, involvement of tutors as extraordinary lecturers must be optimized, and facilities needed in the implementation of the pre-service PPGSD program as mentioned above it must be used as a priority program for Unima.

Article 3 paragraph (1) and (2) b. Permendiknas No. 8 of 2009 <sup>[15]</sup>, explicitly explains that the PPG program is organized by universities that have education personnel education institutions that meet the requirements. These requirements include having facilities and infrastructure that meet the requirements to support the implementation of the PPG program. This is more confirmed in the PPG pre-service guidelines (Dirjen. Dikti, 2009) <sup>[2]</sup>. there explained that the intended infrastructure was facilities and infrastructure that fulfilled the requirements to support the implementation of the PPG program, namely: (a) having a micro teaching laboratory; (b) have a field laboratory; (c) having a school lab, (d) having a network of partnerships with partner schools, and (e) having a collection of relevant, up-to-date libraries, an adequate number and easily accessible to students.

The same is confirmed in the PPG pre-service academic text (Dirjen. Dikti, 2009) <sup>[2]</sup>, that in order to produce professional teachers, the capacity of LPTK organizers, both human resources, namely lecturers, education staff and other supporting personnel, as well as facilities, various hardware and software must be available well. This indicates that HR and facilities / infrastructure are important, and therefore, Unima must follow up, and make weaknesses in this aspect a priority program.

Related to the curriculum, from the results of observations and documentation studies, it was shown that the curriculum

applied in the Unima pre-service PPGSD was according to the standard. That is, the curriculum structure includes subject specific pedagogy and Field Experience Program (PPL), with a maximum study load of 20 credits (8 SSP WS credits and 12 PPG PPL credits). (Article 9 paragraph (1), (2) and article 10 paragraph (3) Minister of Education Regulation No. 8 of 2009). The problem is the 1 semester study period to complete the study load of 20 credits and PPL with repetitive layered patterns. Based on interviews, observations, documentation studies, and questionnaires, it was shown that the 1 semester study period to complete the study load of 20 credits and PPL with repetitive layered patterns, did not optimally produce good results. Furthermore, the learning system includes lectures (WS SSP), PPG practicum and PPL, because inadequate supporting facilities and study periods that are too short, are not optimal, especially in the implementation of practicums that can hardly be implemented. In the future, Unima is expected to be able to prepare supporting facilities so that the curriculum can be implemented properly, the central government is expected to be able to add 1 semester study period to 1 year drinking, and the procurement of school labs is Unima's priority program for the next 1 or 2 years. In the PPG academic pre-service manuscript (Dirjen. Dikti, 2009) <sup>[2]</sup>, explicitly states that teacher competence is something intact, so that the formation process cannot be done instantly. In addition, other matters must be prepared seriously that guarantee the quality of program implementation including the curriculum. The availability of curriculum according to standards, supported by human resources and facilities supporting adequate curriculum implementation, and sufficient study period, allows Unima PPGSD graduates to have: (1) a set of competencies in accordance with applicable standards, (2) able to work by applying scientific principles and technology in providing services as an expert, (3) obeying the teaching professional code of ethics in carrying out their profession, (4) working with full responsibility and dedication, (5) being able to make decisions independently or collectively, (6) showing accountability for their performance related parties, (7) able to work with colleagues and other relevant parties, and (8) able to develop themselves sustainably both independently and through professional associations. (Dirjen. Dikti, PPG pre-academic academic paper, 2009 <sup>[2]</sup>).

### 3. Process

Process evaluation was carried out to assess the implementation of the Unima pre-service PPGSD program. The aspects assessed are the process of recruiting and selecting participants, the SSP WS process, PPL PPL process in partner schools, and the competency test process (performance test and written test). The results of the study indicate that in general WSS WS, PPL PPG, and Competency Test are carried out according to existing procedures (according to standards). However, based on observations and interviews, several weaknesses were found, especially in the SSP WS process, namely service to students, there were respondents (students) who stated they were unsatisfactory. Conversely, the assessment of the completion of tasks by students, there are also respondents (lecturers) who say they are not satisfactory. Respondents' answers were reinforced by the results of interviews, observations, and documentation studies, that lecturers seemed to be less than optimal in serving students because

of the large number of teaching assignments. Furthermore, the completion of tasks by students is not satisfactory because the internet network to access learning materials is not good, also because the average initial ability of students is less supportive.

Assessment of PPL PPGSD pre-service process in partner schools. the implementation of the pre-service Unima PPGSD PPL in terms of the mechanism / pattern of PPL implementation; DPL, GP and student competencies in implementing PPL; relationship between DPL, GP, and students; DPL, GP, Kepsek services to students; perceptions of lecturers on completing student assignments; and the frequency of attendance of the MPA and students in the PPL, according to the respondent's assessment are in the category of good / according to the standard set. The weakness is sometimes lack of coordination, incomplete quality assurance format to control the performance of lecturers and students, and the difficulty of implementing PPL with repetitive layered patterns. Unima PPLSD PPGSD with block pattern, tends not to be different from PPSD S1 PGSD.

The performance test and written test in the Unima pre-service PPGSD program were assessed according to the standard. It's just that in the implementation, the performance test specifically faced obstacles in terms of external examiners. There were several external examiners who were not present at the test, who were forced to be replaced by the DPL in the school concerned. In the future, every lecturer, DPL, performance test examiner (internal and external) needs to fill the format of willingness to become an MPA, and test performance testers, with a description of the rights, obligations and sanctions, so that Unima's PPL PPGSD becomes more professional.

PPG pre-service policy implementation related to the SSP WS process, PPL PPL, and competency test of the pre-service PPGSD at Unima was also influenced by communication factors, resources, disposition or bureaucratic attitude and structure (Syafaruddin, 2008: 87). According to Syafaruddin these four factors work simultaneously, both functioning in facilitating the implementation of policies, can also affect the implementation process so that it is less successful. Perfect communication and coordination is a condition for implementing the policy. Furthermore, however clear the process of policy communication is to policy implementers, and however orders and authorities have been given, but if the available resources do not support, this can hinder the implementation of the policy. Likewise with the disposition or attitude of implementing the policy, the policy implementers determined with their ability must be encouraged with all their heart or have a commitment to implement the policy.

However the implementing capacity is recognized as significant, but if the attitude is not conducive to implementing the policy, then the policy is only policy or wishful thinking. Therefore, the attitudes and abilities of policy implementers must be the concern of direct leaders and implementers of policies in achieving their goals.

Finally, bureaucratic structure. The policy implementers sometimes already know what will be done because it is communicated and want to implement it, but the implementation of policies is sometimes also hampered because of the bureaucratic structure. In this section, often coordination problems become a bureaucratic structure

factor that can hinder the implementation of policies. Because in the implementation of the policy involving many people, also the field and environment can influence the smoothness and success of the policy, the so-called fixed procedures or standard operational procedure (SOP) are the methods adopted for the smooth implementation of the policy. However, the implementation of policy becomes an important momentum for the overall policy of an organization. So too should the PPG pre-service organization at Unima. The four factors that determine the success of the PPG pre-service program implementation policy are important things to consider and act upon.

#### 4. Product

Results evaluation was carried out to assess the performance of the pre-service PPGSD program in Unima in terms of quantity and quality of graduates. The quota data of 240 people, who participated in PPG = 213 people, and those who graduated were 108 people, indicating that in terms of quantity there was a discrepancy between the number of quotas set by the government and the number of participants, and the number of graduates. Based on the results of the interview, it was found that it turned out that when the PGSD Undergraduate boarding boarded there stopped because of illness and for no apparent reason, there were those who did not participate in PPG because they immediately proceeded to S2, and some did not graduate because they did not meet graduation requirements. This is still something that is natural and can be tolerated. However, there were respondents who gave negative responses about quota determination, all of which came from the 3T area. According to them, those who need professional teachers are not only in the 3T area. Other regions such as Minahasa Regency, North Sulawesi still lack teachers, and need professional teachers. So in the future, it is expected that the quota determination by the government will spread to other areas in need, so that there is equity.

The quality of graduates, seen from the average GPA achieved, SSP WS portfolio, PPL portfolio, PTK report / learning improvement report, obtained results that graduates are of sufficient quality as professional teachers. In addition to the initial ability of participants who were partially below the standard, also because the study period of professional competence formation through pre-service PPGSD was too short (1 semester). Except maybe if Unima has its own lab school, to hone teachers' professional competencies. Like the medical profession education, which is attached to the hospital as the main lab of his professional education.

The success of a policy is determined by the successful implementation of the program as an implementation of the policy, and the success of the program can be demonstrated by the performance of program management. The performance of program management affects the number and quality of graduates. As stated above, there are 4 factors that must be considered in implementing the policy, namely communication, resources, disposition or attitude, and bureaucratic structure (Syafaruddin, 2008: 87). The implementation of minimal policies is related to three things, namely: (1) the existence of policy goals or objectives, (2) the existence of activities or activities to achieve objectives, and (3) the results of activities.

Again, the demand to produce professional teachers requires that LPTK organizers including Unima have a clear vision based on the principle of "good university governance" and

have the capacity to ensure the professionalism of their graduates. In other words, the capacity of LPTK organizers, both human resources, namely lecturers, education staff and other supporting personnel, as well as facilities and infrastructure, various hardware and software must be available properly. In addition, other matters must be seriously prepared which guarantee the quality of an educational program including the recruitment system of prospective students which is carried out selectively, curriculum, academic atmosphere, determination of graduation demands and objective and transparent evaluation procedures supported by a guarantee system quality.

Also keep in mind that the implementation of quality PPG programs enables graduates: (1) Demonstrate a set of competencies in accordance with applicable standards, (2) Able to work by applying scientific and technological principles in providing services as an expert. (3) Comply with the teacher professional code of ethics in carrying out their profession, (4) Work with full responsibility and dedication, (5) Able to make decisions independently or jointly, (6) Demonstrate accountability for their performance to related parties, (7) Able working with colleagues and other relevant parties, (8) Able to develop themselves continuously both independently and through professional associations.

In order for prospective teachers to be able to do these things, it is necessary not only academic preparation, but also intensive experience in applying these academic principles in real situations in school. Furthermore, because teacher competence is something intact, the formation process cannot be done instantly. That is, the formation of teacher competence is an educational activity that requires study, training, and habituation so that it can make decisions effectively and efficiently in a transactional situation. (Dirjen. Dikti, PPG pre-academic Academic Paper, 2009<sup>[2]</sup>). If Unima is able to realize this expectation, in the future Unima will become a qualified, superior and calculated LPTK (Vision Unima, 2012-2016). Thus, Unima's vision would not be a mere dream, but a dream that could truly be manifested.

## Conclusions and Recommendations

### Conclusion

#### 1. Context

PPGSD Program Pre-service Unima has a legal foundation and clear objectives, and meets the needs and expectations of stakeholders. The implementation of the pre-service PPGSD, in addition to fulfilling the demands of the law, is also to meet the needs of professional teachers, especially in areas 3T (Left Behind, Frontier, Outermost). This hope received a positive response from Unima as a LPTK who was trusted and appointed to organize the program. This positive response is evident from the high commitment from the leadership through PPGSD HR preparation with qualifications: S2 = 59%, S3 = 16%, while S3 = 18%, Professor = 7%. Although the learning equipment facilities are still not 100% fulfilling the needs, Unima is considered feasible to implement the pre-service PPGSD program. It seems that there has been an effort carried out by Unima in the context of organizing PPG, with the construction of dormitories at the Tondano Campus with a capacity of + 600 people, and the completion of the first phase of the construction of 7 main PPG buildings. Regardless of the

legal basis and purpose of pre-service PPGSD, if there are not sufficient resources (human resources, facilities, curriculum, teaching materials, quality assurance systems) and

according to standards, can not realize what the needs and expectations of stakeholders.

## 2. Input

Manado State University is trusted and appointed to carry out pre-job PPGSD since 2009, starting with PPGSD input S1 boarding. As a pilot project for implementing PPG in Unima, the PPGSD study program has prepared guidelines that regulate the technical implementation of the pre-service PPGSD Program that addresses National PPG guidelines. For that reason, from the input side Unima is considered to fulfill the requirements as the program organizer. However, from this point of view, there are still some weaknesses, especially in aspects of learning support facilities, aspects of HR empowerment, and quality assurance systems (do not yet have PPG SOPs with clear criteria). Weaknesses can be seen in learning facilities that are not 100% according to the standard (not yet having 5 labs in innovative study according to PPGSD standards, not yet having micro teaching labs and lab schools according to PPG standards, not yet having WS SSP facilities according to PPG standards), still subjective in HR empowerment according to the field and expertise (involvement of WS and DPL lecturers is less suitable for their fields and expertise), and the unavailability of quality assurance SOPs with clear criteria. Whatever the complete and complete resources for implementing the pre-service PPGSD policy at Unima (HR, facilities, curriculum, teaching materials, quality assurance systems), if not properly empowered in the implementation process, will affect the achievement of stakeholders' goals and expectations.

## 3. Process

The existence of Permendiknas No. 8 of 2009<sup>[15]</sup>, about PPG Pre-Position and PPGSD Guidelines Pre-service which is the operationalization of the National Education Ministerial Regulation, makes it easy for Unima to implement the Pre-service PPGSD program properly (referring to existing standards). However, the pre-service PPGSD study period which only 1 semester resulted in obstacles in the technical implementation of the program. The obstacles in question, among others, are that the learning system cannot be implemented optimally which includes lectures, practices, and PPL as stated in article 11 paragraph (1) and (2) of the Minister of Education No. 8 in 2009. There is a discrepancy in the PPG academic calendar with the academic calendar of partner schools that sometimes have collisions, completion of tasks both by lecturers and students which sometimes are not satisfactory, and the availability of learning support facilities that do not meet the standards of program implementation have an impact on the products produced. However, in general for the aspects of the SSP workshop implementation, the implementation of the PPL, the implementation of the competency test (performance test and written test), in general it has been well implemented according to the existing standards and procedures. Meanwhile, the aspects of the supervision and decision-making process are not optimal (do not have SOPs with clear criteria). Effective monitoring and decision-making processes influence the

implementation of pre-employment PPGSD policies at Unima.

## 4. Product (Results)

The results of the assessment on aspects of program management performance are seen in: (1) the number of graduates, and (2) the quality of graduates. Based on graduates' GPA, SSP workshop portfolios, PPL portfolios, and PTK reports / learning improvement reports produced by graduates, in general the assessment in this aspect is in a fairly satisfying category. This shows that the PPG Unima program can be continued, with various efforts to improve aspects that are considered still weak, and efforts to maximize management functions such as: planning, organizing, coordination, communication, control and evaluation.

implementing quality PPG programs enables graduates: (1) Demonstrate a set of competencies in accordance with applicable standards, (2) Able to work by applying scientific and technological principles in providing services as an expert. (3) Comply with the teacher professional code of ethics in carrying out their profession, (4) Work with full responsibility and dedication, (5) Able to make decisions independently or jointly, (6) Demonstrate accountability for their performance to related parties, (7) Able working with colleagues and other relevant parties, (8) Able to develop themselves continuously both independently and through professional associations. In order for prospective teachers to be able to do these things, it is necessary not only academic preparation, but also intensive experience in applying these academic principles in real situations in school.

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