

Analysis of Implementation Program Beginners 'Teacher's Induction in Deli Serdang

Riri Media Putri, Darwin, Nasrun

ABSTRACT

The purpose of this research is to know the result of analysis implementation of induction program for beginner teacher in Deli Serdang. Specifically to know the planning process, implementation program, problems and solutions, the results, and positive implications of induction program for beginner teachers in Deli Serdang. To achieve these objectives used survey methods, qualitative, and descriptive analytical. Setting / implementation of research conducted in Deli Serdang. Collection techniques data through observation, in-depth interviews and documentation studies. The result of the research shows that: (1) The planning process of induction program for beginner teacher is done through socialization and coordination meeting in Education Office. (2) Implementation of induction program of beginner teacher through the preparation phase, introduction of school environment, guidance, assessment, and report. (3) The result of implementation of teacher induction program is seen from the achievement of induction program plan and teacher absorption level in teaching by 100%. (4) Positive impact of induction program for beginner teachers is the impact on the goodness of learning tools, and the improvement of education quality in Deli Serdang and the increasing of education quality in Deli Serdang so that the education world become qualified. It is expected that the results of this study can provide input for the Government of Youth and Sports Education Department Deli Serdang in improving the quality of implementation of induction program beginner teachers.

Keywords: Implementation Analysis, Induction Program, Teacher, Government

I. INTRODUCTION

At the beginning of a beginner teacher starts teaching and getting to know the school environment, the teacher is faced in a developing school condition. According to ^[1]Sabdulloh the school is an environment that deliberately designed and implemented with rules that are tiered and sustainable. As a formal education, the school is a special institution that is a vehicle, a place to conduct education, in which there is a process of teaching and learning to achieve certain educational goals. ^[2]Sukmadinata mentions that the school environment plays an important role in the learning development

of students. Thus the school environment is the main place in the learning process of students.

According to ^[3]Gultom there are some problems and obstacles to the competence of teaching teachers are: (1) lack of recognition characteristics of learners; (2) lack of recognition of school environment, school culture, adapt and communicate with school people. This resulted in only a small percentage of teachers who only had the opportunity to improve their professionals and in turn declined in performance. Where teachers are as instrumental in helping the development of learners.

According to ^[4]Lugtyastyono revealed there are several problems that arise in the implementation of teacher induction program, among others: (1) The low quality of teachers; (2) Teachers are not sensitive to the school environment; (3) the teacher does not recognize the characteristics of the learners. Thus the achievement of student learning will depend on the quality of teachers in school.

^[5]Based on www.sergurkemendiknas.go.id that the results of UKG in 2015 show the predefined KKM standards where, the average national UKG is 53.02, while the government is targeting the average value at number 55. In addition, the average of professional score 54 , 77, while the average value of 48.94 pedagogic competence. For more details here is the average recapitulation of the value of UKG 2015. (Pedagogic & Professional)

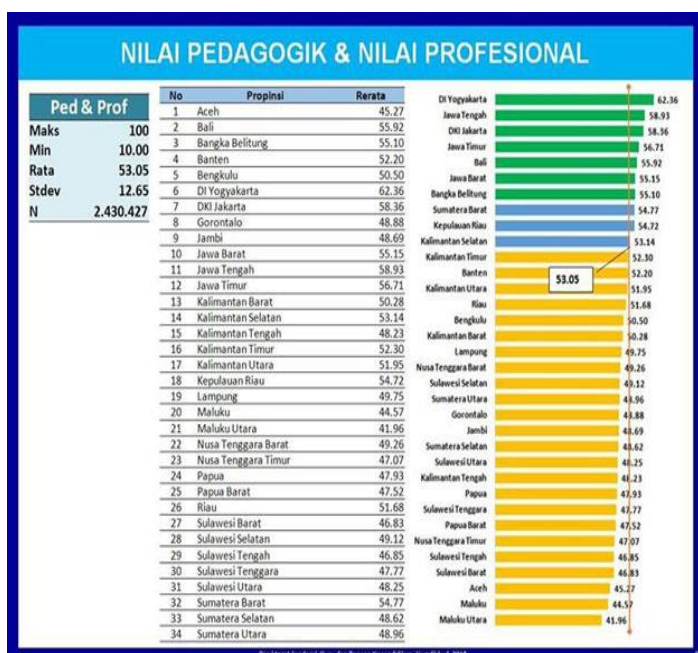


Figure 1.1 Recapitulation of average value of UKG 2015. (Pedagogic & Professional).

Source: www.sergurkemendiknas.go.id.

Based on the picture above shows that the competence of teachers is still low then the Government plans to conduct training / training for teachers whose values still require attention / below standards. So to improve the competence of the teacher the Department of Education Youth and

Sports in Deli Serdang create and implement induction program beginner teachers. Based on several opinions above there are a number of problems, among others: (a) Problems Low quality of teachers; (b) Number of teachers who do not make learning tools; (c) Teachers are less sensitive to the development of learners; (d) Teachers are less concerned about school environmental conditions; (e) Problems Teachers are less able to face in carrying out daily tasks in accordance with the characteristics of subjects; (f) Problems of the teacher's lack of professionalism in the task.

Based on the background above, focus of the problem in this study is about the analysis of teacher induction program based on competence as a reference, so that beginner teacher is declared to be a professional teacher. Then the formulation of problems that can be formulated authors are as follows:

1. How is the planning process of induction program for beginner teachers in Deli Serdang ?
2. How is the implementation process of teacher induction program in Deli Serdang ?
3. How is the the result of the beginner teacher induction program in Deli Serdang ?
4. How is the positive impact of induction program for beginner teachers in Deli Serdang ?

The purpose of this research are:

1. To know the planning process of induction program for beginner teachers in Deli Serdang
2. To know the implementation process of teacher induction program in Deli Serdang
3. To know the result of the beginner teacher induction program in Deli Serdang
4. To know the positive impact of induction program of novice teachers in Deli

II. METHODS AND MATERIAL

According to ^[6]Gultom in Daryanto and Arisandi, Induction Programs for beginner teachers are orientation activities, workplace training, development, and problem-solving practices in the learning / guidance and counseling process of the school / madrasah on the job. The induction program is systematically designed and planned based on the concepts of cooperation and equity between novice teachers, mentors, peers, principals, supervisors with professional learning approaches.

The induction program for beginner teachers is based on the understanding that:

1. Workplace learning is a key element for the development and learning of beginner professional teachers, this stage also plays an important role in the development of sustainable profession
2. Professional learning involves teachers and teacher groups developing new practices and understandings about their work.
3. Professional School Dialogue Cooperation can support professional learning, develop reflective practice and strengthen the approach of kolegalitas for school development
4. Professional teacher learning is the foundation for school development and improvement of learning outcomes of learners and improvement of professional stature.

The implementation of an induction program aims to guide novice teachers in order to: adapt to the work climate and school / madrasah culture, and carry out their work as professional teachers in schools / madrasah. While the goal of the Beginner Teacher Induction Program for beginner teachers who are not civil servants, the induction program is implemented as one of the requirements of appointment in the position of permanent teachers, equalization of non-civil servant teachers in the form of infassing.

According to Gultom in the module of induction program of novice teachers there is a process of implementation of the induction program:

1. Preparation
2. Introduction of School Environment
3. Coaching

The guidance consists of mentors conducted on the assessment of Phase 1 and Phase 2, namely:

a. Stage 1 supervisor

The mentor of stage 1 is basically the guide to develop the competence of the beginner teacher. In this supervisor is required assessment of the supervisor to know the sub-competence that has met the standards and which have not. Competence of this standard per the existence of continuous guidance so as to achieve the standard. The first stage supervisor is held on the 2nd month until the 9th month by the supervisor who has been appointed by the principal.

In the second month, beginner teachers with counselors prepare: (1) professional development plans for the first year of induction, (2) syllabus and lesson plan ,

b. Supervisor Phase 2

The second stage of guidance was held in the 10th month and 11th month by principals and school supervisors not just to conduct performance appraisals to novice teachers. The second stage of the guidance is the observation of learning / guidance and counseling followed by a review and enter the principal / madrasah and pennegwas, which leads to increased competence in learning / guidance and counseling. Learning observations conducted in the second stage supervisors are held at least 3 times by the principal and 2 times by the school superintendent. Step observation of learning / guidance and counseling done by mentor (mentor stage 1), principal and school supervisor (guidance 2) are as follows:

1. pre observation

Counselor or principal or supervisor with beginner teacher determines the focus of instructional observation / guidance and counseling. The focus of observation is maximum of five elements of competence from each core competency on each learning observation

2. Implementation of Observation

At the time of observation, the supervisor or school/madrasah principal or supervisor observes the learning activities/ guidance and counseling of beginner teachers and fill out the results of observation of learning / guidance and counseling in accordance with the focus of the elements of competence that have been agreed

3. Post-Observation

Activities conducted post-observation. First beginner teacher fill out the reflection sheet, learning / guidance counseling after the learning / bimbingan that is implemented. Second, the principal / madrasah or supervisor and novice teacher discuss the results of the guidance at each stage and provide input to the beginner teacher after the observation is complete. Ketga, a novice teacher and principal / madrasah or supervisor sign the result sheet of learning / guidance and counseling observation.

4. Assessment

At the end of the induction program, a beginner teacher's performance is assessed. Assessment of the performance of beginner teachers is done as performances performances that are applied to other teachers (senior) in each year, using the result sheet of observation learning. The results of the performance appraisal at the end of the induction program are determined based on agreement between the supervisor, principal / madrasah and supervisor with reference to the principle of professionalism.

5. Recommendation of Assessment Result

Beginner teacher who as private teacher who have completed the program of induction program with

performance grade, proven with certificate, can be proposed to be appointed as permanent teachers and have functional positions as government teacher who have not achieved good performance grade may submit a renewal period of no longer than 1 year. Beginner teachers as private teacher who do not achieve a performance grade with good grades in the period of renewal, can not be appointed permanent teachers.

6. Reporting

Preparation of the report was conducted on the 11th month after the second stage of mentoring and performance appraisal was completed, with the following proser: First, drafting of performance report of teacher performance by the headmaster / madrasah discussed to the supervisor and supervisor. Second, the determination of the results of the assessment report of the performance of beginner teachers by considering the results of observation of learning / guidance and counseling and the implementation of other relevant tasks, which in turn the beginner teacher is stated to have performance value with very good category, good, moderate and less. Third, the signing of the results report of the performance of the novice teacher by the principal / madrasah. Fourth, the issuance of certificate by the principal / madrasah to the head of the Office of education for novice teachers who have achieved the value of performance with a minimum value of both categories.

This research type is descriptive qualitative research, that is drawing situation and occurrence. According to ^[7]saifuddin azwar, said the data collected is purely descriptive, so it does not seek explanation, test the hypothesis, find relevant, make predictions, or study the implications / impacts. The location of this research was conducted at SMP Gema Bukit Barisan dan SMP Tamora in Deli Serdang. As for the data subject that the writer use as the source of informant needed in data collection research: (1) Section Head of Youth and Sports Education Department, (2) Principal, (3) Supervisor, (4) Supervisor (5) Beginner Teacher Junior High School Participant The data

collecting that writers do is to read books that have to do with the management of induction program management in the professionalism of teachers in schools. Primary Data, Secondary Data, Data analysis technique.

III. RESULTS AND DISCUSSION

The results of this study will be described based on the research problem that discusses the Implementation of Induction Program in Improving Beginner Teacher's Competence In Deli Serdang Regency. Analysis is done by using data that have been obtained and processed obtained by field observation, interview with informant and documentation.

This implementation analysis establishes four problem formulas namely: planning process of induction program of junior high school teacher, implementation process of induction program of junior high school teacher, positive impact of induction program of beginner teacher. The steps or actions undertaken by the Office of Youth and Sports Education Deli Serdang related to the implementation of induction program in improving the competence of beginner teachers in Deli serdang conducted through socialization. The socialization activities of the Senior Education Office of Deli Serdang were attended by Head of Education, School Principals, School Supervisors, Teachers and Teachers on August 24, 2016. Thus, socialization Implementation of Induction Program activities in Improving Beginner Teacher Competence was conducted in Deli Serdang consists of Private Junior High School Tamora, Gema Bukit Barisan Private Junior which number of participants amounted to 9 people.

Thus PIGP Implementation is carried out through five stages: preparation, introduction of school environment, implementation, assessment and reporting carried out for one year has been done in accordance with the time specified, PIGP program is not only conducted among policy implementers but

also by principals and teachers, parties imposed directly by the established policy. The process of implementing the initial teacher induction program implemented in Deli Serdang includes: (1) Preparation Phase implemented in the first month of June 2016 and which should be prepared by a principal is to analyze the needs of school environment, beginner teacher education background and prepare candidate mentor, schedule PIGP activity and formulate action plan of PIGP implementation while supervisor's task in preparation stage is to analyze teacher requirement in Deli Serdang which amounted to 9 Persons. (appendix 8), drafting a counseling plan in accordance with the schedule specified in June 2016 while the task of a school supervisor in preparation stage in June 2016 counseling plan is to study guide books and PIGP modules and develop training plans; (2) The School Introduction Phase is implemented in the first month after the beginning teacher is identified and this activity is followed by 9 participants from one sub rayon. The principal introduces a novice teacher to the school and students and the supervisor should carry out the introduction of the school environment situation to the novice teacher and discuss the counseling schedule; (3) The counseling stage is done on the second month up to the ninth month by the teacher who is appointed as the mentor. Activities undertaken at this stage are mentors, problem analyzers, and teachers collectively seeking solutions to the problems encountered in the lesson plans, teaching materials in the form of learning media, student worksheets and assessments; (4) Evaluation stage undertaken through learning observation and observation of the execution of additional tasks attached to the implementation of the main activities according to the teacher's workload; (5) The Reporting Stage shall be conducted on the twelfth month after the second stage of assessment by determining the decision on the Performance Report of the Beginner Teacher Performance Evaluation Report.

Beginner Teachers are the first teachers assigned to carry out the process of learning / guidance and counseling on educational units organized by the government conducted in Deli Serdang. The beginner teacher induction program is implemented through the preparatory phase, the introduction phase of the school, the implementation of guidance, review and reporting. In the implementation of induction program of novice teachers, counselors collect learning tools but in the implementation of this program There are still teachers who do not make learning tools in accordance with criteria that have been determined and school environment issues that are less conducive in implementing the induction program. At the time of MGMP is constrained by the funds so that the teachers of the subjects have constraints and lack of awareness of the school for this program.

The expected outcome in this induction program is to make teachers become their true teachers, by training teachers to be professional, especially private teachers equating equality of positions and raising teacher credit score so that it is equivalent to civil servant teachers, the teacher becomes a professional in teaching, more enabling principals to become supervisors and school supervisors, and to make supervisors monitor and monitor and provide input to principals and teachers who are included. Results expected teachers are more ready and creative in the providers of learning materials, and should be supported the readiness of learning media. By mastering the media learning teachers more professional look The results are expected improvement of instructional devices and instructional media that is very supportful implementation of effective learning in class. And the teacher can be said professional and creative teachers. With the introduction of this beginner teacher program, so that the process of teaching and learning in the class will run better, because the learning tools, teaching tools and learning media that have been prepared well and evaluated the readiness of instructional devices that have been done

improvements. "The induction program of novice teachers trains teachers in the improvement and preparation of learning tools, so that teachers are more professional in the preparation and more confident in classroom teaching.

The impact of induction program of junior high school teachers conducted in Deli Serdang Education Office: The first impact is the improvement of learning tools in which each participant of the junior high school teacher induction program followed by Gema Bukit Barisan Junior High School, amounting to 6 persons of Junior Private Junior High School Tamora which amounts to 3 People should have learning tools such as RPP and syllabus. During the implementation of the beginner teacher induction program for the junior high level, the improvement of the learning set is done continuously, which is guided by two mentors and two school supervisors. The second impact, from induction program of junior high school teachers to the improvement of the quality of the learning process which after the implementation of induction program beginner teachers implemented by the Education Office of Deli Serdang District able to raise the quality and quality of education and able to improve student achievement character and graduate competence to increase. Based on the above opinion, that every teacher must master the four competencies of teachers, then each teacher must have learning tools such as RPP and syllabus to become professional teachers in the work, then teachers who participate in the beginner induction teacher program can provide new colors quality education and quality.

IV. CONCLUSION

The process of policy socialization has led the Office of Education Youth and Sports Deli Serdang can implement policies on the analysis Implementation Induction Program In Improving Beginners Teacher Competence in Deli Serdang. Implementation Implementation is done through four stages of preparation stage, implementation phase, assessment

phase, reporting stage. The steps or actions implemented by the Deli Serdang Youth and Sports Education Office related to the implementation of the teacher induction program are carried out by conducting the socialization at an early stage then implemented for one year from June 2016 until July 2017.

Thus the analysis of the implementation of induction program for beginner teachers from in Deli Serdang has been implemented with the specified time, the implementation of teacher induction program is only done by teachers of Private Junior High School Tamora and Junior High School Gema Bukit Barisan not only conducted between policy implementers but also by principals and teachers, those directly affected by the established policies. Implementation of induction program of novice teachers in the implementation of the induction program is conducted through five stages: (1) Preparation stage, (2) Environmental recognition stage; (3) Counseling Stage; (4) Assessment; (5) Reporting. Implementation The budding teacher induction initiative program includes the support of the Education Office, Principals, Supervisory Teams, School Supervisors and Teachers. The support of the staff of the Education Office and the Principal plays an important role because the success of the government policy needs to be supported by the Education Office, principals and supervisory teams that have good capabilities and competencies, both with regard to skills, attitudes and professionalism in their areas of expertise. While quantity is related to the adequacy of the number of beginner teachers who became the object of the implementation of the induction program. The support of Education Departement staff, principals, school supervisors and supervisory teams is an important factor in the implementation process of the beginner teacher induction program in Deli Serdang.

The result of this induction program is to make the teachers become their true teachers, by training teachers to be profesional, especially private teachers

equating equality of positions and increasing the credit score of teachers so that equivalent to civil servant teachers, teachers become professionals in teaching, more activate principals become mentors and school supervisors, and make supervisors monitor and monitor and advise principals and teachers who are included

The results of the PIGP activities of the teachers are more ready and creative in providing learning materials, and should be supported by the readiness of instructional media. By mastering teacher learning media more professional look. The existence of the achievement the planning the implementation for induction program of beginner teachers with the changing attitude of active and creative teachers in teaching. Support from the Education Office, Headmaster is highly anticipated in Induction Teacher Induction Program, and this activity has been done on time for one year held in June 2016 until July 2017. Positive impact of the implementation of induction program of novice teachers to make students with character , improving the quality of learning, the competency standard of graduates is increasing.

V. REFERENCES

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