

Motivation, Professionalism, and Language Skills: An Analysis of the PPG Prajabatan Program in Indonesia

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Abstrak: PPG Prajabatan menegaskan efektivitasnya dalam memberikan manfaat kepada pendidik; namun, sejumlah peserta menyatakan ketidakpuasan terhadap efektivitas pelatihan tersebut. Tujuan dari penelitian ini adalah untuk mengkaji pandangan mahasiswa mengenai pengaruh PPG Prajabatan terhadap motivasi, profesionalisme, dan kemampuan linguistik. Survei online dan wawancara digunakan untuk mendapatkan wawasan yang komprehensif dari para peserta. Temuan menunjukkan pemahaman peserta terhadap materi pelajaran, namun keterlibatan mereka dalam pelatihan dan keterlibatan kepemimpinan memerlukan penyempurnaan. Program ini memiliki keterbatasan dalam meningkatkan kemampuan berbahasa. Aktivitas seperti diskusi dan presentasi terbukti secara empiris lebih efektif daripada kuliah tradisional. Tinjauan kritis terhadap materi pelatihan diperlukan untuk memastikan motivasi peserta dan peningkatan diri yang berkelanjutan. Rekomendasi menganjurkan penggabungan aktivitas yang meningkatkan kemampuan berbahasa lokal dan asing dalam kerangka program PPG Prajabatan.

Kata kunci: PPG Prajabatan, Motivasi Guru, Profesionalisme Guru, Keterampilan Berbahasa

Abstract: PPG Prajabatan asserts its efficacy in conferring benefits upon educators; however, a considerable number of participants express dissatisfaction with the training's effectiveness. The objective of this study is to scrutinize students' perspectives regarding the influence of PPG Prajabatan on motivation, professionalism, and linguistic aptitude. Online surveys and interviews were deployed to elicit comprehensive insights from participants. Findings reveal participants' comprehension of the subject matter, yet their engagement in training and leadership involvement necessitate refinement. The program exhibits constraints in augmenting language proficiency. Activities such as discussions and presentations are empirically proven to be more efficacious than traditional lectures. A critical review of training materials is imperative to ensure sustained participant motivation and self-enhancement. Recommendations advocate for the incorporation of activities fostering both local and foreign language proficiency within the framework of the PPG Prajabatan program.

Keywords: PPG Prajabatan, Teacher Motivation, Teacher Professionalism, Language Skills

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INTRODUCTION

The PPG Prajabatan program, known as "Program Pendidikan Profesi Guru Prajabatan" in Indonesia, is recognized for addressing teachers' specific needs and equipping young educators with essential skills. With 3.9 million teachers in the country, 25% lack academic qualifications, and 52% lack professional certificates (Baihaki, 2020). PPG Prajabatan aims to provide professional education, primarily for young teachers seeking further development after formal education. The program focuses on enhancing pedagogic competencies aligned with national standards, leading to a

professional educator certificate (Ambarriyah & Fachrurrozie, 2019; Indraswati et al., 2020).

The government-designed PPG Prajabatan serves as structured professional learning, intending to positively impact teacher practices, introduce innovative ideas into the learning process, and improve the overall quality of education and student outcomes (Handayani, 2020; Lailatussaadah et al., 2020). Despite its objectives, the implementation of PPG Prajabatan faces challenges. Some participants express dissatisfaction, citing ineffectiveness in training processes and a lack of adequate preparation for classroom challenges. Issues with engagement and insufficient support from program coordinators and trainers also emerge, suggesting potential shortcomings in module design and delivery. Thus, this research aims to investigate the following research questions regarding the PPG Prajabatan program in Indonesia:

1. What is the relationship between the PPG Prajabatan program and teachers' motivation in Indonesia?
2. How does the professionalism of teachers in Indonesia relate to the PPG Prajabatan program?
3. What is the relationship between the PPG Prajabatan program and teachers' proficiency in Indonesian and English?

By examining the relationship between the PPG Prajabatan program and teachers' motivation, the research can provide insights into the effectiveness of the program in fostering teacher motivation and job satisfaction. Furthermore, investigating the correlation between the professionalism of teachers in Indonesia and the PPG Prajabatan program can shed light on the program's contribution to teachers' professional development and competence. The significance of this research lies in its potential to inform policy-making and efforts on program improvement. The findings can contribute to enhancing the PPG Prajabatan program by identifying factors that enhance or hinder teachers' motivation and professionalism. Additionally, understanding the program's impact on language proficiency can guide the integration of language-focused activities to improve teachers' communication skills. Lastly, this research has the potential to enhance teacher education practices, improve teacher effectiveness, and raise the overall quality of education in Indonesia.

METHOD

The research methodology employed a mixed-method approach to comprehensively examine the PPG Prajabatan program's benefits and impact on young teachers. The quantitative method provided a general overview, capturing insights over a year while assessing its influence on participants' careers and professional skills. Meanwhile, the qualitative method delved into participants' perspectives, aiding in drawing conclusions based on the gathered questionnaire data. Participants, selected through voluntary sampling, included current students and program alumni, totaling 23 respondents who completed an online questionnaire via Google Form. The questionnaire, comprising 35 questions in three main sections, explored teacher

motivation (14 questions), professionalism (11 questions), and language skill development (10 questions). Additionally, participants had the option to consent to interviews for supplementary data collection. Table 1 below shows the Questionnaire item samples for the questionnaire.

Table 1. List of Questionnaire Item Samples

Questionnaire Items
On a scale of 1 (not helpful) - 5 (very helpful):
1. How has this program improved your skills as a more professional teacher?
2. How useful can you apply the teaching techniques and strategies taught in this program to your actual classroom?
3. How helpful were the instructors who trained and taught you in this program?

Data from the Google Form covered participant interests, teacher professional growth, motivation for joining the PPG Prajabatan program, and language skills. Categorization included PPG Prajabatan batch and year, teaching experience length, taught level, and participants' reasoning. Post-collection, analysis described participant perspectives for conclusions. Interested interviewees were contacted directly, and Zoom interviews, guided by open-ended questions linked to survey responses (Table 2), were conducted. Interview data, complement questionnaire insights, enhanced study reliability and validity. This supplementary data provided direct participant perspectives, enriching the overall understanding of the research topic.

Table 2. List of Interview Items

Topic of the Interview	Sample of Open-ended Interview Questions
Teacher Professionalism	<ol style="list-style-type: none">1. How has the PPG Prajabatan program contributed to your professional growth as a teacher?2. Can you provide specific examples of how the program has enhanced your teaching skills and pedagogical knowledge?3. In what ways has the program helped you develop a deeper understanding of educational policies and regulations?4. Have there been any notable changes in your instructional strategies for classroom management techniques as a result of participating in the PPG program?5. How has the program influenced your collaboration with other educators and professionals in the field?
Teacher Motivation	<ol style="list-style-type: none">1. What motivated you to participate in the PPG Prajabatan program?2. Were there any specific goals or aspirations that prompted your decision to join?3. Did you perceive any potential benefits or advantages of completing the program in terms of career advancement or personal development?4. How did you learn about the PPG program, and what factors

	influenced your decision to enroll?
	5. Have your initial motivations and expectations been met during the program?
Teacher Language Development	1. In what ways has the PPG program helped improve your English language proficiency?
	2. Can you share instances where the program has enhanced your ability to teach English effectively?
	3. How has the program supported your development in using the Indonesian language in the classroom?
	4. Have there been any specific language-related strategies or resources provided in the program that have positively influenced your language skills?
	5. Do you believe that the PPG program has contributed to your overall language development as a teacher?

To uphold data validity and reliability, the researcher presented interview and questionnaire data to a group of collaborators—individuals from the initial questionnaire respondents who volunteered to ensure data authenticity. Out of 23 respondents, 15 participated as research collaborators, providing additional insights and clarifications. After reaching a consensus, the collaborators' agreement validated the research findings. This collaborative verification process not only ensured study reliability but also incorporated diverse perspectives and expertise, elevating the overall quality and robustness of the conclusions.

RESULTS AND DISCUSSION
Motivation in the PPG Prajabatan Program

Data obtained from the first part of the questionnaire and interview revealed the participants' views on the motivation aspect of the PPG Prajabatan Program. The motivated teacher will strive to maximize their efforts in fulfilling assigned tasks from their superiors. Conversely, an exceptionally motivated teacher will not only aim to achieve their goals but also diligently complete the tasks at hand. Furthermore, prior studies indicate that highly motivated individuals possess specific traits, such as ambition, strong work ethic, diligence, and a profound appreciation for creativity and productivity (Suyanto, 2018; Trisnowali, 2017).

The participants came from various batches. Six participants have graduated from the PPG Prajabatan Program, and 17 participants are currently enrolled in the program. Most of them are young teachers with less than ten years experience of in teaching. The spread of participants based on the length of teaching experience can be found in the table below.

Table 3. Participants based on teaching experience

Length of teaching experience	n1	Percentage
less than a year	10	43.5%
1-5 years	10	43.5%
6-10 years	3	13%

Participants were asked about their thoughts on whether the program is helpful for them to improve their skills as professional teachers. Participants gave the responses on a scale from 1 (not helpful) to 5 (very helpful) and the results were as follows.

Table 4. Response to how has this program improved your skills as a more professional teacher?

Responses	n2	Percentage
Very helpful	10	43.5%
Quite helpful	11	47.8%
Helpful	2	8.7%
Little helpful	0	0%
Not helpful	0	0%

All participants found the program to help improve their skills as professional teachers. 8.7% of the participants claimed that the program is helpful, while the rest were divided into stating quite helpful (47.8%) and very helpful (43.5%). The program is deemed to improve teacher's skills, especially in teaching due to its integration with real experience at school during teaching practice. One of the participants also pointed out its activities that allowed teachers to communicate with students and other elements of school so that the teachers' public speaking skills also improved. The program improved teachers' pedagogy comprehension like theories as well as its practice. The result was found to be aligned with the four competencies of teachers namely pedagogical competence, personality competence, professional competence, and social competence (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2020).

Enthusiasm is a powerful source of motivation for learning (Akbarjono, Belawati, & Afriani, 2022). Hence, the presence of enthusiasm of young teachers during the PPG Prajabatan program was also observed. Responses found in the items related to enthusiasm are served in the table below.

Table 5. Response to how enthusiastic do you feel about this training?

Responses	n3	Percentage
Very enthusiastic	8	34.8%
Quite enthusiastic	8	34.8%
Enthusiastic	5	21.7%
Little enthusiastic	2	8.7%
Not enthusiastic	0	0%

The participants were enthusiastic about learning to be professional teachers in the PPG Prajabatan program. 34.8% felt very enthusiastic about the training. These participants highlighted the expansion of horizons like subjects that are new to them and the opportunity to upgrade professional skills. The result shows that 34.8% felt quite enthusiastic, 21.7% felt enthusiastic, and 8.7% felt a little enthusiastic about the program. The enthusiasm of these participants came from the expectations of gaining new knowledge and experience, being granted the training opportunity in the form of a scholarship, and the opportunity to boost their careers as teachers. The part about boosting a career as a teacher in the future was mentioned quite frequently (4

participants), which indicated that this reasoning had a high impact on the enthusiasm about this program. Nevertheless, various research studies have indicated that one of the driving factors for teachers to enroll in teacher professional education programs is the prospect of receiving financial incentives (Daud et al., 2020; Kosko et al., 2020; Wene & Muljani, 2020).

The applicability of the techniques taught in the PPG Prajabatan program can boost its students' motivation. Martin Covington, professor of the Graduate School in Psychology, stated that a lesson plan organized around a problem for students to solve can leverage their intrinsic motivation, which leads to the quality improvement of students' learning. (Psychology: Motivation and Learning)

Table 6. Response to how useful can you apply the teaching techniques and strategies taught in this program to your actual classroom?

Responses	n4	Percentage
Very applicable	6	26.1%
Quite applicable	12	52.2%
Applicable	5	21.7%
Little applicable	0	0%
Not applicable	0	0%

Regarding the applicability of the techniques that the participants learned in the program to their actual classroom, the response varied between scores 3 (applicable) to 5 (very applicable). 5 participants, who made up 21.7% of the total thought that the techniques were applicable. 12 participants (52.2%) thought that the techniques they learned in PPG Prajabatan were quite applicable to their actual classroom. The other 6 participants (26.1%) agreed that this program gave them knowledge of techniques that are very applicable to their classroom.

A high percentage was concentrated on a scale of 4, which was given by the participants because they felt that the techniques had limitations when implemented in classrooms due to students' diverse backgrounds. One participant who gave a score of 3 stated that some techniques were not explained in detail, leaving the participant not fully comprehending them. Another participant pointed out that preparing lesson plans and other administration was different from the school context; hence, he gave a score of 3 as a response.

Table 7. Response to how helpful were the instructors who trained and taught you in this program?

Responses	n5	Percentage
Very helpful	6	26.1%
Quite helpful	9	39.1%
Helpful	7	30.4%
Little helpful	1	4.4%
Not helpful	0	0%

Motivation in learning can extend from the feeling of how an individual is trained. The research also investigated the participants' perspectives on how helpful the instructors were in the PPG Prajabatan program. There were 26.1% of the participants agreed that the instructors were very helpful during the program. 39.1% of them found the instructors to be quite helpful. Another 30.4% found the instructor to be helpful. 4.4% of the participants felt that the instructors were a little helpful. The instructors were seen as competent figures throughout the courses. However, there were times when the instructors were deemed not to fully comprehend the subject matter they taught in PPG courses.

Table 8. Response to how likely are you to persist in the face of challenges or obstacles?

Responses	n6	Percentage
Very determined	8	34.8%
Quite determined	11	47.8%
Determined	2	8.7%
Little determined	2	8.7%
Not determined	0	0%

Motivation is what makes an individual persist in doing something. In terms of how likely the participants were to persist in facing the challenges in the program, 34.8% of the participants felt very determined to persist, 47.8% felt quite determined to persist, 8.7% stated determined to persist, and another 8.7% were little determined to persist in facing the challenges during the program.

Various things were mentioned as the reasons that made the participants persistent in PPG Prajabatan programs. Some participants mentioned their self-nature as individuals who would finish what they started. Some participants mentioned wanting to be inspiring and contributing to the education world. One participant who considered herself as 'little determined' mentioned the uncertainty of the follow-up career after PPG Prajabatan had lowered her determination. Again, this matter proved to be contributing a high portion of the motivation of PPG Prajabatan students.

Table 9. Response to how much effort are you willing to put into this program?

Responses	n7	Percentage
Very much	11	47.8%
Quite much	8	34.8%
Moderate	3	13%
Little much	1	4.4%
Not much	0	0%

47.8% of the participants were willing to put very high effort into the program. 34.8% were willing to put in high effort. 13% of the participants were willing to put moderate effort into the program. Lastly, 4.4% were willing to put in little effort. This result reflected the determination of the participants to make a serious effort in this program.

The effort that would be given to the program was linked to the determination of the participants in persisting to face challenges and obstacles. The participants stated “I want to be a competent teacher”, “not want to fail”, and “I want to make an impact on society”. Some participants also talked about welfare and privilege as professional teachers with educator certification.

Table 10. Response to how much do you feel supported and encouraged by others in the program?

Responses	n8	Percentage
Very much	8	34.8%
Quite much	11	47.8%
Moderate	4	17.4%
Little much	0	0%
Not much	0	0%

34.8% of the participants felt very much support and encouragement from others in the program. 47.8% felt quite a lot of support and encouragement. Lastly, the rest 17.4% felt that the support and encouragement given by others were moderate.

Family and friends/colleagues took high portions in this matter. Participants stated that families mostly gave support for them to enter this program because of the impact it could have on teaching skills and careers in the future. Four participants mentioned fellow PPG Prajabatan program students giving them support during the program. An interesting input was given by a participant in which she mentioned uncertainty of the follow-up post-PPG Prajabatan becoming the reason she picked “moderate” as a response.

Reflecting on the research findings on the motivation aspect of PPG Prajabatan students, it was found that the follow-up after this professional education program plays a central role in affecting the participants’ motivation, aside from the opportunity to become a professional teacher with upgraded skills and knowledge.

PPG (Professional Teacher Education) and Teacher's Professionalism

This research aimed to explore the experiences and perceptions of participants in the PPG Prajabatan program in Indonesia, focusing on the empowerment of teachers and the improvement of their language skills. Educators who have undergone teacher professional education exhibit outstanding performance when it comes to effectively executing the learning process. They excel in engaging students through suitable and efficient teaching methods and resources, leading to increased student absorption in the subject matter. Additionally, these teachers foster positive social relationships within the classroom setting (Fadhilah, 2017; Hasanah et al., 2020).

The findings revealed several key insights. Firstly, the majority of participants expressed a strong understanding of the subjects they teach, indicating the program's success in equipping them with solid subject knowledge. However, there were still participants who perceived their understanding as less strong or neutral, suggesting areas for further development and support in their training.

Table 11. Respondent data "After joining the program, how strong is the knowledge and understanding of the subject matter you teach?"

Knowledge Level	Number of Participants	Percentage
Very strong	3	13.6%
Strong	12	54.5%
Neutral	5	22.7%
Less Strong	2	9.1%
Not Strong	0	0%

Secondly, while a significant portion of participants reported actively engaging in ongoing professional development, there were variations in the frequency of their participation. Understanding the factors influencing participants' access to and preferences for professional development is crucial for designing effective teacher training programs that cater to their specific needs and preferences.

Table 12. Respondent data after joining the program, how often do you stay updated with current teaching training?

Frequency	Number of Participants	Percentage
Very often	3	13.6%
Often	6	27.3%
Neutral	5	22.7%
Less often	6	27.3%
Not often	2	9.1%

Thirdly, the program had a positive impact on participants' confidence in creating inclusive learning environments that value diversity and foster a sense of community. However, some participants expressed a need for additional support and training in implementing inclusive teaching practices. Exploring the specific aspects of inclusivity and community-building that participants feel uncertain about can guide the design of targeted interventions to address these concerns.

Table 13. Respondent data after joining the program, do you consider creating a positive and inclusive learning environment that values diversity and promotes a sense of community among students?

Perception	Number of Participants	Percentage
Certainly	13	59.1%
Somewhat certain	6	27.3%
Neutral	3	13.6%

Fourthly, the program was effective in enhancing participants' skills in classroom management, establishing clear expectations, and addressing student behavior issues. However, some participants had a more neutral perception or felt that their skills had

not improved significantly. Further exploration of the specific aspects of classroom management and behavior issues would help understand the program's effectiveness and inform future training efforts in these areas.

Table 14. Respondent data after joining the program, do you think you have better skills in managing your classroom, establishing clear expectations, and effectively addressing student behavior issues?

Perception	Number of Participants	Percentage
Strongly agree	4	18.2%
Agree	13	59.1%
Neutral	4	18.2%
Disagree	1	4.5%

Fifthly, participants exhibited varying levels of certainty in their ability to personalize instruction and to differentiate learning activities. Some participants may benefit from additional support and training in these strategies. Understanding the specific challenges or perceived areas of improvement in personalizing instruction and differentiating learning activities can guide the design of interventions to promote further growth in this area.

Table 15. Respondent data after joining the program, do you personalize instruction and differentiated learning activities to meet the diverse needs of your students?

Perception	Number of Participants	Percentage
Certainly	5	22.7%
Somewhat certain	10	45.5%
Neutral	7	31.8%

Sixthly, while some participants were willing and certain about taking on leadership roles and contributing to the education community, others had reservations or a neutral stance. Investigating the reasons behind these attitudes and understanding participants' motivations and concerns can inform the design of training programs and support systems to encourage greater participation and engagement in leadership and community initiatives.

Seventhly, although many participants reported frequently assessing student progress and providing constructive feedback, some had a more neutral perception or required additional support. Identifying the challenges or areas for improvement in assessment and feedback practices can guide the design of interventions and resources to enhance these aspects of teaching practice.

Lastly, participants perceived substantial growth in their expertise in various aspects of teacher professionalism, including the teaching field, learner-centered approaches, language and communication skills, cultural sensitivity, and multiculturalism. However, they reported less growth in educational leadership and

policy. Exploring the program components and activities that contributed to perceived growth in these areas can provide insights for program improvement and development.

PPG (Professional Teacher Education) and Teacher's Language Development

Teachers' Language Development encompasses educators' proficiency in public speaking, explanation, discussion, and selecting appropriate communication strategies, particularly in English and Indonesian. Proficient language skills are crucial for effective communication and instructional delivery, and vital for the learning process and professional growth of young teachers. The PPG program employs various daily activities to enhance participants' language abilities, including task assignments, homework completion, attending lectures, engaging in discussions, delivering presentations, and teaching practice. This study validates several activities positively impacting participants' language development. Detailed results will be presented in subsequent tables.

Table 16. Response to the relationship between the benefits of assignments during the PPG Program contributes to improving language skills.

Perception	n1	Percentage
Helpful	10	43%
Neutral	6	26%
Not Helpful	6	26%

The survey indicates that 43% of respondents found assignments effective in enhancing language skills, highlighting the program's positive impact. This suggests a well-structured assignment design tailored to participants' language development. However, 26% remained neutral, indicating potential issues with clarity or relevance. Another 26% perceived assignments as unhelpful, prompting the need to explore the reasons behind this perception. Factors such as participants' pre-existing proficiency, misalignment with specific language needs, or lack of motivation may contribute. Addressing these through personalized support and refined design could enhance perceived benefits.

Table 17. Response to the relationship between lecturers during the PPG Program contributes to improving language skills.

Frequency	n2	Percentage
Improving	9	39%
Neutral	5	22%
Not Improving	8	35%

The data shows that 39% of the participants reported that the lecturers had a positive impact on improving their language skills. This indicates that the majority of respondents recognized the competence and effectiveness of the lecturers in facilitating their language development. It suggests that the PPG Program has selected

knowledgeable and skilled educators who are successful in delivering instructional content that enhances language skills.

On the other hand, 35% of the participants expressed the perception that the lecturers did not contribute significantly to the improvement of their language skills. This finding warrants further investigation into the potential reasons behind this perception. Possible factors could include a mismatch between the participants' learning styles and the teaching methods employed by the lecturers, ineffective communication or presentation techniques, or a lack of personal connection between the participants and the lecturers. Addressing these concerns could lead to improvements in the teaching strategies employed by the lecturers, fostering a more supportive and effective learning environment.

In addition, 22% of the participants reported a neutral perception, indicating that they neither strongly agreed nor disagreed with the notion that the lecturers contributed to the improvement of their language skills. This neutral stance could stem from various factors, such as the participants' expectations, prior experiences with different teaching styles, or individual learning preferences. It would be beneficial to gather more feedback from this group to better understand their specific needs and identify potential areas for improvement in the lecturers' instructional approaches.

Table 18. Response to the classroom interaction and discussion activity during the PPG Program contributes to the improvement of language skills.

Frequency	n3	Percentage
Helpful	8	35%
Neutral	4	17%
Not Helpful	11	48%

The data shows that 35% of the participants found the classroom interaction and discussion activities helpful in improving their language skills. This suggests that a significant portion of the participants recognized the value of these activities in promoting language development. The interactive nature of these activities likely provided opportunities for participants to practice their speaking and listening skills, engage in meaningful discussions, and receive feedback from both peers and instructors.

However, it is important to note that 48% of the participants reported that these activities were not helpful for their language skill improvement. This finding indicates that there may be aspects of the classroom interaction and discussion activities that need to be addressed. Possible reasons for this perception could include a lack of clear objectives or structure in the activities, insufficient guidance or facilitation by the instructors, or a mismatch between the participants' language proficiency levels and the complexity of the discussions. Identifying and addressing these concerns can help improve the effectiveness of these activities and increase their perceived benefits for participants.

Furthermore, 17% of the participants expressed a neutral perception of the impact of these activities on their language skills. This suggests that some participants did not strongly feel that the classroom interaction and discussion activities significantly

contributed to their language development. Further exploration is needed to understand the reasons behind this neutral stance, such as their individual learning preferences, prior experiences with similar activities, or the need for additional support or guidance during these interactions.

Table 19. Response to the teaching practice during the PPG Program contributes to improving language skills.

Frequency	n4	Percentage
Improving	12	52%
Neutral	4	17%
Not Improving	7	30%

The table reveals that 52% of participants credited the teaching practice component for improving their language skills, indicating practical application in real classrooms. Engaging in teaching practice likely offered valuable experience with feedback and guidance from instructors and peers.

However, 30% believed teaching practice didn't significantly contribute to language skills improvement, suggesting aspects needing examination and enhancement. Factors like inadequate support, task complexity mismatches, or a lack of focus on language development might contribute. Additionally, 17% held a neutral view, warranting further exploration into individual experiences, preferences, or the need for additional support during teaching practice.

In conclusion, while a majority found teaching practice beneficial, addressing the concerns of those who didn't perceive significant improvement is crucial. Comprehensive support, clear guidance, and focused language development can optimize this component in the PPG Program, ensuring maximum benefits for all participants. Continuous feedback and adjustment contribute to an effective learning environment supporting language skill improvement.

Table 20. Comparison of activities that are recognized as having a positive contribution to PPG Prajabatan participants

Name of Activity	n5	Percentage
Discussion & Group Work	10	43%
Task & Homework	10	43%
Lectures & Teaching Practices	1	4%
Reading International Journal	1	4%
Public Speaking activity	1	4%

From the table it can be concluded that the two most recognized activities are "Discussion & Group Work" and "Task & Homework," each accounting for 43% of the responses. This indicates that a significant number of participants found these activities to be valuable for their learning and language development. Engaging in discussions and working collaboratively in groups allows participants to exchange ideas, practice communication skills, and deepen their understanding of the topics covered. Similarly,

tasks and homework provide opportunities for participants to apply their knowledge, practice language skills, and reinforce their learning outside of the classroom setting.

The remaining activities, including "Lectures & Teaching Practices," "Reading International Journal," and "Public Speaking activity," each received 4% of the responses. Although these activities were recognized by a smaller percentage of participants, they still hold importance. Lectures and teaching practices provide essential knowledge and guidance from instructors while reading international journals offers exposure to academic content and language usage. Public speaking activities offer opportunities for participants to develop their speaking skills and gain confidence in expressing themselves in a public setting.

CONCLUSION

The PPG Prajabatan program aims to enhance teachers' skills by integrating theoretical knowledge with real-world experience during Teaching Practice. Teachers are motivated by the expectation of gaining new knowledge, receiving scholarship-based training, and advancing their careers. The program's techniques, applicable to teaching practice, receive positive feedback from participants, who appreciate the instructors' support through discussions, lectures, and group work. Despite over 80% expressing strong determination, uncertainty about post-program follow-ups affects some participants' commitment. In terms of professionalism, participants show a strong understanding of the subjects taught, yet some seek further development and support. The program positively impacts participants' confidence in inclusive teaching and community building but requires additional support for implementing inclusive practices. While improvements in classroom management skills are reported, uncertainty exists regarding personalizing instruction and educational leadership growth. Language development is positively influenced by program assignments, discussions, lectures, and teaching practice, with recommendations including more student-centered activities, reading international journals, and regular public speaking practice for better language skills enhancement.

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