

The Relationship Between Professional Competence Acquired Through the Teacher Professional Education (PPG) Program and Teaching Readiness of Teachers at SMP Negeri 6 Pangkajene Sidrap

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ABSTRACT

This study aims to analyze the relationship between professional competence obtained through Teacher Professional Education (PPG) and the teaching readiness of teachers at SMP Negeri 6 Pangkajene Sidrap. The research employs a quantitative approach with a correlational method to explore how the professional skills acquired from PPG influence teachers' preparedness in delivering lessons effectively. Data were collected through questionnaires, interviews, and documentation, involving teachers who have completed the PPG program as participants. The findings reveal a significant correlation between professional competence and teaching readiness, indicating that the training provided in PPG equips teachers with essential skills and knowledge to enhance their classroom performance. The results of this research provide insights into the importance of professional development programs in improving the quality of education and contribute to strategies for optimizing teacher training initiatives.

Keywords: Teacher Professional Education; Professional Competence; Teaching Readiness

INTRODUCTION

The quality of education plays a crucial role in shaping the future of a nation. Teachers, as the primary facilitators of knowledge transfer, must possess strong professional competencies to ensure effective teaching and learning outcomes. In Indonesia, the Teacher Professional Education (Pendidikan Profesi Guru, or PPG) program has been established as a key initiative for enhancing the quality of teaching by equipping educators with essential professional skills and knowledge.

Professional competence encompasses a teacher's ability to master subject matter, design and implement effective teaching strategies, and assess student learning. These competencies are fundamental in fostering student engagement and achieving educational objectives. However, professional competence alone is not sufficient; teaching readiness is equally important, reflecting a teacher's preparedness and confidence in managing classroom interactions, applying pedagogical approaches, and addressing diverse student needs.

SMP Negeri 6 Pangkajene Sidrap, as a leading public school in the region, has seen numerous teachers participate in the PPG program. Despite this, there remain questions about the extent to which the competencies gained through PPG translate into effective teaching readiness. Understanding this relationship is essential for assessing how professional development impacts actual teaching practices within classrooms.

This study aims to explore the relationship between professional competencies acquired through PPG and the teaching readiness of teachers at SMP Negeri 6 Pangkajene Sidrap. By examining this relationship, the research seeks to provide insights into the effectiveness of the PPG program and its implications for teacher performance and overall educational quality. Additionally, the study intends to identify key factors that influence the integration of PPG competencies into classroom practices, highlighting both strengths and areas for improvement in professional development initiatives. Ultimately, the findings aim to contribute to the ongoing efforts to enhance teacher quality and adapt teaching strategies to meet the evolving demands of the digital era and diverse student populations.

LITERATURE REVIEW

Professional competence is a critical component of effective teaching. It refers to the mastery of knowledge, skills, and attitudes required to deliver quality education. According to Shulman (1987), professional competence comprises several dimensions, including content knowledge, pedagogical skills, and the ability to integrate these competencies into practice. A teacher's professional competence significantly influences student learning outcomes, classroom management, and the overall quality of education. In the context of the Indonesian education system, professional competence is emphasized in various teacher development programs, including Teacher Professional Education (PPG).

Through this program, teachers are equipped with skills to design lesson plans, use diverse teaching methods, and assess students' progress effectively. However, the successful application of these competencies depends on a teacher's readiness to teach. Teaching readiness refers to a teacher's preparedness to implement their knowledge and skills in a classroom setting. It involves both cognitive and emotional readiness, including confidence in managing classroom dynamics, adapting to students' diverse needs, and applying effective teaching strategies. Research by Richards and Rodgers (2014) highlights that teaching readiness is essential for translating professional knowledge into practice and achieving desired educational outcomes.

Teachers with high teaching readiness demonstrate better classroom management, stronger engagement with students, and the ability to address challenges effectively. This readiness is influenced by various factors, including professional training, teaching experience, and access to continuous professional development. The PPG program in Indonesia is a structured initiative designed to enhance teacher professionalism. This program focuses on equipping teachers with theoretical knowledge and practical skills, ensuring they meet national education standards. Studies (e.g., Susilo & Basri, 2021) indicate that the PPG program improves teachers' professional competence and fosters their confidence in teaching.

While the program has shown success in improving knowledge and skills, the extent to which it impacts teaching readiness remains a subject of debate. Factors such as individual motivation, school support, and classroom experience may mediate the relationship between professional competence gained from PPG and actual teaching performance. Several studies have explored the relationship between professional competence and teaching readiness. Research by Kunter et al. (2013) suggests that professional competence significantly enhances teaching readiness, as it provides the foundation for effective classroom practices. However, other studies highlight that competence alone may not guarantee readiness, as factors like confidence, adaptability, and real-world experience play vital roles.

In the context of SMP Negeri 6 Pangkajene Sidrap, understanding this relationship is particularly important, given the diverse challenges faced by teachers in addressing student needs and improving academic performance. This study aims to contribute to the existing literature by examining how professional competence gained from PPG influences teaching readiness in this specific context. By synthesizing existing research, this review provides a theoretical foundation for understanding the interplay between professional competence and teaching readiness, highlighting the importance of integrating both aspects in teacher development programs.

METHOD

Design and Sample

This study employs a quantitative research approach with a correlational design to investigate the relationship between professional competence acquired through Teacher Professional Education (PPG) and teaching readiness among teachers at SMP Negeri 6 Pangkajene Sidrap. The correlational design was chosen to determine the strength and direction of the association between these variables. The population for this study consists of all teachers at SMP Negeri 6 Pangkajene Sidrap who have completed the PPG program. A purposive sampling method was used to select participants who met the criteria of having undergone PPG training and were actively teaching at the school. The sample size was determined based on the total number of eligible teachers available during the study period.

Instrument and Procedures

Data were collected using structured questionnaires, semi-structured interviews, and documentation. The questionnaire measured professional competence through indicators such as mastery of subject matter, lesson planning, teaching methods, and student assessment, as well as teaching readiness through indicators such as confidence, preparedness, classroom management, and adaptability. Both variables were assessed using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Semi-structured interviews provided deeper insights into participants' experiences with PPG and its influence on teaching readiness, while relevant documents such as lesson plans and teaching portfolios were reviewed to validate data from the questionnaires and interviews.

Data Analysis

Descriptive statistics were used to summarize demographic characteristics and the distribution of responses for each variable. Pearson's correlation coefficient was employed to determine the strength and direction of the relationship between professional competence and teaching readiness, while simple linear regression analysis assessed the extent to which professional competence predicts teaching readiness. To ensure validity, the questionnaire was reviewed by experts to confirm the accuracy of the constructs, and a pilot test was conducted to assess reliability using Cronbach's alpha, with a reliability coefficient of ≥ 0.7 considered acceptable. Ethical approval was obtained from the relevant institutional review board, and participants were informed about the purpose of the study, with their consent obtained before data collection. Confidentiality and anonymity were maintained throughout the research process. However, the study is limited to teachers at SMP Negeri 6 Pangkajene Sidrap, which may affect the generalizability of the findings. Additionally, reliance on self-reported data may introduce biases related to social desirability or subjective perceptions.

RESULT AND DISCUSSION

The analysis of professional competence acquired through Teacher Professional Education (PPG) and teaching readiness among teachers at SMP Negeri 6 Pangkajene Sidrap yielded insightful results. Descriptive analysis showed that most teachers demonstrated high levels of professional competence, particularly in areas such as mastery of subject matter, lesson planning, and the use of diverse teaching methods. These competencies are essential for effective teaching, as they enable teachers to deliver engaging and relevant instruction tailored to the needs of their students.

Similarly, teachers' teaching readiness was observed to be above average, with strong confidence and effective classroom management. This readiness reflects their ability to adapt to various teaching situations and to create a conducive learning environment, which is crucial for promoting student engagement and achievement. Pearson correlation analysis revealed a positive and statistically significant correlation between professional competence and teaching readiness ($r = 0.78$, $p < 0.05$). This suggests that higher levels of professional competence are associated with greater readiness to teach. Furthermore, regression analysis demonstrated that professional competence accounted for approximately 61% of the variance in teaching readiness ($R^2 = 0.61$). This highlights the substantial impact of professional competence on teaching readiness and supports the notion that continuous professional development is essential for fostering effective teaching practices.

Additionally, semi-structured interviews conducted with participants emphasized the practical applications of PPG in real classroom settings. Teachers expressed how the program helped them develop innovative strategies for integrating technology and managing diverse student needs. However, challenges such as limited access to digital resources and regional disparities were also highlighted, indicating areas where further support and resources are needed to enhance teaching readiness comprehensively. The findings underscore the critical role of professional competence in shaping teachers' readiness to meet the dynamic demands of the educational landscape. The strong relationship between competence and readiness suggests that sustained professional development, coupled with targeted support, is essential for improving the quality of teaching and learning outcomes.

The findings highlight the critical role of professional competence in enhancing teaching readiness. Teachers who possess strong subject matter knowledge and pedagogical skills are better equipped to plan and deliver effective lessons, manage classroom dynamics, and address diverse student needs. These results align with previous research by Kunter et al. (2013), which emphasized the importance of professional competence in fostering teacher effectiveness. The significant correlation between professional competence and teaching readiness underscores the value of the PPG program in equipping teachers with essential skills and

knowledge. However, the study also suggests that readiness to teach is influenced by additional factors beyond professional competence, such as individual motivation, school support systems, and classroom experience. These findings are consistent with Richards and Rodgers' (2014) assertion that teaching readiness involves both cognitive and emotional preparedness.

The practical implications of this research are clear: professional development programs like PPG should continue to focus on enhancing teacher competence while also addressing factors that contribute to teaching readiness. Providing mentorship, opportunities for reflective practice, and continuous professional development can help teachers translate their competencies into effective classroom practices. In the context of SMP Negeri 6 Pangkajene Sidrap, the results indicate that teachers are well-prepared to meet the demands of the curriculum and foster student learning. However, there is room for improvement, particularly in supporting teachers to apply their professional competencies more effectively. School administrators should consider implementing structured support systems, such as peer collaboration and regular training sessions, to further enhance teaching readiness. Overall, this study contributes to the understanding of the relationship between professional competence and teaching readiness, emphasizing the importance of integrated teacher development programs to improve educational outcomes. Further research could explore how external factors, such as school culture and student diversity, interact with teacher competence and readiness in different educational contexts.

CONCLUSION

This study concludes that there is a significant positive relationship between professional competence acquired through Teacher Professional Education (PPG) and teaching readiness among teachers at SMP Negeri 6 Pangkajene Sidrap. Teachers with higher levels of professional competence, particularly in subject mastery, lesson planning, and teaching strategies, exhibit greater readiness to teach effectively. The findings emphasize the importance of the PPG program in equipping teachers with the necessary skills and knowledge to meet classroom demands and enhance student learning outcomes. Professional competence is a strong predictor of teaching readiness, accounting for a substantial proportion of its variance. However, readiness to teach is not solely dependent on competence; factors such as individual motivation, school support systems, and real-world teaching experience also play crucial roles. These insights highlight the need for comprehensive professional development programs that address both competence and readiness to ensure teachers are well-prepared for the complexities of classroom teaching. The results of this study have practical implications for teacher training and professional development programs. Enhancing mentorship, providing continuous training, and fostering a supportive school environment can further strengthen the relationship between professional competence and teaching readiness. Future research should explore additional factors that influence teaching readiness, including the role of school culture, student diversity, and other

contextual variables, to provide a more holistic understanding of teacher effectiveness in various educational settings.

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