

ABSTRACT

Kristianingrum, Nindya Primandita. (2017). *Positive Impacts of Teacher Profession Education (PPG) Program on Motivation to Learn English: A Study at PPG 2016*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Disparities of education opportunities across Indonesia are unquestionable. Besides, the relatively insufficient teacher competence in teaching among the Indonesian teachers also become an obstacle for the education system. In order to overcome these problems, the Indonesian government and educational institutions have designed some educational programs known as SM-3T and PPG program. These programs are designed to equip teacher candidates with experiences to teach at the foremost, outermost, and left-behind areas and comprehend teacher competence intensively. In 2016, Sanata Dharma University became one of the selected universities to hold PPG program for one year. The PPG program which was held in Sanata Dharma University provided various learning activities that enhanced the PPG students' motivation to learn English through the program, as its importance for their future teaching profession.

This research aimed to reveal the impacts of the PPG program on the PPG students' motivation to learn English. There were two research questions addressed in this research. The first was "What factors affect the PPG students' motivation in attending the PPG program?" and the second was "What are the impacts of the PPG program on the PPG students' motivation to learn English through the program?"

The researcher employed a qualitative approach with a basic interpretative study in this research. The participants of this research were 3 PPG students batch 2016 who were attending the PPG program held in Sanata Dharma University. The researcher used a focus group interview as the main data gathering technique. The results of the focus group interviews were then analyzed to answer the research questions.

Based on the results of data analysis, there were two conclusions drawn from this research. First, there are 6 factors that affect the PPG students' motivation in attending the PPG program as classified using a taxonomy of human motivation (Ryan & Deci, 2000). They are (1) interest or enjoyment and (2) inherent satisfaction in terms of the intrinsic motivation and also (3) salience of extrinsic rewards, (4) ego involvement, (5) conscious valuing of activity, and (6) hierarchical synthesis of goals that underlie the extrinsic motivation. Second, the positive impacts of the PPG program increase the PPG students' motivation to learn English through the program seen from their contextual changes in concepts of thinking and learning caused by the experiential learning and culturally responsive teaching applied in the learning process.

Keywords: *PPG program, motivation, experiential learning, culturally responsive teaching*

ABSTRAK

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Perbedaan kesempatan untuk memperoleh pendidikan di Indonesia sangatlah tinggi. Disamping itu, kompetensi guru di Indonesia dalam mengajar yang relatif kurang juga menjadi suatu rintangan bagi sistem pendidikan. Bertujuan untuk menyelesaikan masalah-masalah tersebut, pemerintah Indonesia bekerja sama dengan institusi-institusi pendidikan telah merancang beberapa program pendidikan yaitu SM-3T dan PPG. Program-program ini dirancang untuk melengkapi para calon guru dengan pengalaman mengajar di daerah-daerah terdepan, terluar, dan tertinggal dan memahami kompetensi guru secara mendalam. Universitas Sanata Dharma menjadi salah satu universitas untuk mengadakan program PPG tersebut selama satu tahun pada tahun 2016. Program PPG yang diadakan di Universitas Sanata Dharma menyediakan bermacam kegiatan pembelajaran yang meningkatkan motivasi para peserta didik untuk mempelajari bahasa Inggris, akan pentingnya hal tersebut bagi profesi mengajar mereka kelak.

Penelitian ini bertujuan untuk mengetahui dampak-dampak dari program PPG terhadap motivasi para peserta didik program PPG dalam mempelajari bahasa Inggris. Terdapat dua pertanyaan penelitian yang ditujukan dalam penelitian ini. Pertama, “Apa sajakah faktor-faktor yang mempengaruhi motivasi para peserta didik program PPG dalam mengikuti program tersebut?” dan kedua, “Apa sajakah dampak-dampak dari program PPG terhadap motivasi para peserta didik program PPG untuk mempelajari bahasa Inggris melalui program tersebut?”

Peneliti menggunakan pendekatan kualitatif dengan penelitian interpretasi dasar dalam penelitian ini. Subjek penelitian yaitu 3 orang peserta didik program PPG yang diselenggarakan di Universitas Sanata Dharma. Peneliti memakai wawancara kelompok (*focus group interview*) sebagai teknik utama dalam pengambilan data. Hasil dari wawancara kelompok (*focus group interviews*) kemudian dianalisa untuk menjawab pertanyaan-pertanyaan penelitian.

Berdasarkan hasil analisis data, terdapat dua kesimpulan dari penelitian ini. Pertama, terdapat 6 faktor yang mempengaruhi motivasi para peserta didik program PPG dalam mengikuti program seperti yang digolongkan menggunakan taksonomi motivasi manusia (Ryan dan Deci, 2000) antara lain (1) minat atau kesenangan dan (2) kepuasan permanen dalam motivasi intrinsik serta (3) kebutuhan upah eksternal, (4) keterlibatan ego, (5) penilaian pada aktivitas, dan (6) perpaduan hirarki pada tujuan yang mendasari motivasi intrinsik. Kesimpulan kedua, dampak-dampak positif dari program PPG meningkatkan motivasi para peserta didik dalam mempelajari bahasa Inggris melalui program tersebut yang terlihat dari perubahan kontekstual pada konsep berpikir dan belajar dengan diterapkannya pengajaran responsif secara budaya dan pembelajaran pengalaman dalam proses pembelajaran.

Kata kunci: *PPG program, motivation, experiential learning, culturally responsive teaching*