

Analysis of Teacher Professional Education Policy and its Relation to the Development of Teacher Professionalism

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Abstract—Educators are the dominant element in educational process, so the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society. This study aims to comprehend and analyze the design of teacher professional education programs as a policy for the implementation model of teacher professional education. This study employs qualitative analysis method using case study descriptive approach. The results of this study indicate that the policy design of pre-service teacher professional education program is considered low in relation to the concept of teacher professionalism development, both from the concept of professional teachers based on Law No. 14 of 2005 as well as from Government Regulation No.19 of 2005 concerning National Education Standards, which in essence is the mastery of four competencies, namely pedagogic, personality, professional and social as a unity. The implication of this research is that through teacher professional education policy, teachers are expected to become more knowledgeable and more professional.

Keywords—analysis of policy; teacher professional education; development; professionalism

I. INTRODUCTION

The importance of education is not a doubt anymore in the world, especially in Indonesia. The quality of education will influence the excellent results obtained from an education process. The problems faced to fix and improve the quality of life are very complex. There are many factors to be taken into account because their influence on human life cannot be ignored. Most importantly, education is one of the factors that can improve the quality of human resources [1,2].

Along with the rapid change of time, increasing the quality of education is highly demanded. Every education system must be able to make changes towards quality improvement [3]. To achieve the number of professional teachers who can drive the dynamics of national education progress, a continuous, well targeted and effective coaching process is urgently needed [4]. On a broader spectrum, recognition for the teaching profession raises many ideas. Therefore, it is highly prioritized to provide true professionals teachers in sufficient numbers, so that students are not trapped in vain due to poor education and learning services [5].

Departing from the theoretical thinking above, the efforts to formulate teacher professional policies and development are critically needed. That is why, recently there have been a lot of encouragement to conduct a review of the teacher management system, especially related to teacher provision, recruitment, appointment and placement, distribution systems, certification, improvement of qualifications and competencies, performance appraisal, competency testing, awards and protection, welfare, career coaching, sustainable professional development, supervision of professional ethics, and teacher management in specific areas relevant to the demands of the present and the future [6,7].

Professional teachers are able to reflect a broad-minded and competent teacher figure in their duties [8]. The efforts to develop teacher professionalism need to be carried out upon an ongoing basis so that teachers' knowledge, understanding and skills related to their tasks are always relevant to the development of the education world [9]. For this purpose, the Ministry of Education and Culture always strives to perfect the policies related to the guidance and development of teacher professionalism.

II. METHOD

The method used in this research is qualitative method. This method is chosen because it is used to determine how to search, collect, process, and analyze data from the results of the study. The research approach used is descriptive. Descriptive research is research approach that focuses on actual problem solving as it is at the time of the research. The type of descriptive approach used in this study is a case study.

Case study is one type of research that can answer the issue or object of a phenomenon, especially in the branch of education. This analysis is carried out on various factors related to the case under study, namely the PPG policy in order to achieve the goals of national education. This study focused intensively on PPG policy and the development of teacher professionalism and investigated it as a case study.

III. RESULT AND DISCUSSION

A. *The Concept of Teacher Professionalism Development*

The figure of a professional teacher, according to the Teacher Law and Government Regulation on National Standard of Education, has shown that the main pillar of teacher professionalism lies in the ownership of academic qualifications, competence, and professional teacher certification. But unfortunately there is a separation of pedagogic competencies and professional competencies that can cause confusion [10]. The explanation of the Teacher Law, article 10, states that "Professional competence is the ability to master subject matter widely and deeply". Meanwhile in the explanation of Government Regulation on National Standard of Education (Article 28 paragraph 3) states that "Professional competence is the ability to master the learning material widely and deeply which allows a teacher to guide students to meet the competency standards set in the National Education Standards".

According to the explanation found in the Teacher Law, professional competence focuses more on mastery and the ability to develop subject matter. This means that teachers with an educational background (S1) or diploma four (D-IV) from non-education can be considered to have more professional competence than teachers with an undergraduate education background (S1) in education. Meanwhile the explanation from Government Regulation on National Standard of Education suggests that teachers should have mastery and ability to develop the subject matter.

Meanwhile, ability in the field of substance knowledge required teachers to master the substance (subject matter) that was given to their students and understand how to use that knowledge in planning learning according to the established curriculum [11]. Profile of professional teachers is having the skill, abilities, and expertise in their fields, in this case experts in their field as well as experts in teaching them [12]. This means that a professional teacher is not only required to master the material he/she teaches but is also able to impart the concept of the knowledge he/she teaches.

Thus, after gaining the opportunity to develop professionalism in a sustainable manner, the teacher will have high competence increasingly. A professional teacher is a teacher who has two components, namely basic skills and strategic components [11]. Basic skills are skills that are integrated and embedded in a professional teacher covering the ability to communicate, collaborate, master technology, and evaluate. Meanwhile, strategic component (critical component) is the basic ability in carrying out learning, including the ability in the field of material understanding, pedagogic, leadership, and personal attributes.

The concept of teacher professionalism in both juridical and academic terms is clear. However, it cannot guarantee that the level of implementation runs as expected, both in the preparation of PPG and in its practical term in school. Changes in the meaning of education reform or innovation depended on what the teacher did and thought [13]. Meanwhile, although teachers were complex phenomena, some of the criteria of teachers as managers ranged from the type of preparation and

knowledge the teacher had, what to teach to students and how knowledge must be delivered to class effectiveness [14].

B. *The Design of Teacher Professionalism Education Program and the Concept of Teacher Professionalism Development*

The low competency of the teacher in the pre-service PPG program is related to the choice of the teacher education program model, namely the consecutive model. The advantage of this model is that teachers have better mastery in their main field, but perform incompetency in the aspects of pedagogic, social, and personality competencies [15]. Through consecutive model, the competencies obtained through pre-service PPG have comparison 1: 3. This means that professional competence is convincing but the other three competencies (pedagogy, personality, and social) are of big concern, even though the four teacher competencies are intact. Conceptual-academic errors lie in determining the frame of mind for implementing PPG as a result of thinking superficially about the contents of Article 8 of the Teacher Law so that it cannot distinguish between professional education and consecutive teacher professional education [10].

Conceptually, the PPG policy is more appropriately focused on the PPG program for teachers that are conceptually far more promising for professional teachers or the preparation of elementary and pre-school teachers (PAUD). Basically, elementary education does not require high professional competence except for pedagogical, personal, and social competencies. Given the urgency of the teacher's role in building a quality and character of the nation, the conceptual fallacy in PPG will reap failure to build the nation and state. Educational change depends on what teachers do and think" [13]. Development of the education sector depends on what the teacher does and thinks. Thus the success and failure of education in order to build the quality of the nation is very much determined by the professionalism of the teacher. While the success or failure of creating professional teachers is very dependent on the policy of implementing PPG.

Basically, teacher has academic classifications, competencies, and certifications. Teacher has main task of educating, managing, guiding, directing, training, assessing, and evaluating students [16]. According to the policy, professional teachers having the calling of soul and idealism are able to improve the quality of education, have academic qualifications, have competence in accordance with their duties, have professional responsibilities, earn according to achievement, be able to develop professionalism in a sustainable manner, guarantee legal protection and have professional organizations [17,18].

In the effort to create a professional teacher, there are several points that need to be considered, including: 1) consistency in the standardization of the teaching profession as mandated in the legislation with all the consequences; 2) realizing teacher professional development as a continuous and mutually supportive cycle (starting from pre-service, teacher recruitment and coaching processes in office); 3) improving the management of teacher according to characteristics; and 4) creating the synergy of roles and

responsibilities among teachers, government, LPTK, and Professional organizations [19]. Teacher's professional education can be passed through two stages of education namely S1 and PPG education. In this case, PPG equips and develops professional competence through teaching practice on authentic field settings by applying academic competencies that have been achieved in undergraduate education. For this purpose, human resource qualifications and competencies are needed, namely PPG lecturers who meet the requirements.

Based on this explanation, it cannot be said that PPG is a shortcut to becoming a professional teacher, but it is a very difficult and long-term path to be taken. To be able to participate in this PPG, prospective applicants are also expected to take part in the *SM-3T* program, namely undergraduate teaching in remote, outermost, and foremost areas of the Republic of Indonesia. After graduating from PPG, they can become civil servant. PPG is also divided into two, namely pre-service education and in-service education. The number of prospective teachers participating in this PPG must also be adjusted to the needs (Supply and Demand) [20].

IV. CONCLUSION

The PPG Pre-service program policy is considered low at the level of coherence in relation to the concept of teacher professionalism, both the concept of professional teachers according to the Teacher Law, No. 14 of 2005 and the concept of Government Regulation concerning National Education Standards No. 19 of 2005 which describes the mastery of four competencies (pedagogic, personality, professional, and social) as a whole [21,22]. The low competency in the pre-service PPG program is related to the implementation of the teacher education program model, namely the consecutive model. This consecutive model means that the competencies obtained through pre-service PPG are compared to 1: 3 which means that professional competence is convincing but the other three competencies (pedagogy, personality, and social) are of big concern, even though the four teacher competencies are intact.

V. RECOMMENDATION

Teacher professional development must be in line with similar activities for education staff in general. PPG policies and teacher professional certification should be more focused on the implementation of PPG for teachers in service, because it guarantees the realization of professional teachers rather than Pre-service teachers in PPG.

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