

## Systematic Review of The Impact Evaluation of Teacher Profession Education Programmes in Indonesia

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### Abstract

Education largely determines the progress of a nation and the development of the golden generation. Teachers play a strategic role in the educational process and must master core competencies to create innovative learning. The research methods used in literature review analysis articles play an important role in developing a solid framework and ensuring accurate and reliable analysis results. The results of the analysis show that The Teacher Profession Education Program (PPG) is a crucial step in improving the quality of teacher performance and attitudes towards the teaching profession. It plays an important role in identifying teachers' strengths and weaknesses, providing valuable feedback, and encouraging them to continue learning and developing their teaching skills. Evaluation of the impact of the PPG program is important to find out what benefits arise from participation in the program.

### Keywords:

Impact evaluation,  
The Teacher  
Profession  
Education Program,

### INTRODUCTION

Education is a very important aspect in the progress of a nation, preparing individuals to endure life's challenges and developing skills for the future. The quality of education is influenced by various factors, one of which is the role of teachers. Teachers play a strategic role in education, providing knowledge, skills and attitudes in specific occupational contexts. Modern education has a main focus on improving the quality of education with the aim of reducing the heavy burden of student homework and improving the quality of students and the overall educational process (Ge, 2016). In achieving this goal, the role of the teacher becomes very important in guiding students to actively participate in learning by using various strategies that suit their nature, skills, and knowledge (Ge, 2016). Teacher success in improving instructional learning and quality is crucial, and understanding this enables educators to plan for professional development and promote teacher growth (Elizabeth et al., 2008). In the context of teacher-student relationships, theory states that social bonds are influenced by the degree of closeness and distance in relationships (Aspelin and Jonsson 2019). Differentiation competence allows teachers to regulate these factors, creating space for students and teachers to be individuals without jeopardizing social ties. This competency allows teachers to maintain a balance between proximity and distance, thus creating a positive learning environment for both parties (Aspelin & Jonsson, 2019).

Research shows that most teacher learning occurs through day-to-day practice rather than through formal professional development activities (Grosemans et al., 2015). The study focused on everyday learning and found that teachers engage in a variety of learning activities, such as experimenting, reflection, learning from others without interaction, and collaboration (Grosemans et al., 2015). Although novice and

experienced teachers acquire the same amount of knowledge, they engage in different learning activities (Grosemans et al., 2015). In addition, research in the 1990s highlighted the importance of supportive relationships between teachers and students in improving academic performance, social development, satisfaction, well-being, and learning motivation (Aspelin & Jonsson, 2019).

Microteaching is a teacher training technique that utilizes real teaching situations to develop skills and knowledge in teaching. This technique is a core component in the clinical teaching development program on campus, which focuses on effective student teaching as a key quality of a teacher (Remesh, 2013). Although teachers are active in discussing and engaging in school reform and reform, they often do not focus on external elements such as the structure or administration of the education system (Terhart, 2013).

Teacher competence is an important aspect of a teacher's work, including knowledge, skills, and attitudes related to the field of study and good teaching techniques. Organizational commitment also plays an important role, reflecting the desire of teachers to contribute maximally to their organization (Siri et al., 2020). To ensure student engagement, modern education encourages teachers to develop innovative teaching strategies, organize extracurricular activities, and give presentations (Ge, 2016). Although school activities can interfere with planning, teachers must be adaptable and have alternative plans to overcome these obstacles (Ge, 2016). Teacher competence is a set of personal characteristics that must be mastered by teachers to create innovative learning. Indonesia has competency standards that include pedagogic, personality, social, and professional competencies integrated into teacher performance. Mastering competence is a measure of a teacher's quality, as academic qualifications and certificates alone are not enough to qualify them.

The Teacher Profession Education Program "*Program Pendidikan Profesi Guru (PPG)*" is very important to improve the quality of Indonesian education. It offers comprehensive training on effective teaching methods, curriculum understanding, and classroom management skills. PPG also equips prospective teachers with the latest techniques to improve the quality of learning and student performance. However, continuous evaluation through literature study is critical to the success and effectiveness of the program. It helps identify weaknesses in curriculum and teaching methods, evaluate existing best practices, and identify areas for improvement.

The study of this literature helps to identify trends and changes in education, allowing timely adjustment to meet the needs of recent developments. By conducting careful and continuous evaluations, PPG can contribute positively to improving the quality of education and producing qualified teachers.

Based on this context, this study reveals the results of the evaluation on the Teacher Profession Education Program (PPG) teacher performance and their attitudes towards the teaching profession. This evaluation is expected to provide a better understanding of the influence of such educational programs in improving the quality of education and provide a foundation for teacher professional development.

### Literature review

One of the important concepts in development is building human resources through education. Teachers become one of the responsibilities in its implementation within the school. For this reason, the government's attention to the professionalism of teachers in carrying out the mandate is very high. The quality of education is determined by the quality of teachers.

Quality education certainly starts from preparing Teachers are as good as maybe. Teacher preparation programs have been widely implemented in various countries, namely through good teacher education *Pre-service* And *in-service*. Finland, which is famous for the best education system in the world, prepares teacher candidates through university-based teacher education for 5 years and graduates hold master's degrees (Hannele Niemi in (Moon, 2016). While in Turkey, teacher preparation is carried out through university-based education which is carried out for 4 years and teacher candidate education through an alternative certification program intended for non-educational S1 but want to become teachers. The alternative certification program is carried out for 2 semesters (Aksoy, 2017).

California prepare teacher candidates through STEP (*Standford Teacher Education Programme*) which is a postgraduate program for 12 months and graduates with a master's degree (Hammond et al., 2010). While in China, teacher education includes teacher education *Pre-service* and teacher training *in-service*. Teacher certification requirements were implemented starting in 2015. Teacher education is carried out for 4 years at the university, in the first 3 years learning about academic subject skills (theory) and in the last 1 year carrying out teaching skills (practice). An educator's certificate is obtained through an exam after a student has completed their education and earned a bachelor's degree. An educator's certificate is no longer a lifetime award. Teachers need to be evaluated and complete re-enrollment every five years (Yan Hanbing, Li Xiaoying and Xiao Yumin deep (Moon, 2016).

Indonesia as one of the countries that prioritizes education also conducts teacher preparation programs through university-based teacher education for 4 years and graduates hold bachelor's degrees. In order to meet professional demands, that professional teachers are competent and must have an educator certificate, since 2007 the government has held a Teacher Professional Education and Training (PLPG) program which is carried out for approximately 10 days. The program is intended for *in-service* teachers.

Starting in 2013 the Indonesian government held a pre-service teacher preparation program through Teacher Professional Education aimed at undergraduate graduates who have served in the 3T (SM3T) area for one year. The PPG program is held with scholarships and dormitories. Starting in 2017, the government provides opportunities for teachers in general to participate in subsidized PPG programs for both prospective teachers and in-service teachers.

Profession education is higher education that Implemented After participants complete the undergraduate program to prepare students who have jobs with special skill requirements (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Tentang Program Pendidikan Profesi Guru Prajabatan, 2013). The program is intended

for graduates of S-1 Education and S-1 / D-IV Non-Education who are interested and supported by having the talent to become teachers. By participating in the teacher professional education program, participants are expected to become professional teachers after they meet certain requirements in accordance with national education standards and obtain an educator certificate.

The objectives of the PPG program are as stated in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 87 of 2013 Produce prospective teachers who have competence in planning, implementing, and assessing learning, following up on assessment results, conducting guidance, and training students and conducting research, and able to develop professionalism on an ongoing basis (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Tentang Program Pendidikan Profesi Guru Prajabatan, 2013).

Therefore, The Teacher Profession Education (PPG) program is indispensable. This activity is a process of proving that a teacher has fulfilled the requirements determined by laws and regulations. The proof process includes going through a competency test. With such a process, there will be many benefits that can be taken, including maintaining the image of teachers from providing incompetent educational services and safeguarding the community from unqualified and professional educational practices.

The implementation of the teacher profession education program (PPG) is for approximately one year or two semesters. In the first semester, PPG participants were equipped with the development of learning tools and implementation through *peer-teaching* exercises and continued in the second semester, namely field experience practice (PPL). At the end of the program, a competency test was held both locally at LPTK which held PPG and competency tests nationally.

Deep The Teacher and Lecturer Law Number 14 of 2005 states that teacher competence as a learning agent includes competence pedagogic, personality, professional, and social competence. The four spectrums of teacher competence are a unity that describes the figure of teachers as professionals in the field of education. According to Kaendler, *at al*, Competency is the ability to perform a task in a particular situation, such as a classroom situation, in a flexible and adaptive way (Kaendler et al., 2015).

Regarding profession education, it needs to be explained that teachers as a profession have special requirements that must be met, namely in the form of special skills. Freidson in Saks argues that the profession is work which has certain characteristics that distinguish it from other occupations. These characteristics are in the form of special knowledge and expertise. Recognized professions usually have strong formal knowledge and a higher educational base than other occupations (Saks, 2012).

Khurana *at al*. In Stewart provides several criteria for defining professions, among others:

- a. A general body of knowledge based on theoretical foundations that is widely developed and widely accepted.
- b. A system for certifying that a person has such knowledge before it is licensed or allowed to be practiced.

- c. Commitment to using specialized knowledge for the public interest, denial of profit-maximizing goals, and monopoly power.
- d. Code of ethics with provisions to monitor individual compliance with the code and a sanctions system to enforce it (Stewart, 2015).

In addition, still related to the notion of profession, Wallis argues that to enter a profession can be regulated by ever-increasing academic qualifications and a long training period. Furthermore, according to him, each profession sets its own competency standards (Wallis, 2015). Based on some of these opinions can interpreted that the profession is a job with certain characteristics that must be fulfilled such as special knowledge and expertise achieved through higher education and the existence of established competency standards.

Master as a the profession has a special character that must be met. These include: academic qualifications, competencies, educator certificates, physical and spiritual health, and the ability to realize national education goals (Undang-Undang Republik Indonesia Tentang Guru Dan Dosen, 2005). Qualifications are related to the minimum level of education, namely undergraduate 1. While competence is an important requirement that must be possessed by a prospective teacher which includes pedagogic competence, personality competence, professional competence, and social competence.

Teachers as professionals are in charge of the learning process starting from planning, implementing, assessing, providing Guidance, and also conduct research and community service. In addition to carrying out tasks in the learning process, teachers are also obliged to (a) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere; (b) have a professional commitment to improve the quality of education; and (c) set an example and maintain the good name of the institution, profession, and position in accordance with the trust placed on it (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

## **RESEARCH METHODS**

The research method used in compiling articles uses a literature review. Analysis of the article is essential to build a solid framework and achieve accurate and trustworthy results. The first section describes the objectives of the study, such as identifying trends, analyzing literature contributions, or compiling summaries of previous research. The second part discusses the methodology used to select related sources, including academic databases, journals, conferences, books, and research reports, and applies inclusion and exclusion criteria. The third section describes the data analysis procedure, which may include coding, categorization techniques, thematic synthesis, or statistical analysis, and verifies that it is consistent with the stated research objectives. The fourth section discusses the validity and dependability of the study, with emphasis on high-quality literature sources, strict inclusion and exclusion criteria, and appropriate analytical approaches.

This systematic review of mixed methods evaluates empirical studies from Indonesia as the primary source (Ravikumar-Grant et al., 2023), and various countries regarding teacher professionalism improvement using electronic databases such as

Sage, Springer, Wiley, Hindawi, Elsevier, Taylor Francis, DOAJ and Garuda-kemendikbud from Indonesia. The reliability of data sources can be confirmed through transparent, well-documented methods and careful review. Lastly explain the interpretation of the results and their implications in the broader context of the study, discuss the main findings, controversial findings, or gaps found, relate the results to the original objectives and provide solid conclusions based on the analysis.

### **RESEARCH RESULTS**

Director of Teacher Profession of the Ministry of Education, Culture, Research, and Technology (Napitupulu, 2023) is preparing a new generation of teacher candidates to transform through Pre-service PPG competent in planning, selection, learning, relevance of field practices, induction, and graduation. This program aims to recruit competent, motivated, and passionate teachers who support quality improvement and national education. The PPG Pre-service Program aims to produce a new generation of Indonesian teachers who are committed to being role models, love their profession, and lifelong learners.

Teacher work commitment has a significant effect on teacher professional performance. Inadequate commitment, such as tardiness and indifference, can lead to low quality of students and interfere with teaching and learning activities in madrassas (Siri et al., 2020). With respect to teachers' knowledge and skills, school composition is an important environmental factor for teachers' job satisfaction and exit intentions as it affects the academic and social climate in schools (Toropova et al., 2021). Studies show that teachers' professional and pedagogic competence is still low, as shown by the Teacher Competency Test (UKG), a government program for teacher certification. The test results have not met the expected standards, highlighting the importance of addressing the mastery of teacher competence in education.

In the 2015 Teacher Competency Test from 34 Provinces, only 7 Provinces entered to achieve the minimum competency standard score (SKM) which was targeted at an average of 55. The seven provinces include Yogyakarta (62.58), Central Java (59.10), DKI Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06). The national average of Teacher Competency Test results for both competencies is 53.02 (Ministry of Education and Culture 2016). From these results, it can be seen that the national average achievement has not reached the targeted minimum competency standards. This shows that most teachers are still not competent in terms of mastery of the material taught and also in managing learning in the classroom.

From 2018-2019/2020, (SMERU, 2022) The RISE Programme in Indonesia (RISE) conducted a long-term study evaluating the impact of the Subsidized Pre-service Primary School Teacher Education (PGSD) programme on prospective teachers. The PPG program includes workshops and practical field experience (PPL). The majority of participants of the Teacher Professional Education Program (PPG) have various motivations in participating in the program. According to a survey conducted, 16% of PPG participants joined this program with the aim of getting professional benefits as teachers and meeting the requirements to become teachers. As many as 11% of PPG

participants have the same motivation, namely meeting the requirements to become teachers and improve their teaching capacity, and 13% others.

As many as 60% of PPG participants join this program in the hope of getting teacher professional allowances and also increasing their teaching capacity. They realize that this program provides an opportunity to obtain these benefits, which will greatly benefit them if they successfully pass the CPNS test and become Civil Service Teachers (PNS). However, the survey results also revealed that few PPG participants admitted that this program actually improved their mastery of teaching materials, such as reading, writing, arithmetic, and making student assessment instruments. In fact, mastery of these aspects is very important as an indicator of assessing a teacher's performance in the classroom. In conclusion, PPG participants have various motivations in participating in this program, with the majority of them aiming to become civil servant teachers. However, it is important to note that some PPG participants still have needs that need to be addressed so that they can improve their mastery of teaching materials and performance as teachers.

Meanwhile, the results of the study of PPG SD In-Service participants have the readiness to take part in hybrid learning for the formation of pedagogic and professional competencies of elementary school teachers. The implementation of hybrid learning activities for PPG SD In-Service can be carried out according to the schedule made nationally. Teachers participating in PPG SD In-Service can overcome obstacles or obstacles faced in participating in hybrid learning. In addition, teachers participating in PPG SD In-Service can compile learning tools that meet the specified standards (Ambarita, 2020).

User experience (UX) evaluation of the use of multimedia technology in the autoplay media studio program in Islamic Religious Education (PAI) learning by Teacher Professional Education (PPG) teachers showed positive results. Teachers who use this multimedia technology effectively and satisfactorily can design and develop interactive multimedia using text, video, sound, and quiz facilities. This can improve PAI learning in the classroom (Salehudin & Sada, 2020).

Research (Ma'rifah & Purbosari, 2020) is that all respondents know about the Teacher Professional Education (PPG) program organized by the government. Although there are some respondents who mispronounce the term PPG as it stands for, they understand what PPG is. Respondents' knowledge about PPG was obtained since they were students, especially in semester 2. The first sources of information about PPG come from high school teachers, parents/siblings who become teachers, lecturers, friends, and boarding brothers who become teachers. The PPG program has benefits known to respondents, such as improving teacher competence/quality, obtaining educator certificates, making it easier to become CPNS, improving the teacher economy, and improving the quality of learning in classrooms/schools. There are several shortcomings in the implementation of the PPG program, such as the host campus is still small, lack of clear information, expensive costs, long time, strict selection, and the PPG program is open to all majors.

The Vocational Teacher Professional Education (PPG) model in research is an educational model that aims to produce professional teachers who can educate superior

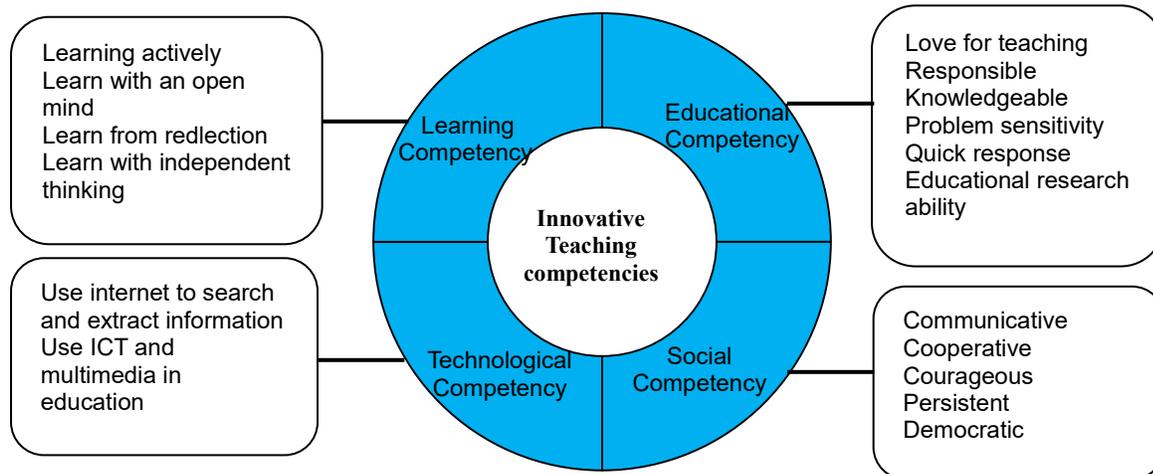
and competitive generations. In Indonesia, there are currently two models Vocational Teacher Professional Education (PPGV), namely In-Service PPGV which uses a concurrent model and Pre-Service PPGV which uses a consequential model. In-Service PPGV contains science in the fields of study and education, while Pre-service PPGV contains educational science. Pre-service PPGV is also dominated by non-education scholars. The purpose of PPG is to produce undergraduate and non-educational graduates who have competence as professional teachers in accordance with national standards (Handayani & Djohar, 2020).

Professional education of English teachers in (Lestari & Mukhidin, 2020) can be a means to conquer the world of work. In facing free competition in the world of work, Indonesia needs to prepare teachers who have high competence and professionalism. English teacher professional education programs can help create graduates who are qualified and able to compete both nationally and internationally. With this program, it is hoped that teachers can apply English language skills properly and correctly, so that they can help students in facing challenges in the world of work.

The Teacher Profession Education (PPG) Tourism (Priatini, 2020) This program is held to prepare S1 or D4 graduates to have teacher competencies in accordance with predetermined standards. PPG Tourism is expected to improve teachers' ability to choose and master all learning activities, including the use of technology in learning. The program also provides new knowledge within the scope of pedagogic and professional competence. PPG Tourism in Indonesia is implemented by the Indonesian University of Education (UPI) in Bandung.

### **Analysis and discussion**

Regarding teacher competence, Eraut in Srinath Perera et. Al., described that *“Competence is the combination of knowledge, skills, and attitudes necessary in certain job contexts or Job situation (Perera et al., 2017).* The same opinion about competence is a set of personal characteristics that include knowledge, skills, attitudes, etc. that a person has to carry out activities in certain contexts with specific levels of performance (El Asame & Wakrim, 2018). Still about teacher competence, Zhu and Wang describe the core competency framework that teachers must master to create innovative learning as shown in Figure 1.1. Meanwhile, Indonesia has competency standards that must be mastered by teachers including pedagogic, personality, social, and professional competencies that are integrated in teacher performance (Lampiran Peraturan Menteri Pendidikan Nasional Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007).



**Figure 1** Framework of core competencies and characteristics for innovative teaching (Zhu & Wang, 2014)

Mastery of competencies is one of the requirements that must be possessed by an educator in addition to academic qualification requirements, educator certificates, and also health requirements (Undang-Undang Republik Indonesia Tentang Guru Dan Dosen, 2005). The important point of mastering competence can be said to be a benchmark for the quality or failure of a teacher. This is because having academic qualifications and educator certificates alone is not enough to be categorized as a qualified teacher without a real contribution of competence in practice in the field.

No matter how the environment affects a person, even a teacher who has been trained for any length of time will change his discipline. This article calls for schools to develop organizational learning processes and practices to optimize and sustain teacher learning. This includes maintaining a learning environment at all levels, creating knowledge management systems, and examining institutional values, assumptions, and beliefs. Senge's concept of learning organization is based on individual, collaborative, and collective aspects. Schools should have structures that allow staff to learn and grow as a professional community, leveraging a shared vision and capacity for continuous improvement. The relationship between personal and interpersonal learning and collective learning is very important in schools as learning organizations (Admiraal et al., 2021).

The Teacher Profession Education Program (PPG) is a crucial step in improving the quality of teacher performance and attitudes towards the teaching profession. It plays an important role in identifying teachers' strengths and weaknesses, providing valuable feedback, and encouraging them to continue learning and developing their teaching skills. These evaluations also increase teachers' understanding of the profession, allowing them to evaluate their understanding of educational concepts, effective teaching methods, and appropriate assessment strategies.

Evaluation also increases motivation and commitment to the teaching profession. Positive evaluation results and recognition of hard work motivate teachers to

continuously improve their performance. Objective and structured evaluations also provide clear guidance on the expectations and standards teachers should achieve, thereby increasing their commitment to the profession.

PPG Program Evaluation also plays an important role in ensuring curriculum updates and relevant teaching methods. By ensuring teachers have a good understanding of the latest approaches to teaching and relevant curricula, these evaluations help keep students' education up-to-date and relevant to the times.

The evaluation of the PPG Program has a positive impact on the image of the teaching profession. Consistent and transparent evaluations show that the teaching profession is taken seriously and valued, changing people's perceptions of the profession and encouraging appreciation and appreciation for its role in educating future generations. This better image of the teaching profession makes it easier to attract talented and competent individuals.

The Teacher Profession Education (PPG) program has a significant impact on teacher effectiveness by providing in-depth training on effective teaching strategies, student performance evaluation, and classroom management skills. As a result, students are better equipped to cope with educational challenges and quality and learning outcomes improve. PPG also impacts teachers' attitudes as it helps them understand their roles and duties, which increases enthusiasm, excitement, and a positive outlook towards their work.

The effectiveness of the PPG Program should be assessed in the context of possible factors including appropriate infrastructure, adequate funding, and supportive school administration. Such programs should be linked to current national education policies to ensure their continuity and relevance. To improve the performance and attitude of teachers towards their work, the curriculum must be tailored to the needs of each student and provide relevant and useful learning.

The effectiveness of the program must be monitored over a long period of time. Long-term monitoring of changes in teacher performance and attitudes over time is made possible by long-term evaluation, which also provides insight into the permanence of positive outcomes and enables future improvements. Taking into account the opinions of students, employees, and other stakeholders allows for a more comprehensive assessment of program effectiveness.

Job satisfaction significantly impacts teacher well-being (Toropova et al., 2021), because satisfied teachers are less prone to stress and burnout. Students from satisfied teachers also feel better, and they offer higher quality teaching and better learning support. In addition, content teachers show stronger work commitment and are less likely to leave the profession, especially during times of high teacher turnover.

## **CONCLUSION**

In conclusion, the impact evaluation of the PPG Program plays an important role in improving the quality of teacher performance and attitudes towards the teaching profession. By identifying teachers' strengths, weaknesses, and providing valuable feedback, evaluations help teachers continually improve their skills and prepare students for a successful future.

The Ministry of Education, Culture, Research and Technology is preparing a new generation of teacher candidates through the PPG Pre-service program. This program aims to recruit competent, motivated, and passionate teachers who support quality improvement and national education. The PPG Pre-service Program aims to produce a new generation of Indonesian teachers who are committed to being role models, love their profession, and lifelong learners.

Teacher work commitment has a significant effect on teacher professional performance, with inadequate commitment causing low quality of students and disrupting teaching and learning activities in madrasas. School composition is an important environmental factor for teachers' job satisfaction and intention to quit, as it affects the academic and social climate in schools. The RISE Programme in Indonesia (RISE) is conducting a long-term study to evaluate the impact of the Subsidized Pre-service Teacher Professional Education (PPG) programme on Primary School Teacher Education (PGSD) on prospective teachers. The majority of PPG program participants have diverse motivations, with the majority aspiring to become civil servant teachers. PPG SD in service participants are ready to take part in hybrid learning for the formation of pedagogic and professional competencies of elementary school teachers. The implementation of PPG SD hybrid learning activities in the field can be carried out according to the national schedule. User experience (UX) evaluation of the use of multimedia technology for autoplay media studio programs in Islamic Religious Education (PAI) learning by Teacher Professional Education (PPG) teachers showed positive results. The Vocational Teacher Professional Education (PPG) model in research aims to produce professional teachers who can educate superior and competitive generations. In Indonesia, there are two PPG models: PPG In-service (concurrent model) and PPG Pre-service (second model). The purpose of PPG is to produce education and non-education graduates who have competence as professional teachers according to national standards. The Tourism Teacher Professional Education Program (PPG) aims to prepare undergraduate or D4 graduates to have teacher competencies according to predetermined standards. The program aims to improve teachers' ability to select and master all learning activities, including the use of technology in learning, as well as provide new knowledge within the scope of pedagogic and professional competencies.

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