



THE ENHANCING TEACHER QUALITY THROUGH EDUCATIONAL QUALIFICATIONS IN INDONESIA: A STUDY OF LEGAL POLITICS

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ABSTRACT

The quality of teachers is an essential factor in determining the efficacy of the national education system. In Indonesia, measures to improve teacher quality have increasingly concentrated on elevating educational qualification standards, influenced by regulatory frameworks and political goals. This study aims to examine the Legal Policies Regulating Teacher Education Qualifications and examine Directions for Achievement of Policies on Teacher Education Qualifications. This research examines major legislation, including the Teacher and Lecturer Law, and appropriate government policies to explain the achievements and weaknesses of these campaigns. The research examines the political dynamics influencing educational reform, encompassing stakeholder interests, obstacles to policy execution, and the impact of decentralization. Research indicates that although more rigorous qualifying criteria can enhance teacher proficiency, effective policy implementation and continuous professional development are crucial for enduring advancement. The novelty of this research lies in the integrative effort to align the national educational legislative framework with educational best practices as the foundation for improving the quality of teaching across Indonesia.

1. Introduction

In compliance with Law Number 20 of 2003 regarding the National Education System, teachers are professional personnel responsible for planning and executing the learning process, evaluating educational outcomes, offering guidance and training, and engaging in research and community service, particularly for higher education instructors. It is underlined that the main tasks of the professional staff in question are explained more specifically in Law Number 14 of 2005 concerning Teachers and Lecturers. Professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal

education, primary education, and secondary education ¹. Therefore, one of the requirements to become a professional educator is to have an appropriate educational qualification level, such as a Bachelor of Education degree with an area of expertise in the subject taught.

Educational qualifications are closely related to teacher performance as learning agents ². As learning agents, teachers have a central and strategic role as facilitators, motivators, boosters, learning engineers, and providers of learning inspiration for students. Teachers can have all this if they strive to improve their educational qualifications. Apart from that, educators have an essential role in achieving the goals aspired by the state to make the nation's life more intelligent, as explained in Article 8 of Law Number 14 of 2005: Teachers must have academic qualifications, competence, an educator certificate, be physically and spiritually healthy, and have the ability to realize national education goals³.

The urgency of the role of educators in building the quality of Indonesia's human resources in the current era requires a clear legal umbrella in carrying out their primary duties and functions. The legal product that is the basis for implementing the education system in Indonesia must be regulated clearly and operationally ⁴. Therefore, this article will discuss the legal politics of Teacher Education qualifications, which includes three scopes of discussion: (1) legal policies governing teacher education qualifications, (2) Basic policies regarding teacher education qualifications, and (3) the direction of achievement of policies regarding teacher education qualifications ⁵. The contribution of this study lies in clarifying the legal-political mechanisms that shape teacher qualification policy in Indonesia. Theoretically, it extends the understanding of the relationship between law and education policy; practically, it offers recommendations for strengthening regulatory coherence and improving teacher quality through legal reform.

The previous study conducted by Tama Erlanda Putri,⁶ titled *"Improving Teacher Performance Through the Implementation of Self-Assessment: An Analysis of Its Impact on Educational Quality,"* supports the positive implications of student engagement in self-assessment. The analysis of various certification schemes, such as PSPL, PF, and PLPG, demonstrates that teacher certification plays a crucial role in protecting the teaching profession, holistically evaluating teacher competencies, and enhancing the overall quality of education. By discussing the characteristics of high performance, the multi-

1 Indonesian House of Representatives, 2005

2 Arismunandar et al., The Source of Teacher Work Stress: A Factor Analysis Approach, *Cakrawala Pendidikan*, Vol.41 No.1, 2022, page. 112–28

3 Dewan Perwakilan Rakyat Indonesia., Undang-Undang (UU) Tentang Guru Dan Dosen Nomor 14.

4 Br Ginting Rosalina, Maryanto, and Menarianti Ika., Does Interactive Whiteboard Use in Public Policy Courses Improve Learning Outcomes?, Vol.287 No.1, *Icesre*, 2018, 2019, page. 49–53

5 Maryanto Maryanto et al., E-Law Consult Sebagai Salah Satu Solusi Perlindungan Hukum Bagi Guru-Guru Di Jawa Tengah, *Masalah-Masalah Hukum*, Vol.49 No.4, 2020, page. 382–92

6 Putri, Tama Erlanda, Algusyairi Parisyi, Hasri Salfen, and Sohiron Sohiron., Peningkatan Kinerja Guru Melalui Implementasi Self-Assessment: Sebuah Analisis Terhadap Dampaknya pada Mutu Pendidikan. *Didaktika: Jurnal Kependidikan*, Vol.12 No.4, 2023, page. 911-920.

aspect nature of teacher competencies, and the central roles of Self-Assessment and certification, this study provides a significant contribution to the understanding and improvement of educational quality in Indonesia.

Previous research has highlighted a strong relationship between teachers' educational qualifications and improvements in the quality of their teaching. A study examines the direct impact of formal education on teachers' abilities to design effective curricula and deliver material comprehensively ⁷. The results show that teachers with higher educational qualifications tend better to understand innovative teaching strategies and adequate evaluation methods. It is also associated with their ability to better adapt to students' needs, improving the quality of classroom learning. Additionally, ⁸ reveal that a higher level of education in teachers also impacts student retention rates. Teachers with higher educational qualifications can build a learning environment that motivates students, stimulates their interest in learning, and fosters self-confidence. It leads to a more positive learning experience for students, increases their desire to engage in the learning process, and strengthens the relationship between the quality of teacher teaching and student academic achievement.

Research in legal politics studies highlights the role of regulations and policies in improving teacher quality through educational qualifications. Policy analysis by⁹ explores the impact of education laws on improving teacher education qualification standards. This study highlights how policy changes, such as minimum degree or certification requirements in education, directly influence the teacher recruitment and selection process. These findings illustrate that policies that set higher educational standards for becoming a teacher can be crucial in improving the teaching workforce's overall quality. However, previous studies have not comprehensively examined how legal-political factors shape the formulation and implementation of such qualification standards in Indonesia. This study fills that gap by analyzing the intersection between legal norms and educational practices within the framework of teacher professionalization. On the other hand, the legal and political analysis by ¹⁰ highlights the challenges in implementing policies related to teacher education qualifications. Factors such as bureaucratic constraints, financial problems, and imbalances between national and regional policies often become obstacles to upholding higher educational standards for teachers. The aim of this research is to analyze the legal-political framework governing teacher education qualifications in Indonesia, with particular attention to the need for policy

7 R Thornberg., Defending or Remaining Passive as a Bystander of School Bullying in Sweden: The Role of Moral Disengagement and Antibullying Class Norms, *Journal of Interpersonal Violence*, Vol.37 No.19, 2022

8 Scherer, Ronny, Sarah K. Howard, Jo Tondeur, and Fazilat Siddiq., Profiling Teachers' Readiness for Online Teaching and Learning in Higher Education: Who's Ready? *Computers in Human Behavior*, Vol.118 No., October 2020, 2021

9 Goodwin, A L., Teaching Standards, Globalisation, and Conceptions of Teacher Professionalism. *European Journal of Teacher Education*, Vol.44 No.1, 2021

10 Cai, J., Literacy and Digital Problem -Solving Skills in the 21st Century: What PIAAC Says about Educators in the United States, Canada, Finland and Japan. *Teaching Education*, Vol.31 No.2, 2020

harmonization between national and local levels and effective resource allocation to enhance policy implementation.

2. Research Methods

This study employed a systematic literature review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to examine the relationship between educational qualifications and teacher quality in Indonesia within the context of legal politics. This study focuses on juridical normative research, which examines law as a component that interacts within a legal system and influences legal events.¹¹ This approach was chosen to interpret and explain researchers' experiences regarding the legal politics of teacher qualifications following phenomena in the field by analyzing and identifying based on a literature review¹². The inclusion criteria were: i) journal articles written in the English language, ii) papers in the field of social science and law, and iii) articles published between the years 2015-2025. The duration was selected owing to the boost in publication due to the evolution of e-journals¹³.

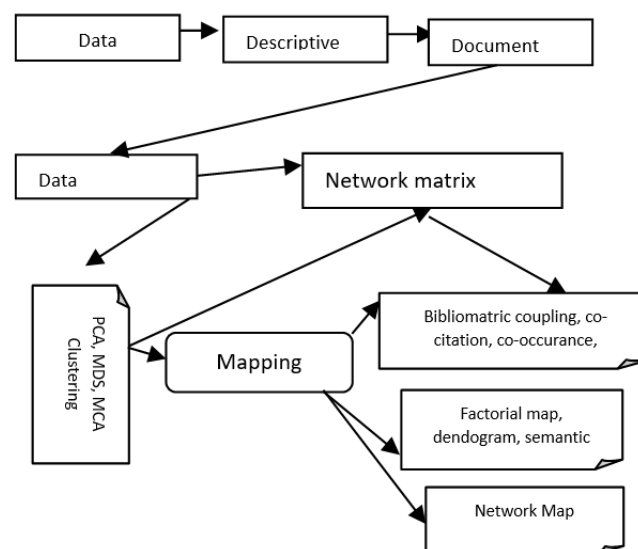


Figure 1. Bibliometric and the recommended science mapping workflow.

The picture illustrates the bibliometric mapping process used to analyze and visualize research data. It begins with data collection, which can then be processed in two main ways: a descriptive analysis producing a document-based summary, and a network matrix that identifies relationships between

- 11 Widayati, W., Winanto, W., Laksana, A. W., Huda, M. N., & Fareha, N., The Challenges of Using the Omnibus Law Method in Indonesia's Legal System. *Volksgeist: Jurnal Ilmu Hukum Dan Konstitusi*, Vol.8 No.2, 2025, page.459–477.
- 12 John W. Creswell and J. David Creswell., *Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, SAGE Publications India Pvt. Ltd. 2018; Ease Arent et al., *Metode Penelitian Kualitatif*, 1st ed.Tahta Media Grup, 2023.
- 13 M Schlieber., Because We Do so Together : A Mixed-Methods Analysis of Assistant Teacher's Work Environment, Conditions, and Teamwork Experiences, *International Journal of Child Care and Education Policy*, Vol.17 No.1, 2023

research elements. From the network matrix, data undergo mapping techniques such as PCA (Principal Component Analysis), MDS (Multidimensional Scaling), MCA (Multiple Correspondence Analysis), and clustering to uncover patterns. These analyses yield bibliometric networks including bibliographic coupling, co-citation, and co-occurrence resulting in visual representations such as factorial maps, dendrograms, and semantic maps, culminating in a comprehensive network map. In the study context, this process was applied to systematically review literature from 2010–2024 across databases like Scopus and Web of Science, using specific keywords to identify and visualize the interconnections among studies on teacher qualifications and legal-political frameworks in Indonesia.

A comprehensive search was conducted across several electronic databases, including Scopus, Web of Science, Google Scholar, ERIC, and Indonesian national repositories. The search was limited to articles published between 2010 and 2024 to ensure the inclusion of recent and relevant studies. The following keywords and Boolean operators were used: "teacher quality" AND "educational qualifications" AND "Indonesia" "legal politics" AND "teacher certification" "education policy" AND "teacher competence" AND "Indonesia". Inclusion criteria: Peer-reviewed journal articles, policy papers, and government reports Publications in English or Bahasa Indonesia Studies focusing on teacher quality and educational qualifications in Indonesia Articles analyzing the role of legal and political frameworks in teacher qualification policies Exclusion criteria: Articles not directly related to the Indonesian context Studies focusing solely on student outcomes without discussing teacher qualifications Non-peer-reviewed sources, editorials, and opinion pieces Selection Process The initial search yielded 64 articles. After removing duplicates, titles and abstracts were screened based on the inclusion and exclusion criteria. Full texts of potentially relevant articles were then reviewed for eligibility. Any disagreements between the reviewers were resolved through discussion or consultation with a third reviewer.¹⁴

Data Extraction and Synthesis: relevant data were extracted using a standardized form, capturing information such as: Author(s), year, and publication type, study aims and design, definitions and measures of teacher quality, types of educational qualifications examined, description and analysis of legal and political frameworks, key findings and implications, the findings were synthesized qualitatively, identifying key themes related to the impact of educational qualifications on teacher quality, the influence of legal politics, and policy implications for Indonesia.

3. Results And Discussion

3.1. Findings

The literature review results include a summary and analysis of information related to the discussed research topic. These results involve describing findings

¹⁴ Djiwandono, Patrisius, and Daniel Ginting., Evaluating research reports on the qualities of tests of English language skills in Indonesian schools: A systematic review. *Language Education & Assessment*, Vol.8 No.1, 2025, page. 2237-2237.

from various sources and synthesizing various perspectives or approaches taken by previous researchers on the same or similar topics.

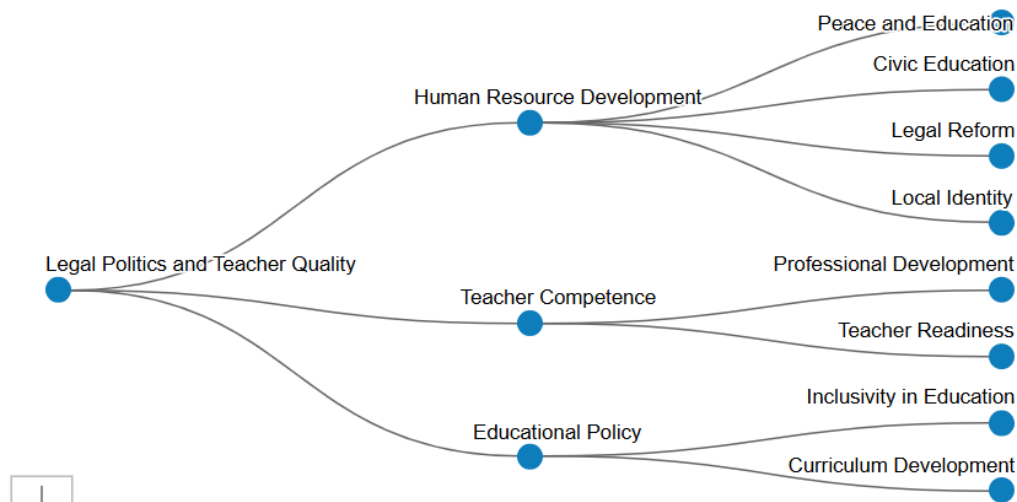


Figure 2. Legal Politics and Teacher Qualification.

The picture illustrates the relationship between *legal politics* and *teacher quality* in Indonesia, showing how legislative and policy aspects shape teacher competence, human resource development, and educational policy. The explanation emphasizes that improving teacher quality through educational qualifications depends on the alignment between national education laws and best practices in teacher training and professional development. It also highlights that challenges such as policy harmonization, bureaucratic complexity, and resource disparities must be addressed to ensure the effectiveness of education reforms across Indonesia.

Picture 1 shows the Improving teacher quality through educational qualifications in Indonesia involves legal and policy aspects that influence the education system. In the context of legal politics studies, changes in educational regulations and policies are the main focus in efforts to improve teacher qualifications. This research includes an analysis of education laws that influence teacher education qualification standards and their impact on teacher recruitment, coaching, and development processes. Political and legal studies on improving teacher quality through educational qualifications also highlight the challenges in implementing this policy in Indonesia. Factors such as the primary focus are the success of policy harmonization between the national and regional levels, resource management, and increasing teacher education access and quality. In addition, legal politic analysis also explores bureaucratic and financial problems that can affect the effectiveness of implementing higher teacher education standards.

Various studies highlight crucial factors that contribute to improving teacher quality. These findings confirm that education and continuous professional development are the main foundations for improving the quality of teaching ¹⁵.

15 S Kim., Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners, *Research in Comparative and International Education*, Vol.14 No.1, 2019, page. 99–117

Moreover, ¹⁶ states that a structured training program focusing on innovative teaching strategies, mastery of material, and using technology in learning is an important key. Mentorship and collaboration between teachers also significantly influence ¹⁷. Teachers who have access to experienced mentors or are involved in collaborative learning communities tend to show improvements in their teaching abilities ¹⁸.

In addition to educational and professional development factors, adequate support and working conditions are essential. Research has highlighted that schools with strong administrative support, good infrastructure, and a positive work culture tend to create environments that support teacher growth ¹⁹. Adequate facilities, including access to quality learning resources, provide space for teachers to carry out teaching more effectively. Support from the administration and collaboration between school staff creates an atmosphere where teachers feel supported and motivated to improve the quality of their teaching continuously.

Legal policies related to the teaching profession are an essential foundation in regulating and protecting the rights and obligations of educators. One standard policy is regulations regarding teacher qualifications and certification. Education laws often set educational, training, and certification requirements that prospective teachers must meet to ensure they have the necessary competencies ²⁰. In addition, legal policies often establish ethical standards and codes of conduct for teachers, guiding permitted and prohibited actions in interactions with students, parents, and the school community.

In addition to qualifications and behaviour regulations, legal policies often protect teachers' rights. These policies cover rights related to decent working conditions, including reasonable working hours, fair wages, and protection from discrimination or harassment in the workplace. The law also provides procedures for resolving conflicts between teachers, schools, or other related parties ²¹. These legal policies play a role in creating a safe and fair environment for teachers, which can influence the quality of teaching and the stability of the teaching profession.

Teacher quality is closely related to legal policies that regulate the teaching

16 Moura, V Feitosa de., The Use of Massive Open Online Courses (MOOCs) in Blended Learning Courses and the Functional Value Perceived by Students. *Computers and Education*, Vol.161, 2021

17 S R Ninković., Transformational School Leadership and Teacher Self-Efficacy as Predictors of Perceived Collective Teacher Efficacy, *Educational Management Administration and Leadership*, Vol.46 No.1, 2018, page. 49–64

18 W Nuankaew., Mentoring Model in an Active Learning Culture for Undergraduate Projects, *Advances in Science, Technology and Engineering Systems*, Vol.5 No.4, 2020, page. 805–15

19 E Jensen., Toward Automated Feedback on Teacher Discourse to Enhance Teacher Learning, *Conference on Human Factors in Computing Systems - Proceedings*, 2020

20 K D A Sebayang., Educational Policy Implementation in Indonesia: The Art of Decision Making, *International Journal of Scientific and Technology Research*, Vol.9 No.1, 2020, page. 1286–90

21 S Irvine., Professionalization and Professionalism: Quality Improvement in Early Childhood Education and Care (ECEC), *Early Childhood Education Journal*, 2023

profession. Robust, detailed legal policies can form a clear foundation for teacher education and development ²². These policies include strict qualifications, training, and certification standards to ensure teachers have the skills and knowledge necessary to teach. Clear policies also facilitate monitoring and evaluating teacher performance and provide a basis for ongoing professional development.

Legal policies may also influence incentives, rewards, or consequences related to teaching quality. For example, laws that regulate teacher performance appraisal systems or provide incentives to teachers who demonstrate high performance can motivate teachers to improve the quality of their teaching ²³. On the other hand, legal policies that support teachers who need additional help or development can also improve equity and inclusion in education, directly impacting the quality of classroom teaching. Thus, wise and progressive legal policies can be a powerful tool for improving teacher quality and raising overall educational standards.

3.2. Legal Policies Regulating Teacher Education Qualifications

In countries with superior and advanced education systems, every teacher must fulfill the main requirement to be recruited as a professional teacher and pursue the teaching profession.²⁴ Educational science studies lead to similar conclusions, summarized in a formulation: "Most countries with high-performing education systems acknowledge that all teachers must be able to demonstrate their teaching skills based on both mastering subject knowledge and practicing effective pedagogical methods"²⁵. It implies that a country's education system depends on the vital role of a teacher in implementing education effectively and professionally in his or her scientific field.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers Article 9, teacher academic qualifications are obtained through higher education undergraduate programs. Due to various considerations, Article 9 of Law Number 14 of 2005 concerning Teachers and Lecturers must be revised to "Teacher academic qualifications obtained through higher education undergraduate education programs"²⁶. Meanwhile, Article 5 paragraph (2) of Government Regulation Number 74 of 2008 concerning Teachers also must be revised to be, "Teacher academic qualifications are obtained through higher

22 V P Andrikopoulos., New Managerialism: The Educational Executives' Selection Policies in the Educational Administration in Greece, *Educational Practice and Theory*, Vol.44 No.2, 2022

23 A Sobandi., Determinants of Teacher Professional Development at Statesecondary Schools, *Journal of Advanced Research in Dynamical and Control Systems*, Vol.12 No.6, 2020, page. 2076–83

24 Greta Björk Gudmundsdottir and Ove Edvard Hatlevik., Newly Qualified Teachers' Professional Digital Competence: Implications for Teacher Education, *European Journal of Teacher Education*, Vol.41 No.2, 2018, page. 214–31

25 R Scherer., The Technology Acceptance Model (TAM): A Meta-Analytic Structural Equation Modeling Approach to Explaining Teachers' Adoption of Digital Technology in Education, *Computers and Education*, Vol.128, 2019, page. 13–35

26 Dewan Perwakilan Rakyat Indonesia., Undang-Undang (UU) Tentang Guru Dan Dosen Nomor 14.

education in the Bachelor of Education program at universities that organize education programs for educational staff".²⁷

The phrase "non-educational" in these statutory regulations is contrary to Article 5 paragraph (1) of Government Regulation Number 74 of 2008 concerning Teachers, which states: "academic qualifications are shown by a diploma which reflects the teacher's ability to carry out duties as an educator at any level, type and the educational units or subjects taught are per national education standards." The Bachelor of Science does not include this provision. Thus, holders of Bachelor of Science degrees do not meet the requirements to become teachers according to Article 8 of the Law on Teachers and Lecturers, which states that "Teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national educational goals".²⁸

The profession must meet ten criteria. A profession must have exceptional skills from a particular education ²⁹. The teaching profession must also be prepared by special education. The teacher's educational qualification is that of a college graduate with a Bachelor of Education program. The consideration is that a teacher must have an adequate educational background and be specially prepared to have a teacher mentality and character. The instillation of teacher values cannot be formed quickly, but it can be done through a long internalization process.

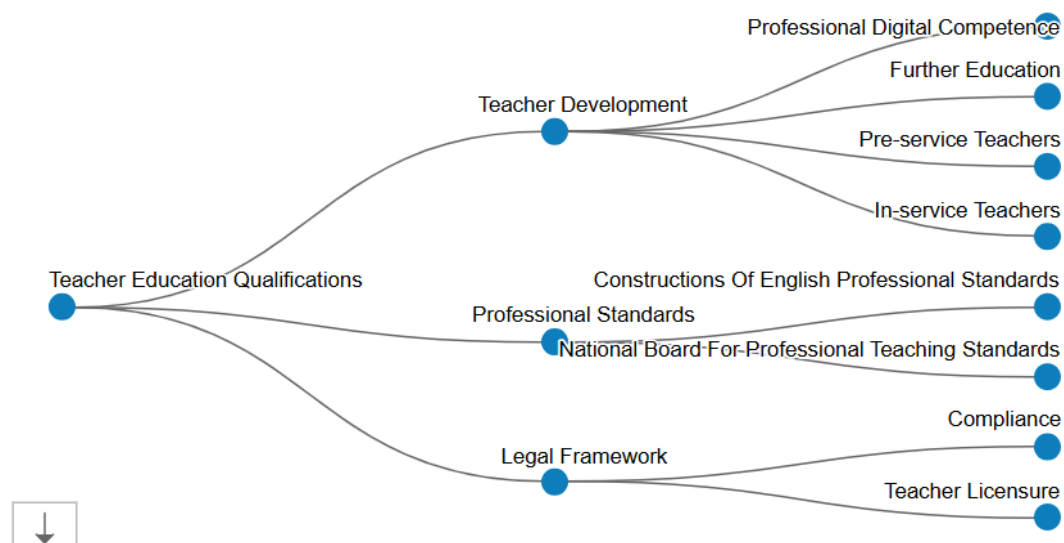


Figure 3. Teacher Education Qualifications

The picture illustrates that teacher education qualifications are influenced by interconnected aspects such as teacher development, professional standards,

27 Pemerintah Pusat Indonesia., Peraturan Pemerintah (PP) Nomor 74 Tahun 2008 Tentang Guru," Pub. L. No. LN. 2008 No. 194, TLN No. 4941, LL SETNEG : 46 HLM, 69 (2008).

28 *Ibid.*

29 Maryanto Maryanto, Nor Khoiriyah, and Supriyono Purwosaputro., Politik Hukum Dalam Pembentukan Kode Etik Guru Indonesia Sebagai Sarana Meningkatkan Profesionalisme Guru Di Kota Semarang, *Jurnal Meta-Yuridis*, Vol.5 No.1, 2022, page. 1–19

and the legal framework. It shows that legal policies play a crucial role in regulating teacher preparation, licensure, and competency standards, both for pre-service and in-service teachers. However, these regulations are complex and require continuous evaluation to ensure they effectively enhance teacher professionalism and align with evolving educational needs.

Picture 2 show that the legal policies regulating teacher education qualifications are complex and multifaceted, involving various national and state regulations, professional standards, and ongoing challenges. These policies aim to standardize and improve teacher qualifications but often face criticism and require continuous review and adaptation to meet educational needs effectively.

The national education system formulated with educators' quality and competence determines clear direction and goals for national education. Thus, teacher qualifications, competencies, and certification must be carried out, and these become the main requirements for teachers before carrying out the education process in educational units. Teachers must develop and improve educational skills to teach and instruct students to better use their thinking skills.³⁰

A professional teacher must meet several minimum requirements, such as adequate professional education qualifications, scientific competence in the field being studied, good communication with students, a creative and productive spirit, work ethic and high commitment to the profession, and continuous improvement through profession organizations, internet, books, seminars, and the like. On the other hand, low teacher quality is caused by an inappropriate perspective on the profession, non-graduate teacher qualifications, low professional development, and inappropriate research and teacher recruitment methods.³¹

3.3. Background to the Emergence of Policies on Teacher Education Qualifications

The development of policies on teacher education qualifications in Indonesia has been influenced by a variety of historical, socio-economic, and political factors. Historically, the roots of teacher education can be traced back to the colonial period, where the indigenization policy aimed to replace European teachers with Indonesian teachers, thereby fostering a sense of cultural identity and nationalism among the local population. This period also saw the emergence of political consciousness among teachers and students, which played a significant role in shaping the educational landscape.

National Education System Law No. 20 of 2003 replaced the National Education System Law Number 2 of 1989. The National Education System Law number 20

30 Johannes König, Daniela J. Jäger-Biela, and Nina Glutsch., Adapting to Online Teaching during COVID-19 School Closure: Teacher Education and Teacher Competence Effects among Early Career Teachers in Germany, *European Journal of Teacher Education*, Vol.43 No.4, 2020, page. 608–22

31 Abdul Rachman Syam Tuasikal et al., The Analysis on Teaching Skills and Learning Effectiveness of Internship Students, *Cakrawala Pendidikan*, Vol.40 No.3, 2021, page. 650–58

of 2003, which consists of 22 chapters and 77 articles, is also the embodiment of one of the demands for reform that has been widespread since 1998 ³². The following are the fundamental changes planned in the new national education system law: 1) democratization and decentralization of education, 2) community participation, 3) challenges of globalization, 4) equality and balance, 5) educational pathways, and 6) students.

The aim of formulating Law 20 of 2003 concerning the national education system is to reform the education system, such as curriculum reform, preparation of educational qualification standards that are under the professional implementation of duties, preparation of education funding standards for each educational unit under the principles of equity and justice, implementation of education management based on school education and higher education autonomy, and implementation of education using an open and multi-meaning system. ³³. Based on the formulation of these objectives, one of the reforms is regarding the qualification standards for professional educators.

The human quality needed for the Indonesian nation in the future is to face increasingly fierce competition with other nations in the world ³⁴. The quality of Indonesian people is produced by professional educators providing quality education. Therefore, to realize this, legal policies are not only outlined in Law No. 20 of 2003 concerning the national education system and Law No. 14 of 2005 concerning Teachers and Lecturers. However, in 2008, a regulation was issued governing teachers: Government Regulation Number 74 of 2008 concerning Teachers ³⁵. One of its contents regulates the academic qualifications that must be possessed according to the type, level, and unit of formal education at the place of assignment. This implies that a teacher carrying out teaching duties at primary and upper secondary school levels must have at least a higher education level in the scientific field being taught.

32 Pemerintah Pusat Indonesia, "Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (2003).

33 Indonesia.

34 Tuty Sariwulan et al., "The Influence of Job Expectation, Job Satisfaction, and Government Policy towards the Work Stress, Job Enthusiasm and Continuance Commitment of the Honorarium Teacher," *Cakrawala Pendidikan* 38, no. 2 (2019): 305–19, <https://doi.org/10.21831/cp.v38i2.24380>.

35 (Government Regulation Number 74 Year 2008 About Teacher, 2008)

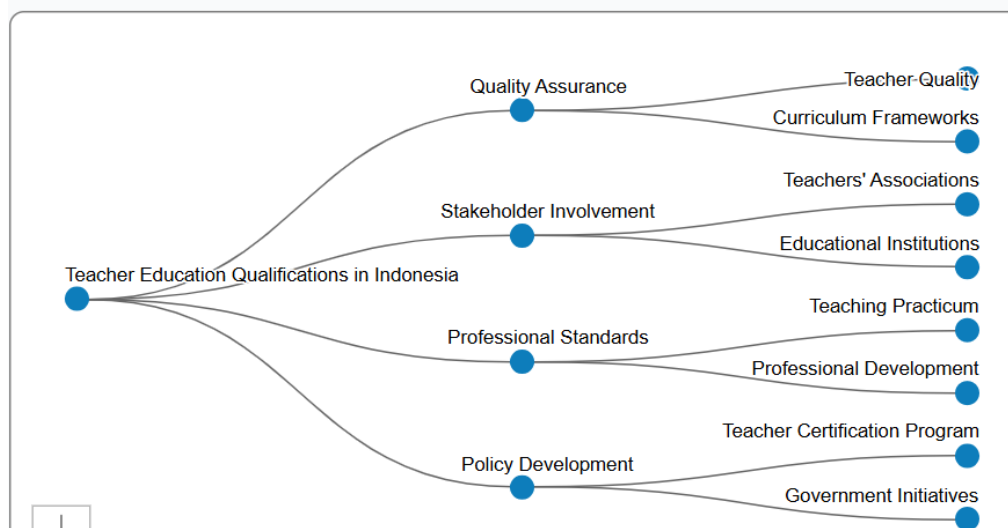


Figure 4. Teacher Education Qualifications in Indonesia

The picture highlights that teacher education qualifications in Indonesia are shaped by multiple interconnected factors, including quality assurance, stakeholder involvement, professional standards, and policy development. It reflects ongoing disparities in teacher education quality across institutions, emphasizing the urgency of a standardized and effective certification system. Additionally, socio-economic and geographical challenges continue to influence the implementation of educational policies and access to quality teacher training nationwide.

Picture 3 as clearly as show that the key factors influencing policy development: quality and discrepancies in teacher education: the quality of teacher education in Indonesia has been inconsistent, with significant discrepancies among institutions. This has led to concerns about the preparedness and quality of graduates. The need for a standardized and effective teacher certification program has been emphasized to address these issues. Socio-Economic and Geographical Challenges: Socio-economic factors, such as the education budget and access to education for marginalized communities, have impacted the development and implementation of education policies 6. Geographical challenges also play a role, particularly in remote areas where access to quality education is limited. Policy and Educational Reforms: Over the past few decades, Indonesia has seen significant changes in its teacher education policies, influenced by both internal evaluations and external educational theories and practices. The introduction of the Professional Teacher Education Program (PPG) and other certification initiatives aimed to enhance teacher professionalism and competencies. Stakeholder Involvement: The involvement of multiple stakeholders, including government bodies, educational institutions, and international donor agencies, has been crucial in shaping teacher education policies. Feedback from these stakeholders has highlighted the need for continuous evaluation and improvement of teacher training programs. Challenges and Innovations: Despite ongoing reforms, challenges such as the gap between policy and practice, and the need for innovative approaches to teacher education, persist. The integration of digital technologies and localized education frameworks are among the innovations being explored to address

these challenges. Conclusion: The emergence of policies on teacher education qualifications in Indonesia is a complex process influenced by historical contexts, socio-economic factors, and the need for continuous reform and innovation. The focus remains on improving the quality and consistency of teacher education to ensure that graduates are well-prepared to meet the demands of the education system and contribute effectively to the nation's development. Copy summary and references to clipboard Like.

The novelty of this research lies in the formal recognition of an alternative pathway for teacher qualification through equivalency examinations conducted by authorized universities for individuals without formal diplomas but possessing professional expertise. Furthermore, this study proposes an integrative model that combines formal academic education with the recognition of professional experience, thereby expanding the paradigm of vocational teacher recruitment and certification in Indonesia toward a more inclusive and adaptive system that meets the needs of vocational educators.

4. Conclusion

In conclusion, strengthening teacher quality in Indonesia requires a holistic approach, one that integrates robust educational qualifications with supportive legal-political mechanisms, ongoing professional development, and equitable resource allocation. Future reforms should focus on addressing systemic gaps, ensuring consistent policy enforcement, and fostering collaboration among stakeholders to sustain improvements in teacher quality. Furthermore, enhancing teacher quality in Indonesia requires a comprehensive approach that includes certification, qualification tests, professional development, and targeted policies to address regional disparities. Continuous evaluation and adaptation of these initiatives, supported by legal and political frameworks, are essential for achieving sustained improvements in education quality. Government regulations, especially those requiring minimum qualification levels and teacher certification, have been essential in professionalizing the teaching field and establishing benchmarks for teacher competence. Nevertheless, the literature suggests that although enhanced educational levels and certifications have favorably impacted the overall quality of instructors, difficulties persist. This encompasses inequalities in access to higher education and professional development, variations in policy implementation across areas, and the need for ongoing assessment of certification standards to ensure alignment with evolving educational requirements. Furthermore, the influence of legal politics is crucial in determining policy direction and execution. Political agendas, stakeholder interests, and regulatory frameworks collectively shape the formulation and enforcement of teacher qualification policies. Consequently, legal politics not only shapes the direction of educational changes but also influences the tangible results for both educators and learners. Future research will be interesting to take a consistent presence of clusters focusing on global policy trends in teacher education, highlighting the ongoing importance of understanding and adapting to international influences on teacher qualification standards.

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