
The Implementation of In-Service Teacher Professional Education for Improving the Quality of Education in Indonesia: An Analysis of Digital Public Opinion

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Abstract: The purpose of this study is to analyze the extent of public perception of the implementation of the PPG program in the context of Indonesian education. This study uses a qualitative method using a deductive-inductive approach, data collection with web scraping techniques. The criteria for selecting data from comments are by selecting relevant and representative comments that include various views on the implementation of the Teacher Professional Program. The analysis technique used is to use text-based analysis to assess whether a comment is positive, negative or neutral supported by various references such as books, journal articles, and relevant references. The data in this study was taken from a post on Instagram entitled "Pros and Cons in PPG In-Position" on the @infoppg.id account. The reality is that the implementation of PPG is still reaping pros and cons caused by the lack of transparency in the implementation of the program.

Keywords:

In-Service and Pre-Service Teacher Professional Education; Web Scraping; Public Policy; Instagram

Abstrak: Tujuan dari penelitian ini yaitu menganalisis sejauh mana realita persepsi masyarakat mengenai pelaksanaan program PPG dalam konteks pendidikan Indonesia. Penelitian ini menggunakan metode kualitatif dengan menggunakan pendekatan deduktif-induktif, pengumpulan data dengan teknik web scraping. Kriteria pemilihan data dari komentar dengan cara memilih komentar yang relevan dan representatif yang mencakup berbagai pandangan mengenai pelaksanaan Program Profesi Guru. Teknik analisis yang digunakan yaitu menggunakan analisis berbasis teks untuk menilai apakah suatu komentar bersifat positif, negatif atau netral dengan didukung berbagai referensi seperti buku, artikel jurnal, dan referensi yang relevan. Data pada penelitian ini diambil dari sebuah postingan di Instagram yang berjudul "Pro dan Kontra dalam PPG Dalam Jabatan" pada akun @infoppg.id. Realitanya pelaksanaan PPG masih menuai pro dan kontra yang disebabkan oleh kurangnya transparansi pelaksanaan program.

Kata Kunci:

Pendidikan Profesi Guru Dalam Jabatan dan Pra Jabatan; Web Scraping; Kebijakan Publik; Instagram

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INTRODUCTION

Educators have an important role in determining the success or failure of education. Professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education pathways, primary education, and secondary education. If the teachers are of good quality, then education will be good. If the actions of teachers improve day by day, so will the state of our educational world. Conversely, if the actions from day to day get worse, then the worse our education world will be.

Educators as professionals function to increase dignity and are required to be able to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, and creative. Every student in every educational unit has the right to get religious education by the religion they profess and is taught by educators of the same religion, both in public and private schools, every student has the right to get religious education by his religion must be fulfilled, then the government is obliged to provide/appoint religious teachers for all students by their religion both public and private schools (Samosir 2021).

Teacher Professional Education (PPG) is an important aspect of improving the quality of education in Indonesia. As part of education reform efforts, PPG aims to prepare teacher candidates with the necessary competencies to face the dynamics of modern education. However, the implementation of PPG does not escape from various pros and cons that arise in the community, especially in the era of information disclosure and public discussion through social media.

Every education unit in all paths, levels, and types of education is required to organize religious education. The management of religious education is carried out by the Minister of Religious Affairs. Article 4 Religious education in formal education and equality education programs shall be held at least in the form of religious subjects. Religious education serves to form Indonesian people who believe and fear God Almighty have noble morals and can maintain peace and harmony in inter- and inter-religious relations. Religious education aims to develop the ability of students to understand, internalize, and practice religious values that harmonize their mastery of science, technology, and art (Adiyono, Fitri, and Al Matari 2024; Jevisa and Suwendra 2024). Religious Education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, setting an example, assessing, and evaluating learners (Mugo et al. 2024; Muhammadiyah et al. 2022; Winarto, Syahid, and Saguni 2020).

The number of civil servants religious studies teachers continues to decrease, the government should pay more attention to determining the appointment of religious teachers, especially in the regions, because character education is built with religious knowledge to meet the needs of teachers, usually, the institution will recruit its teachers, paid by the institution that appoints them. The government only provides incentives registered in the decree Bupati, because the procurement of religious education teachers in schools

organized by the Regional Government is carried out by the Minister and/or Regional Government (Menteri Agama 2010).

About the appointment of religious teachers, Government Regulation Number 55 of 2007 concerning Religious and Religious Education which was clarified by Permenag Number 16 of 2010 concerning Religious Management in Schools aims to solve the problem of the appointment of religious teachers in public schools, Law Number 5 of 2014 concerning the State Civil Apparatus is crucial. The lack of formation of the appointment of Islamic teachers in schools and the Ministry of Religious Affairs is not involved in the preparation and proposal of religious teacher formation only involved in the need for information. There are two regulations of the Ministry of Education and Culture and the Ministry of Religious Affairs regarding the appointment of religious teachers and the uneven distribution of religious teachers.

Based on the results of research by the Research and Policy Center of the Ministry of Education and Culture regarding the analysis of teacher management policy studies to improve the quality of education, the following conclusions can be drawn: Problems related to teacher procurement stem from three things, namely the incompatibility of teacher qualifications with applicants' qualifications, formation not by needs, and teacher mutations that are not based on teacher qualifications.

Normatively, teachers as a profession are recognized by the state as well as society. However the definition is often narrowed down to a particular type of work without looking at the professional principles. Doctors, lawyers, accountants, and other professions are more recognized by society because the process of becoming a professional must go through a series of examinations organized by related professional organizations or prescribed educational institutions. A person can become a teacher just like that when he serves as an educator in an educational institution either as a Civil Servant (PNS) or non-civil servant. Its authority is attached to the certificate of deed IV issued by the Educational Higher Education Institution (LPTK). In practice, a person can become a teacher without a certificate IV as long as he can teach in an educational institution. This is what prompted the birth of various legal products aimed at reinforcing the position of teachers as a profession and regulating them.

Teachers as a profession are regulated more clearly in these legal products. Professional teachers must have a teacher professional certificate. This is what prompted the implementation of the teacher certification program by a consortium of universities appointed by the government. The teacher certification program begins with an in-service teacher certification program both through the teacher portfolio assessment and training for those who have not passed the portfolio assessment and in-service teacher certification through the Teacher Professional Education (PPG) route. The program that is currently being rolled out is the Pre-Service PPG program. Currently, the Pre-Service PPG program has only entered the verification stage of the organizer's LPTK. Meanwhile, the implementation of the PPG program will begin in 2010. The PPG Para Jabatan program will play a role in producing prospective professional

teachers who are ready to serve at various levels of primary and secondary education and early childhood education.

Instagram, as one of the popular social media platforms in Indonesia, is an interesting place to explore people's views on PPG. Netizens' comments on Instagram reflect a variety of viewpoints, evaluations, and expectations regarding the implementation of PPG. Therefore, this study aims to conduct an in-depth analysis of netizens' comments on Instagram related to PPG, focusing on pro and con perspectives that arise in the context of Indonesian education. Research on netizens' comments about the implementation of Teacher Professional Education in Indonesia is very important to be carried out to understand the extent of public perception of the program. Through the analysis of comments on various social media platforms, researchers can gain in-depth insights into views, criticisms, and suggestions from different walks of life that may not be revealed through formal surveys. This can help the government and related institutions in evaluating the effectiveness of PPG implementation, identifying existing problems, and formulating better and targeted policies. Because evaluation can be present as a control and can provide input that can be considered to determine whether a program is feasible or not, whether it comes from stakeholders or public perceptions (Merentek et al. 2023). By knowing the public's perceptions, authorities can also increase the transparency and accountability of the program, and ensure that the main goal of the PPG, which is to improve the quality of education through teacher professionalization, can be achieved more optimally

In recent years, Teacher Professional Education has become the main focus of attention of the Indonesian government in efforts to improve the quality of national education (Noer and S.A.P 2023; Wahyu et al. 2024). The program is designed to ensure that prospective teachers have qualifications and competencies that are in line with the demands of the curriculum and global educational developments. However, the implementation of PPG cannot be separated from the spotlight and criticism from various parties.

Along with the development of technology and the increasingly widespread internet penetration in Indonesia, social media, especially Instagram, has become a place for people to share their views, opinions, and experiences related to various issues, including PPG. Public discussion through netizen comments on Instagram creates space to dig deeper into the pros and cons that may not always be reflected in the official narrative. In this context, this study was initiated to analyze netizen comments on Instagram that discuss the implementation of Teacher Professional Education. By understanding variations in emerging perspectives and sentiments, this study seeks to contribute to a better understanding of how society sees and responds to PPG. The findings of this study are expected to provide valuable insights for policymakers, education providers, and related parties in improving or strengthening the implementation of PPG for the realization of a quality education system in Indonesia.

RESEARCH METHOD

This research uses qualitative methods using a deductive-inductive approach. Data collection in this study used web scraping techniques, namely by collecting netizen comments on Instagram from posts related to implementing the Teacher Professional Program in the context of Indonesian education. Criteria for selecting data from comments by selecting relevant and representative comments that include various views on the implementation of teacher professional programs.

This research is based on an analysis of netizens' perceptions on Instagram regarding the implementation of teacher professional education programs which are further supported by scientific articles. The analysis technique used is to use text-based analysis to assess whether a comment is positive, negative, or neutral with the support of various references such as books, journal articles, and relevant references to enrich this research. The data in this study was taken from a post on Instagram entitled "Pros and Cons in In-Service PPG" on the @infoppg.id account, uploaded on September 21, 2023.

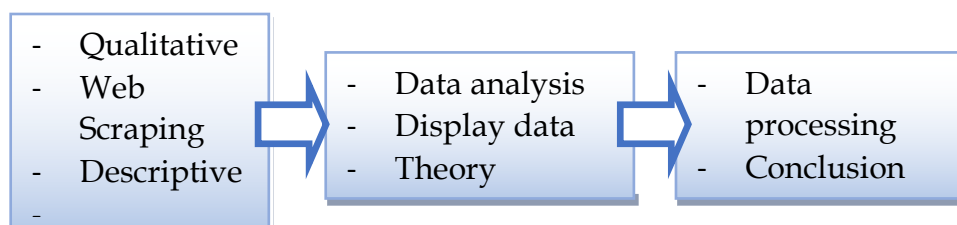


Figure 1. Methods used in research

RESEARCH RESULTS AND DISCUSSION

Pre-Departmental and In-Departmental Profession Education

Teacher Professional Education or PPG is a program that replaces the old concept of teacher professional education (PLPG), as quoted from the Higher Education Accreditation Board (BAN-PT) page. This program was launched so that teachers get teacher professional allowances like the previous program called Teacher Professional Education and Training (PLPG). Unlike PPG, the implementation of PLPG lasts short, which is only 11 days. The PLPG program can also only be followed by those who are already teachers and meet other requirements. PPG itself is divided into two, namely Pre-service and In-Service. It is said in the portal BAN-PT.

PPG Pre-Departmental

Pre-service PPG is an educational program held to prepare educational and non-educational scholars and applied scholars who have an interest in becoming teachers. The Pre-service PPG program can be followed at the nearest Educational Personnel Education Institution (LPTK). However, the LPTK concerned must have been appointed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and indeed have a study program according to the relevant major. It can be concluded that the pre-service teacher professional education program can be followed by teachers who have not been appointed or have just graduated from undergraduate (Hanun 2021).

The government highlighted the importance of the existence of professional teachers marked by the issuance of general provisions of Law Number 14 of 2005 concerning teachers and lecturers in Article 1 paragraph (1) stating:

"Teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing and evaluating learners at various levels and types of formal education. Furthermore, to ensure the implementation of its main duties. Article 8 of the same law requires teachers to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize the goals of national education."(Yadewani and Parlindungan 2024)

Based on the explanation above, teachers are considered professional positions and have units of expertise that can improve the quality of education. The professional demands of teachers must be addressed wisely by the government, one of the government's policies to produce professional teachers is the implementation of teacher professional education. The existence of PPG, which in recent years has been used as a solution in addressing teachers' professional problems so that they can produce quality and professional education by their professional fields (Hanun 2021). In response to this, Permendikbud Number 87 of 2013 concerning the pre-service teacher professional education program was issued in Article 1 paragraph (2) which states that:

"The teacher professional education program, hereinafter referred to as PPG, is an educational program organized to prepare S graduates! Education and non-educational S1 / DIV who have the talent and interest in becoming teachers to master teacher competencies as a whole by national education standards so that they can obtain professional education certificates in early childhood education, primary, and secondary education"(Kebudayaan, 2022).

The purpose of implementing pre-service PPG is by educator competency standards in producing professional teachers (Maulana et al. 2023). So that based on the objectives that have been set, it will be possible to measure the level of effectiveness of the implementation of the PPG program in achieving the goals that have been set (Putridiyanti 2022). defines effectiveness as a measure that states the extent to which a goal or objectives (quantity and quality) have been achieved. If the results that have been achieved are by the objectives that have been set, then the results of the work can be said to have been effective.

PPG In-Departmental Profession Education

Contrary to the previous one, in-service teacher professional education is for S1 and D4 graduates majoring in education and non-education who already have teacher status in an educational unit (Hikmah 2023). The status of this teacher can be in the form of civil servant or non-civil servant, which is important to have taught and recorded in the basic education data (Dapodik). It can be concluded that the in-service teacher professional education program can only be followed by teachers who have been recorded in the deposit (Quatra 2023).

The implementation of In-Service PPG continues to reap pros and cons. Among netizens, some commented:

"First, the PLPG pattern. Despite the pluses and minuses, the PPG Daljab and PPG patterns are no longer in time. Although there are maximums and no"

In terms of the scheme, the implementation of PPG takes 6 months (Kebudayaan 2020). It will be more efficient to use time if the implementation of PPG is integrated into lectures majoring in education, with the hope that later it will have implications for time efficiency. In addition, some netizens comment that for college graduates, there should be no need for PPG because in terms of the material studied at PPG, it is almost the same as the lecture material. Those who should take PPG should be graduates who are other than universities who want to teach. Regardless of the applicable rules, in theory, graduates from universities do not need to take PPG because the knowledge they have learned is considered sufficient as a requirement for teaching.

Teacher as a Professional Energy

Professional teachers are one of the decisive factors in improving the quality of education with all the competencies possessed (Alfaiz 2024). It suggests that a professional teacher is someone who not only provides knowledge but who can make his students able to plan, analyze, and conclude the problems faced. A professional teacher is a teacher who has the competence of knowledge, attitudes, and professional skills, both personal, social, and academic required to perform educational and teaching tasks (Naibaho and Butarbutar 2023).

The reform of the education system in Indonesia was marked by the passing of Law No. 20 of 2003 concerning the National Education System (Sisdiknas). The National Education System Law is a legal reference for every government policy in the field of education, including regulations on the rights and obligations of teachers as educators (Devita Nanda Oktavia et al. 2024). The government responded to the National Education System Law by issuing Government Regulation No. 19 of 2005 concerning National Education Standards. The regulation regulates 8 National Education Standards, one of which is the Standards for Educators and Education Personnel. To further clarify the legal rules regarding educators, Law No. 14 of 2005 concerning Teachers and Lecturers was passed. This law further became the legal reference for the issuance of other legal products about teachers (Mustofa 2021).

Teachers as professionals are described in the following National Education Law:

"Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities."

The minimum qualifications and teacher certification are affirmed in Article 42 paragraph 1, namely:

"Educators must have minimum qualifications and certifications according to the level teaching authority, physically and spiritually healthy, and can realizing the goals of national education."

Government regulations in national standards of education (SNP) describe the Standards of Educators and Education Personnel relating to academic

qualifications and educator competencies. In Article 29 paragraph 2 it is explained that the academic qualifications of teachers ranging from early childhood to high school are S1 with educational backgrounds relevant to their respective fields and have a teacher professional certificate. While teacher competence is regulated in Article 28 paragraph 3, which includes pedagogic competence, personality competence, professional competence, and social competence. Therefore, in this PP on SNP, the profile of professional teachers is increasingly clear, namely having S1 academic qualifications, meeting 4 teacher competencies, and having a teacher professional certificate. The professional meaning is explained in the Law on Teachers and Lecturers, namely:

"Professional is a job or activity performed by a person and be a source of life-making that requires expertise, skills, or proficiency that meets certain quality standards or norms and requires professional education."

While the professional principles inherent in teachers are affirmed in Article 7 paragraph 1 of the Law on Teachers and Lecturers, namely:

"The teaching profession and the lecturer profession are special fields of work carried out based on the following principles: a) have talents, interests, vocations, and idealism; b) commit to improve the quality of education, faith, piety, and noble morals; c) have academic qualifications and educational background by the field of duty; d) have the necessary competencies by the field of duty; e) have responsibility for the performance of professional duties; f) obtain income determined by work performance; g) have the opportunity to develop professionally on an ongoing basis with lifelong learning; h) have a guarantee of legal protection in carrying out professional duties; and i) have a professional organization that has the authority to regulate matters related to the professional duties of teachers."

The meaning of professional teachers in the Law on Teachers and Lecturers is expressed more clearly to provide concrete guidelines regarding the standards and criteria that must be met by a teacher in Indonesia (Nugraha, Morrell, and Hardy 2024). However, there are ambiguous terms related to the four main competencies that must be possessed by teachers, namely pedagogical competence, social competence, personality competence, and professional competence. This confusion mainly lies in the use of the term "professional competence," which is often considered to overlap or have unclear boundaries compared to the other three competencies. Pedagogic competence focuses on the ability to manage effective learning, social competence in social interaction and communication, and personality competence in teacher integrity and morality.

Meanwhile, professional competence includes in-depth knowledge of the subjects taught and the ability to apply that knowledge in an educational context. This lack of clarity in definitions can cause confusion in the evaluation and professional development of teachers, as well as affect the public perception of professionalism standards in the world of education. The definition of professional competence is as follows:

a. Professional competence is the ability to master the subject matter broadly and deeply

b. Professional competence is the ability to master learning materials broadly and deeply which allows them to guide students to meet the competency standards set in the National Education Standards.

This notion of professional competence often becomes academically debated because it obscures the notion of the professional itself. In this case, professional competence is more focused on mastery and the ability to develop subject matter (Rama Danti, Syafe'i, and Sagala 2024). This means that teachers who are not education graduates are considered to have professional competence and can become professional teachers if they have a teacher professional certificate. This is the beginning of the discussion about the meaning of professional because its understanding is limited in the scope of competence as above. Even though the definition of professional teachers is those who have academic qualifications and 4 teacher competencies including these professional competencies.

After the teaching profession is regulated in the Teacher and Lecturer Law, the next policy step is to organize teacher academic qualification improvement programs and teacher certification programs. On that basis, the government through the Ministry of National Education designed a strategic plan related to this matter by applicable legislation. Improvement of academic qualifications and teacher competencies was carried out starting in 2005 and is expected to be completed in 2015 and all teachers are by the Teacher and Lecturer Law and PP SNP (Hamdi and Yustikasari 2024). Bahkan mulai tahun 2010, dimulai program rekrutmen guru sesuai dengan tuntutan UU Guru dan Dosen serta PP SNP.

But the reality on the ground is inversely proportional to what is expected. As stated by one netizen who commented, "*There are teachers who have been certified, entering the class Just giving notes. After it goes to the cafeteria or to the teacher's room to chat. Whether it's called professional*".

The urgency of practicing the knowledge that has been gained after participating in the Teacher Professional Education Program has a crucial role in improving the quality of education and learning success. The practice of knowledge allows teachers to apply the theories and concepts they have learned into daily practice in the classroom (Bergmark 2023). This involves the use of effective teaching methods, the utilization of technology, and good classroom management. Teachers who actively apply knowledge can conduct continuous self-evaluation (Chang et al. 2022). They can identify strengths and areas for improvement, as well as develop action plans to improve the quality of their teaching.

In addition, some netizens gave positive comments that the PPG program had a positive impact according to what he experienced "*I am a PPG alumni, PPG is useful, there is a lot of knowledge that can be used in schools*"

Public Policy Analysis

In this Teacher Development and Improvement Policy, many issues of teacher improvement and professional development are now developing in the media regarding the change in the pattern of PLPG to PPG. The scope of public policy analysis, the meaning contained in the term "issue" is not what is generally

understood by ordinary people in everyday conversation (Wahab 2021). In essence, *policy issues* usually arise because there has been a cross-opinion among stakeholders about the direction of action that has been or will be taken, or conflicting views about the character of the problem itself.

Policy analysis is an applied social research that is systematically compiled to find out the substance of the policy to clearly know information about the problems answered by the policy and problems that may arise as a result of the application of the policy. The scope and method of policy analysis are generally descriptive and factual about the causes and effects of a policy. Public policy refers to all areas of government action stretching from economic policy to policy that usually refers to social policy including education, health, and other areas of welfare (Clark 2021).

Education policy, especially policies on the development and improvement of the teaching profession, must at least meet the challenges and demands of the global and the development of the times where that education policy analysis describes how the State plans and leads to education priorities, then the results of the analysis must be explained by the global factors of its policies (Matthew, Nikki, and Meghan 2021). Policy analysis is an applied social science discipline that uses a variety of research methods and arguments to generate and transfer information relevant to policy so that it can be utilized at the political level to solve policy problems (Zhang et al. 2020).

The product of policy analysis is advice. Specifically, it is advice that informs some public policy decisions (Chater and Loewenstein 2023). So public policy analysis is more of an advice or consideration for public policymakers that contains the problems faced, the tasks that must be carried out by public organizations related to these problems, and also various policy alternatives that may be taken with various assessments based on policy objectives.

Public policy analysis aims to provide recommendations to assist policymakers in their efforts to solve public problems. In public policy analysis, there is information related to public problems and arguments about various policy alternatives, as consideration or input to policymakers (Peters 2020). Public policy analysis based on policy studies can be distinguished between policy analysis before certain public policies and after certain public policies. Policy analysis before public policy is based on public problems alone so the result is a new public policy recommendation (Antasari 2021). Both policy analysis before and after the policy has the same goal, namely providing policy recommendations to policymakers so that more quality policies can be obtained (Mukherjee, Coban, and Bali 2021).

From that explanation, it cannot be said that PPG is a shortcut to becoming a professional teacher, but a very difficult and long path to take. Even to be able to take part in this PPG, prospective applicants are also expected to take part in SM-3T, namely Bachelor of Teaching in Remote, Outermost, and Frontier areas from the territory of the Republic of Indonesia. After graduating from PPG, they will get a Gr. degree and can only become CPNS. This PPG is also divided into two, namely pre-service education and in-service education. The number of prospective teachers who take part in this PPG must also be adjusted to *supply*

and demand (Uchtiawati 2020). Teacher Professional Education activities have many benefits for teachers, including: 1) Gaining experience on how to think and work in an interdisciplinary manner so that they can understand the relationship of knowledge in overcoming educational problems in schools; 2) Increasing teachers' experience and appreciation of the educational and learning process in schools; 3) Sharpen the power of reason in the study, formulation and solving of educational problems in schools; 4) Provide opportunities for students to be able to act as motivators, dynamicators, and form thoughts as problem solvers in learning (Febrianti 2023).

The benefits for schools are finding refreshment and new ideas in the learning process, both the teaching system and other educational tasks so it is hoped that the learning model will be better. In addition, the existence of prospective practical teachers can provide new colors even in a relatively short time (Sriwahyuni and Amelia 2021). To allow students to get input or motivation, especially related to higher education that they will take/live in the future.

The benefits for the community are the availability of prospective educators who have good quality and will foster community motivation to be more stable and believe that the world of education can provide satisfactory services. This will encourage the community to be more active in promoting the compulsory education program launched by the government. The advantages and disadvantages of PPG can be seen from the table below:

Table 1. Advantages and Disadvantages of PPG

| Advantages of PPG | Disadvantages of PPG |
|--|---|
| 1. Creating professional teachers | 1. The cost of taking PPG is expensive |
| 2. Improve teacher welfare | 2. Socialization has not been maximized |
| 3. All non-education graduates can enter PPG | 3. Many teachers have not been able to Get out of his comfort zone |

Regarding the public policy, one netizen commented on the teacher certification policy:

"What is clear is that teacher certification is very burdensome if the scheme is still like this because it has to queue millions of teachers who have not been certified who don't know how many years to complete. And is the most painful thing for teachers who have been decades (sorry, it's old, soon to retire) had to be eliminated by teachers yesterday afternoon, imagine what it's like to be them, Where is justice for teachers and when does the government value teachers?"

Policies that are now made by the government often get unfavorable responses from the community, especially in the scheme of implementing teacher certification. Maybe this is influenced by many factors.

CONCLUSION

The implementation of the Teacher Professional Education program is still reaping pros and cons. This is predominantly caused by the lack of transparency in the implementation of the program, the implementation time and often not on target, causing pros and cons that occur in the community. Regarding this phenomenon, it is hoped that the government will be more proactive in supervising the implementation of teacher professional education programs so that in practice it does not cause policy inequality to cause divisions in society, especially in the world of education. To achieve the goal of improving the quality of education, the government needs to improve the transparency and effectiveness of the implementation of the Teacher Professional Education program. Transparency in the process of selection, implementation, and evaluation of the program will increase public confidence in the government's seriousness in carrying out this program. With strict supervision and good management, problems such as improper implementation times can be minimized. This will not only strengthen the program, but will also contribute significantly to efforts to improve the quality of education in Indonesia. When the public sees that the Teacher Professional Education program is run honestly, effectively, and usefully, their support for the program will increase significantly. Transparency and integrity in the implementation of the program creates public trust, which is essential for long-term success. The effectiveness of the program, shown through tangible results such as improved teacher competence and a positive impact on the quality of teaching, will strengthen the community's belief that the program is indeed feasible and necessary. Thus, various controversies that previously arose due to dissatisfaction or misunderstandings can be minimized, creating a more conducive environment for collaboration between the government, educational institutions, and the community in achieving the common goal of improving the quality of education in Indonesia.

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