

A SYSTEMATIC ANALYSIS OF THE IMPACT OF THE TEACHER PROFESSIONAL EDUCATION PROGRAM ON TEACHER PROFESSIONALISM IN TEACHING AND LEARNING ACTIVITIES IN INDONESIA

Wahyudin¹

Institut Attaqwa KH Noer Alie Bekasi

wayelhaq@attaqwaputri.sch.id

Syamsul Aripin²

UIN Syarif Hidayatullah Jakarta

syamsul.aripin1981@gmail.com

Abstract

This study aims to systematically analyze the impact of the Teacher Professional Education (PPG) program on the improvement of teacher professionalism in teaching and learning activities in Indonesia. Teacher professionalism encompasses pedagogical, professional, social, and personal competencies, which are key indicators of educational quality. This research employs a Systematic Literature Review (SLR), reviewing three scientific articles published between 2022 and 2023 that are relevant to the topic. The findings indicate that the PPG program has a positive impact on enhancing teacher competencies, particularly in curriculum mastery, innovative teaching strategies, and work ethics. However, its effectiveness is still influenced by implementation quality, institutional readiness, and participant motivation. The study recommends ongoing evaluation and stronger integration between PPG training and actual classroom practices. These findings offer valuable insights for shaping national policies aimed at improving teacher quality and the effectiveness of the PPG program.

Keywords: Teacher Professional Education, Teacher Professionalism, Systematic Review, Teacher Competence, Educational Evaluation

Abstrak

Penelitian ini bertujuan untuk menganalisis secara sistematis pengaruh program Pendidikan Profesi Guru (PPG) terhadap peningkatan profesionalitas guru dalam kegiatan belajar mengajar di Indonesia. Profesionalitas guru mencakup kompetensi pedagogik, profesional, sosial, dan kepribadian yang menjadi indikator utama kualitas pendidikan. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR), berdasarkan telaah terhadap tiga artikel ilmiah yang dipublikasikan dalam rentang tahun 2022–2023 dan relevan dengan topik. Hasil kajian menunjukkan bahwa program PPG memberikan kontribusi positif terhadap peningkatan kompetensi guru, khususnya dalam penguasaan kurikulum, strategi pembelajaran inovatif, dan peningkatan etos kerja. Namun demikian, efektivitas PPG masih dipengaruhi oleh kualitas pelaksanaan, kesiapan institusi penyelenggara, serta motivasi peserta. Penelitian ini merekomendasikan perlunya evaluasi berkelanjutan dan penguatan integrasi antara pelatihan PPG dengan praktik nyata di kelas. Temuan ini memberikan kontribusi penting dalam merumuskan kebijakan peningkatan mutu guru dan efektivitas program PPG secara nasional.

Kata Kunci: Pendidikan Profesi Guru, Profesionalitas Guru, Sistematis Literatur, Kompetensi Guru, Evaluasi Pendidikan

Introduction

The quality of an education system largely depends on the competence and professionalism of its teachers. In response to this, the Indonesian government introduced the *Teacher Professional Education Program* (*Program Pendidikan Profesi Guru*, or PPG) as a national strategy to enhance teacher quality and elevate teaching standards. The PPG is a post-graduate professional training program designed to equip both pre-service and in-service teachers with comprehensive professional competencies that align with national education goals and 21st-century learning demands.

Teacher professionalism is a multidimensional construct encompassing pedagogical expertise, subject mastery, classroom management, ethical behavior, and interpersonal skills. Several empirical studies in Indonesia have reported positive outcomes from the implementation of PPG programs. For instance, Yuliana (2019) found improvements in teachers' curriculum understanding and the use of innovative instructional strategies. Hidayat and Ningsih (2020) observed significant gains in pedagogical and professional competence among PPG participants. However, these positive results are not without limitations.

Concerns remain regarding the disconnect between the theoretical training provided during PPG and the complex realities of classroom practice. Suryani (2018) noted that many teachers feel inadequately prepared for actual teaching challenges despite completing PPG. Furthermore, Sentosa (2021) emphasized that program outcomes are significantly influenced by factors such as the readiness of teacher education institutions, the competency of facilitators, the structure of teaching practicum, and the intrinsic motivation of the participants.

At the international level, organizations such as the OECD (2020) and UNESCO (2016) have highlighted the importance of practice-based teacher preparation programs that not only transmit theoretical knowledge but also cultivate reflective, adaptive, and context-sensitive practitioners. Yet, in Indonesia, most studies on PPG implementation remain descriptive in nature and rarely offer critical, evaluative, or longitudinal insights. Moreover, very few studies explore how PPG influences the long-term development of teacher professionalism in authentic teaching environments.

This indicates a clear research gap in the existing literature, the lack of comprehensive and systematic analyses on the actual impact of PPG on teacher

professionalism, especially in relation to practical classroom application. While government policy emphasizes teacher certification as a route to improving teaching quality, the extent to which the PPG program achieves this goal remains under-examined from an evidence-based perspective.

In light of these gaps, this study aims to conduct a systematic literature review (SLR) to examine the influence of the Teacher Professional Education Program on teacher professionalism in Indonesia. By synthesizing and critically analyzing recent empirical findings, this study seeks to: (1) evaluate the effectiveness of PPG in enhancing key teacher competencies, (2) identify factors that support or hinder the program's success, and (3) offer policy and practical recommendations for future implementation. The findings are expected to contribute to both theoretical discourses on teacher development and to the practical improvement of professional education programs in Indonesia and other similar contexts.

Method

This study employed a Systematic Literature Review (SLR) approach following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. PRISMA provides a structured method for identifying, evaluating, and synthesizing relevant literature in a transparent and replicable way. The review process consisted of five key stages adapted from Fitriyani (2021): (1) identifying the background and research objectives, (2) defining information sources, (3) selecting relevant literature based on inclusion and exclusion criteria, (4) collecting data from selected studies, and (5) classifying and analyzing the data.

The search strategy was conducted through Google Scholar using specific keywords: "Pendidikan Profesi Guru (PPG)" and "Profesionalitas Guru" (Teacher Professional Education and Teacher Professionalism). The selection was limited to peer-reviewed journal articles published between 2022 and 2023 in Bahasa Indonesia, with direct relevance to the impact of the PPG program on teacher professionalism.

After screening and eligibility assessment, three studies were included in the final review based on their methodological rigor, thematic relevance, and data clarity. The summary of the selected literature is presented in Table 1 below:

Table 1. Summary of Reviewed Studies

No	Authors	Title	Key Findings
1	Isnainik Juni Fitriyah, Dian Nugraheni, Erti Hamimi, Yayuk Mulyati, Aisyah Az-Zahro, and Fatimah Az-Zahro (2023)	Peningkatan Kualitas Pendidikan Calon Guru Melalui PPG Prajabatan Sebagai Bekal PPL Dalam Rangka Mencapai SDGs Pendidikan Desa Berkualitas (<i>Improving the Quality of Pre-Service Teachers through the PPG Program as a Preparation for PPL to Achieve SDGs on Quality Village Education</i>)	The study found that the PPG program significantly improved the quality and awareness of the need for professional educators in Indonesia. The teaching practicum (PPL) conducted by pre-service PPG participants also contributed positively to achieving the educational targets of the SDGs.
2	Olivia Mardhatillah and Jun Surjanti (2023)	Peningkatan Kompetensi Pedagogik dan Profesionalitas Guru (<i>Enhancing Pedagogical and Professional Competencies of Teachers</i>)	This study highlighted the importance of the PPG program in developing teachers' potential in Indonesia, especially in classroom management, subject mastery, personality, and social interaction skills.
3	Anggi Gustiani Putri, Sulitsyaningsih, & Charissa Ramadhani (2022)	Problematisa Peningkatan Kualitas Pendidikan Melalui Program Pendidikan Profesi Guru (PPG) (<i>Challenges in Improving Educational Quality through the PPG Program</i>)	The research revealed that low educational quality in Indonesia is partly due to the insufficient teaching capabilities of educators, and the implementation of the PPG program had not yet reached optimal effectiveness.

Findings and Discussion

The Nature of the Teacher Professional Education Program (PPG)

The Teacher Professional Education Program (PPG) is a post-bachelor professional education initiative designed to prepare individuals for the teaching profession, which demands specialized pedagogical and content knowledge. Candidates who have completed undergraduate studies, both in education and non-education majors, are required to undergo PPG training for one to two years. Since 2005, the PPG has functioned as a substitute for the former "Akta IV" teaching certification. In accordance with Article 3 Paragraph (1) of the Ministry of National Education Regulation No. 8 of 2009, PPG programs must be administered by higher education institutions with accredited teacher training faculties.

As a form of advanced education, PPG aims to equip graduates with professional teaching qualifications in line with national education standards. Graduates receive

a professional educator certificate, marking their eligibility to enter the teaching workforce (Ristekdikti, 2018).

The Role and Impact of PPG on Teacher Professionalism

Teacher certification through PPG plays a crucial role in validating and enhancing teachers' competencies. Guspiati (2020) found that the implementation of teacher certification policies positively influences pedagogical skills, while also showing a significant impact on professional competence. Supporting this, a study cited by Putri et al. (2022) demonstrated that teacher certification significantly affects competency outcomes, with a t-value of 14.022 and a p-value below 0.05, confirming the effectiveness of the program.

The objectives of teacher certification include (1) assessing the feasibility of teachers to serve as professional educators, (2) improving teaching and learning outcomes, (3) enhancing teacher welfare, and (4) elevating the professional status of teachers in line with national education goals. According to Regulation No. 16/2007 by the Ministry of National Education, professional competence involves mastery of subject matter, understanding curriculum standards, creative material development, reflective practices, and the integration of ICT for professional development. These elements are central to the PPG curriculum, which is structured around activity-based learning and integrates the TPACK (Technological Pedagogical Content Knowledge) model.

Empirical Findings and Thematic Synthesis

The reviewed studies consistently affirm the value of PPG in enhancing teacher readiness, particularly in practical teaching skills. PPG provides structured mentoring in lesson planning, classroom management, adaptive teaching methods, and student-centered assessment. Teachers trained under the program develop stronger capacities to connect lessons with students' real-life contexts, manage learning environments, and facilitate interactive instruction (Al Mustaqim, 2023).

Furthermore, PPG enriches teachers' understanding of curricular content and instructional strategies, thereby making learning more relevant and engaging for students. It also cultivates teachers' managerial competencies, such as time management, resource allocation, and communication with parents.

A quantitative study by Anandha et al. (2021) involving 268 students from SMPN 238 Jakarta revealed that 54.2% rated their teachers' professional development efforts as "successful," while 51.2% rated their teachers' performance as "high." This

correlation suggests that effective professional development programs, including PPG, can enhance teacher performance significantly (Maulana et al., 2023).

Similarly, Fitriyah et al. (2023) found that 62.5% of respondents viewed PPG, particularly the pre-service track, as highly important for preparing teachers to meet contemporary educational challenges. The integration of digital literacy and pedagogical practice was identified as a key benefit.

However, national competency test results indicate a persistent gap. According to Mardhatillah and Surjanti (2023), a study involving 548 teachers across Indonesia showed that while the average pedagogical score was 55.46 (with a high of 62.99 and a low of 33.41), the professional competency average was 54.05. Though over 25% of the teachers scored in the "high" category, the majority remained in the "moderate" category. This highlights the ongoing need for targeted professional development.

Table 2. National Teacher Competency Test Results (2021)

Category	Pedagogical (%)	Professional (%)
High	28.28	29.01
Moderate	71.53	63.14
Low	0.18	7.85

These findings underscore that while PPG significantly contributes to teacher development, continuous improvements in delivery, alignment with classroom realities, and post-training mentorship are necessary to ensure sustained professionalism.

Professional recognition through the "Gr" title and certification obtained via PPG enhances career prospects and financial stability for teachers (Kusumawardhani, 2017; Maryani, 2022). However, achieving this recognition requires passing a final competency test after completing workshops and field practice, underscoring the importance of performance-based assessment in teacher qualification.

Conclusion

The Teacher Professional Education Program (PPG) serves as a strategic vehicle for enhancing teacher professionalism through the development of pedagogical, professional, social, and personal competencies. The program is systematically designed with practice-based training and performance-based assessments, granting graduates both teaching certification and the official title of “Professional Teacher”

(Gr). This review affirms that PPG significantly contributes to improving teaching quality, curriculum mastery, and classroom management skills.

Nevertheless, the effectiveness of PPG implementation faces ongoing challenges, including the limited integration of training with real classroom practices, institutional readiness, and varying levels of participant motivation. Thus, continuous evaluation and improvement of the PPG model are essential to ensure contextual relevance, responsiveness to educational changes, and stronger alignment with field realities.

The implications of this study highlight the need for evidence-based policy design in teacher development, along with institutional support and post-PPG mentoring to sustain teacher professionalism. Future research is recommended to conduct longitudinal and in-depth studies with broader empirical data, including international comparisons, to comprehensively assess the long-term transformation of teacher competencies.

References

- Airlanda, G. S. (2020). Analisis hasil evaluasi diri mahasiswa tentang kurikulum pendidikan profesi guru kelas SD prajabatan bersubsidi Universitas Kristen Satya Wacana. *PAX HUMANA*, 5(2), 137–150.
- Anandha, S. A., Nurlinda, B. D., Lestari, T. H., & Susanto, R. (2021). Pengaruh pengembangan profesi guru terhadap kinerja guru. *Prosiding Universitas Esa Unggul*. <https://prosiding.esaunggul.ac.id/>
- Basri, D., & Suryana, D. (2023). Analisis tantangan dan strategi pengembangan profesi guru dalam meningkatkan mutu pendidikan. *Jurnal Pendidikan Tambusai*, 7(1), 520–528.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Fitriyah, I. J., Nugraheni, D., Hamimi, E., Mulyati, Y., & Az-Zahro, A. (2023). Peningkatan kualitas pendidikan calon guru melalui PPG prajabatan sebagai bekal PPL dalam rangka mencapai SDGs pendidikan desa berkualitas. *Jurnal Pendidikan dan Pembelajaran*, 12(2), 721–721.
- Fitriyani, N. I. (2021). Metode PRISMA untuk memprediksi penyakit kanker payudara. *JII: Jurnal Inovasi Informatika Universitas Pradita*, 6(2), 13–18.
- Guspiati, S. (2020). Pengaruh implementasi kebijakan sertifikasi guru terhadap kemampuan pedagogik, serta dampaknya terhadap kompetensi profesional guru Madrasah Ibtidaiyah di Kecamatan Bungusari Kota Tasikmalaya. *Jurnal Pendidikan Guru MI*, 1(3), 1–23.
- Hidayat, R., & Ningsih, S. (2020). Peningkatan kompetensi pedagogik guru melalui program Pendidikan Profesi Guru (PPG). *Jurnal Pendidikan dan Kebudayaan*, 25(1), 45–53.

- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6), 590–618. <https://doi.org/10.1080/09645292.2017.1329405>
- Labbaika, W., Fadillah, R., Mudiarty, M., & Prihatini, P. (2024). Pengaruh inovasi pendidikan melalui peningkatan profesional pendidik dalam program Pendidikan Profesi Guru. *Sindoro: Cendikia Pendidikan*, 4(5), 60–70.
- Mardhatillah, O., & Surjanti, J. (2023). Peningkatan kompetensi pedagogik dan profesional guru melalui program PPG. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(2), 308–314.
- Maryani, E. (2022). Pendidikan profesi guru (PPG) sebagai cara untuk menjadikan guru menjadi profesional. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 2, 171–178. <http://202.162.210.184/index.php/guau/article/view/405>
- Maulana, I., Rahma, N. A., Mahfirah, N. F., Alfarizi, W., & Darlis, A. (2023). Meningkatkan profesional guru dengan program pendidikan profesi guru (PPG). *Journal on Education*, 5(2), 2158–2167.
- Mustaquim, D. A. (2023). Peranan pendidikan guru meningkatkan profesionalitas dan kualitas pembelajaran di Indonesia. *Jurnal Ilmu Tarbiyah: Kajian Pendidikan dan Ilmu Sosial*, 1(2), 170–180.
- OECD. (2020). *Teachers and leaders in vocational education and training*. OECD Publishing.
- Pendidikan Ekonomi Undiksha. (2022). Pendidikan ekonomi dan profesionalisme guru. *Jurnal Pendidikan Ekonomi Undiksha*, 15(1), 102–111. <https://doi.org/10.23887/jjpe.v15i1.65200>
- Prihastari, E. B., Wicaksono, A. G., & Umriyana, U. (2024). Peran teknologi dalam mendukung pelaksanaan PPG dalam jabatan. *Indonesian Research Journal on Education*, 4(2), 114–118.
- Putri, A. G., Ramadhani, C., & Ramadhani, C. (2022). Problematika peningkatan kualitas pendidikan melalui program Pendidikan Profesi Guru (PPG). *Proseding Didaktis: Seminar Nasional Pendidikan Dasar*, 7(1), 1217–1226.
- Santosa, A. (2021). Efektivitas program PPG dalam meningkatkan profesionalitas guru di era kurikulum merdeka. *Jurnal Ilmu Pendidikan*, 33(2), 88–97.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Suryani, N. (2018). Tantangan implementasi program PPG terhadap kesiapan guru menghadapi realitas kelas. *Jurnal Pendidikan dan Pengajaran*, 51(4), 231–240.
- UNESCO. (2016). *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*.
- Yuliana, D. (2019). Pengaruh program Pendidikan Profesi Guru terhadap kualitas pembelajaran di sekolah dasar. *Jurnal Pendidikan Guru*, 14(3), 105–113.
- Zulfitri, H., Setiawati, N. P., & Ismaini. (2019). Pendidikan Profesi Guru (PPG) sebagai upaya meningkatkan profesionalisme guru. *LINGUA: Jurnal Bahasa & Sastra*, 19(2), 130–136.