



# Teacher Professional Development in Indonesia



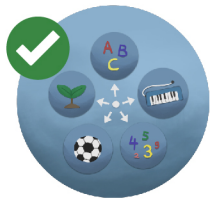
## Technical and Systemic Constraints

Over the past 40 years, the government have made multiple attempts to reform teacher professional development (TPD), the most recent being the *Pengembangan Keprofesian Berkelanjutan* or PKB (Continuing Professional Development). Despite the reforms, **the quality of Indonesian teachers remain low**. Why have these reforms fell short in improving teaching quality?

RISE Programme in Indonesia carried out a qualitative study to learn about the design, implementation, and other factors affecting the efficacy of PKB. The study focused on primary school teacher training.

### Findings

PKB has only a few characteristics of effective TPD.<sup>1</sup>



Differentiating TPD programmes based on the lesson taught or the level of education which teacher teaches



Linking TPD programmes to teacher incentives (e.g., credit points for promotion to a higher civil service grade rank)



Held at less centralised locations

There are more characteristics of effective TPD that are missing in PKB.



Targeting teachers based on their teaching experience



Developing TPD materials based on teachers' existing knowledge and linking the materials to their everyday experiences



Holding follow-up visits upon completion of the training



Providing feedback on teacher's teaching performance upon completion of the training



Involving teaching practice through lesson enactment

TPD problems in Indonesia are systemic because **the country's education system is incoherent for improving teaching quality**. We review this systemic constraints using the Education System Accountability Framework.<sup>2</sup>

### Delegation

- The Ministry of Education and Culture (MoEC) expects teachers to simply show compliance in administrative matters and in undertaking the UKG\* and PKB
- The government/the MoEC does not demand teachers to teach properly and with good quality

### Finance

- TPD programmes have always been under budget
- Local governments have always been left out in the formulation of education policies, but they are obliged to co-finance TPD programmes

### Information

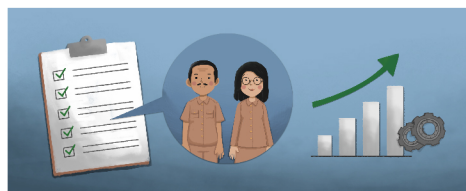
- UKG scores are not disclosed and are overlooked in the teacher performance evaluation system
- Teacher performance is assessed on outputs such as reports rather than teaching efficacy

### Motivation

- There is no consequence for teachers whose UKG scores remain low upon completion of PKB
- There is no consequence on allowance received by teachers despite their poor teaching quality upon completion of PKB

\*Uji Kompetensi Guru or Teacher Competence Test

## Recommendations



**Build teacher performance standards that are comprehensive and are based on measurable competences**

These standards can also serve as the basis to develop TPD programmes as well as evaluate teacher performance.



**Develop teacher career ladder**

This system can be linked to teacher trainings and TPD programmes.



**Develop an allowance system based on teaching performance (apart from attendance/years of service)**

- Reward mechanism for highly-skilled teachers
- Learning mechanism for low-skilled teachers (who do not meet the minimum standard)



**Exert periodic recertification**

Such a mechanism would drive teachers to self-develop continuously.

TPD constraints in Indonesia have existed for decades and can not be resolved by simply replacing old programmes with new ones.

**Indonesia's education system must be reoriented towards producing quality teachers**, one of which is by administering effective TPD programmes. This reform will allow student learning quality to improve as well as bring quality education into reality.

#### References:

1 "Teacher Professional Development around the World: The Gap Between Evidence and Practice", 2018, Policy Research Working Paper

2 "Creating Education Systems Coherent for Learning Outcomes: Making the Transition from Schooling to Learning", 2015, RISE Working Paper Series