

## **TOWARD ASEAN TEACHER STANDARDIZATION, A LESSON FROM INDONESIA TEACHER TRAINING AND CERTIFICATION**

**Adzanil Prima Septy**

Bung Hatta University, Padang – Indonesia

Email: [adzanil.septy@gmail.com](mailto:adzanil.septy@gmail.com)

### ***Abstract***

*Education quality has long become a serious concern, and this issue relies much on teachers. It is an undeniable fact that the ways teachers manage teaching-learning relate to the education quality leading students to expected learning output according to the objectives of national education and development. In this response, teacher qualification and professionalism become the main issue and remain debates in numerous conferences nationally and internationally, that end up in the need of attempts to standardize teachers, yet standardizing teachers in ASEAN countries. Referring to the Indonesian Teacher Act of 2005, Indonesia has setup a certain standard of criteria for teacher qualification and their competence. However, there are still problems in the implementation of this regulation despite comprehensive studies for improvement. In spite of this, Indonesia's experience in standardizing/certifying teachers could be considered as a lesson to standardize teachers in ASEAN countries in relation to the spirit of sharing and developing a better ASEAN community. This paper will discuss attempts undertaken by Indonesia teacher training and education institutions in pursuing quality teacher training and education. There are several selected criteria to meet teacher standardization and competence that may contribute to a mutual cooperation among ASEAN countries and ASEAN teachers in the future.*

**Key words:** *Certified Teaching Competence, Professional Teacher Training and Education, ASEAN Teacher Standardization, Curriculum of National Qualification Framework*

## 1. Introduction

The 21<sup>st</sup> century is marked by increasing and intensive interactions of the world community. The interactions are due to the use of well-developed and technological communication devices. As a result, none of information could be hidden; it could be easily accessed from any parts of the world. The world is such shrinking. In this era, the world seems to have no geographical borders and limits in transactions and interactions. This is called globalization era.

Globalization is a compressed time and place where there is no border and limit in having cyber interaction in human life (Tilaar, 2006:142). The transaction of goods and services, for instance, could happen easily any time and any place. In other words, in this globalized era, any concepts governing the transactions may appear simultaneously and happen easily. Such concepts have led to standardization.

Although standardization mostly refers to products of traded goods, this term may have also been identified in describing products of services. Education, a service of various aspects in it, requires some standardization. As a result, all aspects associated with education will need some standardization; that is obtaining some agreed criteria of quality.

Standardizing education has been resulted from global interactions of education. All nations in the world happen to do some comparative education in order to achieve better life and national development. The education standardization is developed along with the increase of modern and rational society obtained through some enlightenment of thoughts. It is also identified that the modern society is indicated by the increase of positive values and the need to act by facts (empirics). Moreover, the standardization also happens due to idealism of quality in social life. Ideal quality is the core of standardization.

In Indonesia, education standardization is stipulated in the national system of education regulation, decree number 20 of 2003. According to the regulation, there are a number of components that have to be standardized, such as content, process, graduate competence, educators (teachers and lecturers), facilities, management, funding, and assessments (GOI, 2003, article 36). Consequently, standardizing these components imply to developing curriculum, teachers, supporting facilities and funding in education.

Moreover, the aim of standardization is to attain the national objectives of education; to develop students' potential in having their faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, which in turn they become democratic and responsible citizens for Indonesia (GOI, 2003, article 3). Then, details of national standard of education are described in the ministry of education's decree number 19 of 2005 that concern with the implementation of standardizing the components (MOEC, 2005; Tilaar, 2006:169-170). As teacher is concerned, the regulation number 14 of 2005 concerning teachers and lecturers has stipulated teachers and lecturers to attain specific criteria of competencies including ethics and other conditions in conducting their professional duties.

In Indonesia, the implementation of teacher standardization has been attained through some national assessments, i.e., teacher postfolios and on-job trainings (called Training and Education of Professional Teacher (PLPG)). The assessments are meant to be the national instruments to identify teacher's levels of competencies in managing class as well as to be a reference to develop upcoming national programs of teacher professional development. Despite pros and cons, the assessments have led to formulating criteria of teacher standardization.

As education is also considered the means to develop ASEAN community, standardizing ASEAN teachers become an important issue to discuss (ASEAN, 2014). Besides, the implementation of Asia Economic Community (AEC) has also inspired the importance of having quality education throughout ASEAN countries. Consequently, as teachers play important roles in any aspects of education, ASEAN teachers should also attain certain standard of competence.

It is also important to note that the world has been separated into several blocks, and ASEAN countries have to stand on its own block. Besides, ASEAN is considered to be a new power in the world. Most of the ASEAN community has relatively similar backgrounds such as ethnic groups, language root, and social-cultures that could be united into an ASEAN power and spirit. Needless to say, ASEAN countries have rich natural resources that often attract interests of nations from other blocks. Therefore, standardizing the education would strengthen ASEAN community in the future.

## **2. Teacher Training and Indonesia Teacher Standardization, a Lesson**

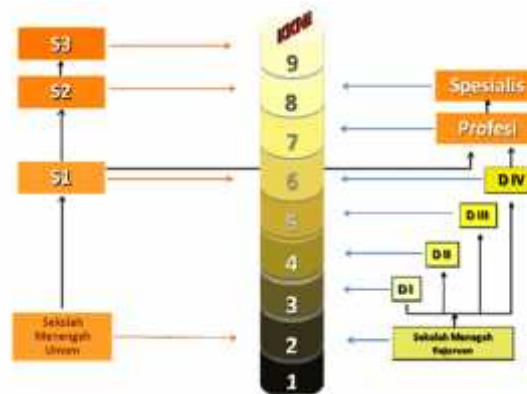
Teacher is the main component in any education systems. How education is conducted relies much on teachers and standardizing teachers will correspond with education quality. So, to have quality teacher leads to attain quality education.

According to the Teacher and Lecturer Regulation, decree number 14 of 2005, there are at least four competencies of criteria that every teacher has to develop. The four competencies are pedagogy, personality, professional, and social competence (GOI, 2005). Then, to have teachers with such competencies, teacher training and education institutions (higher colleges and universities) play an important role to develop student teachers' capacity to become professional teachers in schools.

In recent Indonesia context, just completing higher education on the teacher trainings seems insufficient to become professional teachers. Although, every year teacher training schools of universities throughout the country have produced new teachers, it does not mean that Indonesia has a sufficient number of quality teachers serving at schools. There remains a number of problems that need an intensive research to find out solutions of the problems (Tilaar, 2006:167; Effendi, 2016:1). The teacher training schools seem to have just trained students on basic skills in managing teaching and classroom. Yet, content knowledge of science and disciplines still need to improve.

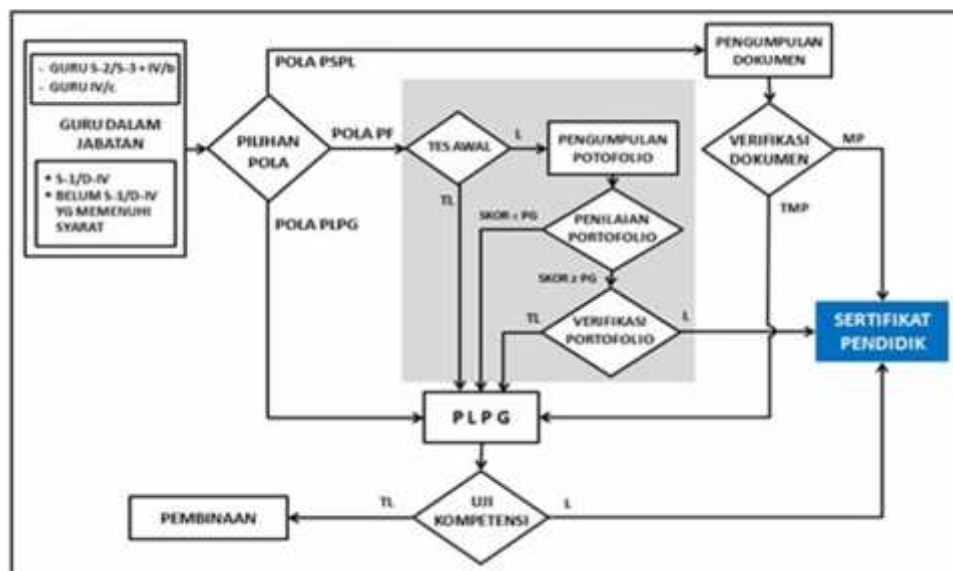
Despite some developed curriculum of teacher training, such as Indonesia National Curriculum Framework (or KKNi), the teacher graduates still need some fieldwork trainings and experiences to achieve professional standards. Figure 1 exemplifies certain level of teacher training graduates to have. Referring to the KKNi, teacher training and education curriculum should have accommodated student teachers with professional competence in level 6. In this figure, S1 degree teacher is set to achieve level 6 of KKNi that their main competencies relate to (a) skills to handle works, (b) coverage of knowledge, (c) methods to apply knowledge and level of the knowledge, (d) management skills (MOE, 2010; Presidential Decree, 2012). These measures are organized into descriptor of KKNi (Septy, 2016). In spite of this, to be a certified teacher, they have to sit in some intensive training and fieldwork activities that are now programmed by the government through education and training of professional teacher scheme (PLPG).

**Figure 1. The Level of S1 Teacher Competence by Teacher Training and Education Curriculum Development Based on the Indonesia National Curriculum Framework (source: (MOE, 2010; Presidential Decree, 2012)**



The prime purpose of PLPG is developing teacher professionalism in a real context of teaching. This is due to the fact that the quality of teachers is in a big issue everywhere. For example, in the last three years, referring to teacher competence assessment, teacher standard of competence need to be improved by any means of trainings and professional activities. The Ministry of Education and Culture (MOEC) has noted the need to implement some strategic steps to improve teacher competence standard, and the teacher assessments have mapped teacher distribution nation-wide (Gultom, 2012). This concluded that teacher on-job training would be urgent to help improve their competencies according to the need in global development. Figure 2 shows how teacher competence standardization is implemented in the PLPG scheme in Indonesia.

**Figure 2. Teacher Competence Standardization of the PLPG Scheme (source: Directorate General of Higher Education MOEC, 2012:7)**



The PLPG scheme has been implemented since 2007. The purpose of PLPG is to upgrade teachers' standard of professional competence by developing personality, professionalism, ability to solve problem and to find solution in their specific field of study, ability to do remedial teaching, ability to motivate students learning, and ability to manage conducive learning atmosphere in the classroom. Having attended the program, teachers are expected to have standardized competence to manage teaching in schools. To attend the training, the teachers have to complete some selection criteria academically and administratively.

As mentioned, teacher professional competence consists of pedagogic, personality, professional, and social competencies (see table 1). The pedagogic competence relate to abilities to manage teaching-learning process covering understanding to students, planning and implementing teaching-learning of various techniques, strategies, approaches and methods, assesment to learning output, and developing students competence to develop their potentials. Personality competence includes the teacher personal performance, such as having noble attitudes, becoming a role model for students, being wise and outstanding, and mature as well. The teacher social competence may be reflected in ability to communicate and interact socially with students and colleagues as well as parents including other school community. Also, the teacher professional competence incorporates mastery on their subject matters possibly leading students to better understanding on concepts, principles and procedures of the subjects. So, to have all these criteria, teachers have to fulfill this professional standard either through portfolio assessment or on-job training assessment of PLPG.

**Table 1. Indicators of Teacher Professional Competence**

No.	Types of Competence	Criteria/Indicators
1	Pedagogic Competencies	<ul style="list-style-type: none"> <li>▪ Recognize students' characteristics</li> <li>▪ Master theories and principles of teaching-learning</li> <li>▪ Be able to develop curriculum</li> <li>▪ Understand educative activities</li> <li>▪ Understand and develop students' potentials</li> <li>▪ Communicate well with students</li> <li>▪ Understand how to evaluate teaching-learning</li> </ul>
2	Personality Competencies	<ul style="list-style-type: none"> <li>▪ Being mature</li> <li>▪ Being stable</li> <li>▪ Being wise</li> <li>▪ Being respectful</li> <li>▪ Being confident</li> <li>▪ Having good characters</li> <li>▪ Being a role model for students and community members</li> <li>▪ Being able to self-evaluate/self-control</li> <li>▪ Being able to self develop continuously</li> </ul>
3	Social Competencies	<ul style="list-style-type: none"> <li>▪ Being able to communicate communicatively (both oral and written)</li> <li>▪ Being able to use information communication</li> </ul>

		technology appropriately <ul style="list-style-type: none"> <li>▪ Being able to interact effectively with students and colleagues as well as parents</li> <li>▪ Being able to interact friendly with community members</li> <li>▪ Being able to act according to religious, cultural and social norms of Indonesia</li> <li>▪ Being able to perform outstanding and mature personality</li> <li>▪ Having strong responsibility, and proud of being a teacher</li> </ul>
4	Professional Competencies	<ul style="list-style-type: none"> <li>▪ Having concepts, structures, scientific methods that connect lesson materials to social life</li> <li>▪ Better understanding on lesson materials according to curriculum</li> <li>▪ Better understanding on interconnection concepts and relevant subjects</li> <li>▪ Being able to apply scientific concepts into real life situation</li> <li>▪ Having professional ability to apply materials in global contexts and maintain them according to national contexts</li> </ul>

In spite of having the training scheme, teacher's professional competence has also been assessed through some portfolio assessment. In this circumstance, teachers are conditioned to have attained their Sarjana S1 degree academically (bachelor degree equivalent). Then, the certified teacher candidates have to submit relevant documents that describe their professional activities such as lesson plans, teaching material development and references, assessment form and system, teacher appointment document, and other relevant data and documents that support their duties. Administratively, the teachers have to sit in and pass pre-qualification assessment called entry competence test (Directorate General of Higher Education MOEC, 2012).

Portfolio assessment is aimed at identifying teacher professional experiences according to their activity documentation. The documents include their academic qualification, training and education, teaching experience, lesson plans, and assessments on their works from principal and teacher supervisors, academic achievements, professional development works/products, scientific forum involvement and activities, social and educational organization experience, and awards especially education-related awards.

### 3. Standardizing ASEAN Teachers

There are at least three issues to discuss in this part. First, criteria of teacher standardization need to be formulated and proposed to ASEAN community. Having the criteria of standard will help strengthen education system in South East Asia.

The impacts of Asia Economic Community (AEC) and Asia Free Trade Area (AFTA) have significantly given access to the world community to take part in many sectors of business including education (ASEAN, 2008; 2015). In this relation, quality education is in a high demand and the traffic of qualified teachers will also be apparent. Qualified teachers may

have great opportunities to develop their teaching career in ASEAN countries. Of course, qualified teachers should have completed national competence standards in terms of qualification and competence.

Referring to the teacher standardization in Indonesia, ASEAN teacher standardization could also be developed and formulated. Of the 4 aspects included in Indonesia teacher competence standards, there will be two emerging aspects to propose for ASEAN teacher standardization. The aspects are (1) professional-pedagogy competence, and (2) individual socio-cultural competence. Professional-pedagogy competence relate to teacher's ability to implement their academic qualification into practical teaching-learning process. Individual socio-cultural competence reflects the teacher's personal character performance as educators. Table 2 shows details of extended criteria of ASEAN teacher standardization.

**Table 2. Extended Criteria of Indonesia Teacher Competence to ASEAN Teacher Standardization**

No.	Types of Competence	Criteria/Indicators
1	Pedagogic and Professional Competencies	<ul style="list-style-type: none"> <li>○ Being able to manage teaching according to students' different characteristics</li> <li>○ Master theories and principles of teaching-learning methodology including curriculum system of ASEAN countries</li> <li>○ Being able to manage educational activities to develop students' potentials</li> <li>○ Being able to develop a wisdom of knowledge (that connect lesson materials to social life)</li> <li>○ Being able to apply scientific approaches into problems in real life situation</li> <li>○ Having an ability to apply materials in global contexts</li> <li>○ Being able to select various learning resources and design lesson materials by using information communication technology appropriately</li> </ul>
2	Personality and Socio-Cultural Competencies	<ul style="list-style-type: none"> <li>○ Having mature, stable, wise and respectful personality</li> <li>○ Having self-evaluated/self-controlled ability and being able to develop students potential continuously</li> <li>○ Having a working knowledge in one of international languages (particularly English) and Indonesia/Malay language as ASEAN language majority (both oral and written)</li> <li>○ Having a sound knowledge on cross culture understanding</li> <li>○ Being able to act according to different religious, cultural and social norms of ASEAN community</li> </ul>

Second, assessing ASEAN teacher competence could be based on portfolios. The portfolio is a means to examine teacher's professional development and activities in a relevant period of time. The portfolio examination is relevant to apply as teachers have also obtained their national competence certificate describing their level of competence standard and qualification in their respective country. ASEAN standardization is to extend the description of their qualification and professional standard recognized by ASEAN countries.

Then, to assess the ASEAN teacher standard, university school of education and teacher training colleges of this ASEAN network could be involved as assessment institutions, particularly schools or higher colleges of teacher training and education in these institutional ACERN participants. Assessors of the teacher standardization may be selected from the respective academic staff members of participating institutions who have specific expertise in their field. For example these ACERN participating institutions may be involved as assessment institutions. The important thing to consider is how each institution member has the same commitment to control and manage quality teacher trainings and also manage similar standard of measures.

Last but not least, teachers completing ASEAN standard competence are eligible to develop their professional career in any schools of ASEAN countries they wish. At least, teachers having such certified standard of competence may take part in teacher exchange programs held in the ASEAN countries. The teachers may be hosted by participating teacher training institutions.

#### **4. Conclusion and Suggestions**

The need of quality education in ASEAN becomes apparent in order to strengthen competitive power of each member nation. To achieve the quality of education together, teacher is a prominent component to take into account. Then, undertaking ASEAN teacher standardization needs to be formulated by referring to respective national standards and measure of teacher competence. The teacher standardization is the extension of respective national standard.

This paper has discussed aspects of competence associated with ASEAN teacher standardization: (1) professional-pedagogy competence, and (2) individual socio-cultural competence. The professional-pedagogy competence indicates teacher's ability to implement their academic skills into practical teaching-learning process. The individual socio-cultural competence reflects the teacher's personal character performance as educators. Finally, this paper suggests methods of assessment to teacher standardization recognized by ASEAN countries.

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