

EDUCATION QUALITY IMPROVEMENT POLICY IN A TEACHER/ SUPERVISOR CAREER IN INDONESIA

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Abstract

Education is the main pillar of national development, playing an important role in forming a future generation that is qualified and globally competitive. To achieve this goal, appropriate and effective policies are needed, especially in developing the careers of teachers/supervisors and improving the quality of education. The policy analysis approach is important because it provides a systematic framework for formulating and evaluating policies in this area. The author conducted qualitative research which is included in the library research category. Various sources related to policies to improve the quality of teacher/supervisor career education, including books, journals, articles, periodicals and other related literature were used to collect data. The collected data was then examined and analyzed using qualitative descriptive methods, especially Miles and Huberman's (1994) interactive model, which involves collecting, connecting, reducing, presenting, and drawing conclusions/verification from the data. The aim of this research is to determine the efforts of the government & educational institutions to improve the quality of education through teacher/supervisor careers, the government's efforts to establish policies that focus on improving the quality of education in teacher/supervisor career development, the challenges that occur in realizing the improvement of educational quality through teacher careers. / Supervisor, and appropriate recommendations in the Education Quality Improvement Policy process in Teacher/Supervisor Careers. The research results show that: The efforts of the government and educational institutions are manifested in PP Number 19 of 2005 concerning National Education Standards. Then the government's efforts to establish policies that focus on improving the quality of education in the career development of teachers/supervisors are manifested in certification policies and teacher quality improvement policies. The challenges faced are misuse which makes education a project of a few people, lack of awareness of teachers/supervisors in improving their own quality, low human resources, and low levels of welfare. The recommendation submitted is that the policies that have been established by the government have weaknesses in monitoring the results of the policies issued and evaluating performance. The government's seriousness in monitoring in the field and evaluating performance is vital in effective efforts to improve the quality of education in the careers of teachers/supervisors in Indonesia.

Keywords: *Education Policy, Education Quality, Teacher/Supervisor Careers.*

INTRODUCTION

Education is the main pillar in the development of a nation, which has a crucial role in forming future generations who have quality and are able to compete globally. However, to achieve this goal, it is necessary to have appropriate and effective policies in regulating

various aspects of education, including teacher/supervisor career development and improving the overall quality of education.

In accordance with State Ministerial Regulation PAN & RB No. 21 of 2010, it is explained that supervisors have broad responsibilities because they have the authority to carry out managerial and academic supervision tasks in educational units. Civil servants who have full authority to carry out supervision are appointed as school supervisors by authorized officials. Article 4 confirms that the position of "school supervisor" is limited only to teachers who are civil servants (Permeneg Pan and RB No. 21 of 2010 Articles 1 and 4).

Based on these government regulations, it can be understood that a teacher is a professional person with various responsibilities, and the teacher is the key holder of success in classroom learning because it is the teacher who determines the direction of policy in the classroom so that it influences student success. (Hendra SH, 2023).

The teacher's job is not only limited to managing and carrying out the teaching process, but also assessing learning outcomes, providing advice and training, as well as conducting research and community service, especially for universities. While supervisor is a functional role whose scope, authority and responsibility is to carry out managerial and academic supervision activities in educational units, supervisor is a career position held by teachers who have civil servant status.

Educational problems in general have not received sufficient attention to date. The definition of educational success is only related to measuring the achievement of academic values, success in the definition of education still glorifies the cognitive domain. Often, teachers assume responsibility when educational results are unsatisfactory. Therefore, to improve educational outcomes, serious and significant efforts must be made to improve teacher quality.

One of the claims associated with the low standard of education in Indonesia is that teachers in this country still have below standard quality, both in terms of educational background and teaching quality, especially regarding methodology and assignment of learning strategies. For example, often the learning strategies used do not take into account the needs and conditions of students, so that the results achieved are not optimal. In fact, learning strategy is one of the things that is very important and must be paid attention to by teachers because it contains a number of plans for a series of activities designed to achieve educational goals (Musrita et al., 2022). Also in learning communication interactions, most students learn in uncomfortable conditions and are even afraid of their teachers, because the teacher positions himself as the king of power who must be respected and feared by his students, even though it is the students who must be guided wholeheartedly, so that the process of transferring knowledge from the skills and learning taught will be more easily and quickly conveyed to students (Kasman, 2022).

The ratification of Law Number 14 of 2005 concerning Teachers and Lecturers has definitely increased the focus on teacher professionalism. A teacher who has adequate academic qualifications, relevant competencies, as well as educational credentials, physical and mental well-being, and the ability to achieve national education goals, is considered a professional individual in the legal context. Although the question of teacher professionalism has been a topic of debate for a long time, until now there is no clear legal framework regarding this matter. Since this law came into effect, teacher professionalism has become increasingly basic, essential, and a need that cannot be ignored. However, a number of problems may arise. Teacher certification and qualification exams are the main focus of various parties

In this context, the policy analysis approach becomes very relevant and important to understand. This approach provides a systematic framework for analyzing, formulating and evaluating implemented education policies, especially in two main aspects: career development for teachers and supervisors, as well as efforts to improve the quality of education.

In this section, we will outline the important role of policy analysis approaches in the educational context, particularly in the areas of teacher/supervisory careers and quality improvement policy. We will also discuss the complexities involved in formulating effective policies, the challenges faced in their implementation, and the relevance of research and policy analysis in the context of future educational development.

Through a deep understanding of policy analysis approaches in the education sector, it is hoped that we can identify better solutions, formulate more effective policies, and ensure the achievement of inclusive, sustainable and quality education goals for society at large.

METHOD

The author conducted qualitative research which is included in the library research category. Various sources related to policies to improve the quality of education in the careers of teachers and supervisors, including books, journals, articles, periodicals and other related literature, were used to collect data. The collected data was then examined and analyzed using qualitative descriptive methods, especially Miles and Huberman's (1994) interactive model, which involves collecting, connecting, reducing, presenting, and drawing conclusions/verification from the data.

FINDINGS

First, the government and educational institutions' efforts to improve the quality of education through teacher/supervisor careers, the Indonesian government issued PP Number 19 of 2005 concerning National Education Standards, this regulation aims to improve the quality of education in Indonesia. One of the points of these regulations is:

1. Learning in educational institutions is carried out interactively, fun, challenging, inspiring and motivating students. This encourages students to take initiative and gives them enough space to be creative and independent according to their stage of physical and psychological development.
2. As educators, teachers are expected to provide good examples to students as part of the learning process.
3. In order for the learning process to be active and dynamic, every educational institution must carry out good planning, implementation, assessment and supervision of the learning process.

Second, the government's efforts to establish policies that focus on improving the quality of education in teacher/supervisor career development:

1. Certification policy

In 2007, the Government of the Republic of Indonesia, through the Ministry of National Education, began implementing a certification program. This program was launched as a result of the ratification of two legal products related to education, namely Law Number 20 of 2005 concerning teachers and lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards.

2. Policy to improve teacher quality

The government is working hard to respond to challenges and problems, so there are several steps it is trying to take, including: Opportunities to increase the level of higher education, In-house training and special training, Equalization, Intensifying teacher activities such as MGMP, KKG, etc. so on.

Third, the challenges that occur in realizing improvements in the quality of education through teacher/supervisor careers are described as follows:

1. Educational equality programs and the provision of training or certification which are a forum for continuous professional development are often only used as educational projects by educational elements for personal and group interests. So this becomes an obstacle in recruiting human resources who are truly professional in the world of teachers/supervisors.
2. Awareness of teachers/supervisors who are considered professionals in improving the quality of education is still very minimal amidst the very advanced development of technology and information in the 4.0 era towards the 5.0 era.
3. Adequate and high-quality human resources who have the knowledge, abilities, morality, capacity and scientific integrity required in Indonesia are still limited. This will certainly make it very difficult for the government to take steps towards improving the quality of education to meet Indonesia's target of a golden generation in 2045.
4. The welfare of teachers in Indonesia has not received serious attention as stipulated in the law, so it cannot be denied that it affects professionalism in human resource development efforts to improve the quality of education through teachers/supervisors.

Recommendations that are appropriate in the policy process of improving the quality of education in teacher/supervisor careers refer to Dunn 2017, namely, the policy process must be based on structuring policy problems, estimating the results of policies issued, determining policy options, monitoring the results of policies issued, and evaluating policy performance. So, the steps in the appropriate policy are: 1.) Continuous Professional Development; 2.) Performance Based Coaching and Supervision; 3.) Clear Educational Standards; 4.) Use of Educational Technology; 5.) Parental and Community Involvement; 6.) Systemic Evaluation and Continuous Improvement. The criticism that can be conveyed is: the policies that have been established by the government have weaknesses in monitoring the results of the policies issued and evaluating performance. The government's seriousness in monitoring in the field and evaluating performance is vital in effective efforts to improve the quality of education in the careers of teachers/supervisors in Indonesia.

DISCUSSION

A. Basic Concept About Education Policy

Policy is an interesting topic. In fact, in human history, policy is a thought process that has been known and used for a long time (Dunn, 2004).

The basic concept of education policy involves understanding the role, process and objectives of policy in the context of the education system. In Arwildayanto et al., (2018), apart from functioning as a guide for action, solutions and innovation to help the government and other actors in the field of education in achieving the vision and mission of education, education policy is a decision made by the organizer or government in responding to various educational problems. problems that are of concern to society.

Meanwhile, education policy itself has several roles, including: setting educational goals and standards, regulating educational structures and organizations, encouraging inclusion and accessibility, and encouraging innovation and quality improvement.

In the policy making process if referring to Arwildayanto et al., (2018), involves several main steps taken, namely: Issue identification, problem formulation, policy implementation, policy evaluation, and policy socialization. Meanwhile, in Dunn's book, (2017), if we observe the sequence in the policy process, namely: structuring the policy problem, estimating the results of the policy issued, determining the preferred policy, monitoring the results of the policy issued, and evaluating policy performance.

Furthermore, in terms of objectives, education policy has varying objectives depending on the context and priorities of each country or region, but some general objectives include: Increasing educational accessibility and equality, Improving the quality of education and academic achievement of students, Preparing individuals to face challenges in society and the job market, Promote social, economic and cultural development. This is in accordance with Fika et al., (2023), one of the state policies is education policy, which offers educational policy which is considered through a value system and various assessments of situational factors. These considerations become the basis for the functioning of institutional educational institutions. These factors shape planning, which functions as a decision-making framework to achieve institutional goals.

By understanding the basic concepts of education policy, the government and other stakeholders can design and implement effective policies to improve the education system and achieve the expected educational goals.

B. Improving the Quality of Education

a. The concept of improving the quality of education

The main element in human personal development is education. Understanding this, the government pays great attention to the world of education and continues to strive to improve the level of quality of education because a strong education system is believed to produce a generation of people capable of advancing the nation and country as a whole.

Quality in the Big Indonesian Dictionary is explained as an evaluation parameter for the goodness or badness of an object at a certain level or degree, such as intelligence, expertise, and the like. Hamalik, (2007), emphasizes that there are two ways of looking at the definition of quality: normatively and descriptively. Quality is defined normatively as the result of extrinsic and intrinsic factors. According to ideal standards, the quality of education is determined by internalized standards and produces educated individuals. Education is a tool for training skilled workers, according to extrinsic criteria. Regarding Mulyasa's descriptive meaning in Kaharuddin, actual conditions—such as the results of learning achievement tests—are used to determine quality (Kaharuddin, 2021).

Overall, the overall description and characteristics of a product or service that demonstrate its ability to meet stated or implied needs can be considered the essence of quality. The concept of quality in the educational context includes all elements involved in the educational process, starting from input, process, to output.(Depdiknas, 2003).

In order to improve the quality of education, the Indonesian government issued RI Regulation Number 19 of 2005 concerning National Education Standards in the same year. This regulation aims to improve the quality of education in Indonesia. One of the points of these regulations is: 1. Learning in educational institutions is carried out in an interactive, fun, challenging, inspiring and motivating way for students. This encourages students to take initiative and gives them enough space to be creative and independent according to their stage of physical and psychological development. 2. As educators, teachers are expected to provide good examples to students as part of the learning process. 3. In order for the learning process to be active and dynamic, every educational

institution must carry out good planning, implementation, assessment and supervision of the learning process (Saifulloh et al., 2012).

Improving the quality of education is not a job that can be done by one party alone, such as the government or teachers, but must be collaborated with various other important elements in carrying out educational practices. Educational practice which is a series of joint activities carried out in the teaching and learning process in order to implement theory in a real way aims to change students' behavior and develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, national and state communities, so that the goal of improving the quality of education can be achieved (Safitri & Hendra SH, 2022).

These government regulations and laws show how important it is to focus on the quality of learning to improve teaching standards in schools. Public and private educational institutions must support the good work of the government by organizing scientific events that can grow the potential of educators through continuous seminars, workshops, training and other means. This will help teachers become professionals with the necessary skills to improve teaching standards in the classroom, which will ultimately lead to the realization and realization of improved educational standards.

From the various reviews that have been presented in the previous discussion, the author can say that: improving the quality of education is a continuous effort to improve the quality of the education system by increasing academic achievement, skills and student learning experiences, as well as increasing the effectiveness of teachers, curriculum and management. school. Following are some of the main concepts connected to improving the quality of education:

1. Educational Standards;

Educational standards are guidelines or criteria established to determine what is expected of students, teachers, curricula, and schools in terms of academic achievement and learning experiences. Setting clear, measurable standards helps improve the quality of education by providing consistent guidelines for teaching and learning.

2. Evaluation and Measurement;

Educational evaluation involves collecting data and information to measure the extent to which learning objectives have been achieved. Measuring the performance of teachers, students and the education system as a whole is an integral part of efforts to improve the quality of education.

3. Relevant curriculum;

The curriculum must be designed to reflect student needs, societal demands, and developments in knowledge and technology. A relevant curriculum helps students prepare to face upcoming challenges and succeed in a changing society.

4. Teacher professional development

Improving the quality of education really depends on the quality of teachers. Therefore, teacher professional development is very important. Regular training, continuous learning, and support for the development of new skills and knowledge are important components of efforts to improve the quality of education.

5. Involvement of parents and community

The role of parents and society is very vital in supporting the creation of quality education. Parental participation in educating their children and community support for schools and teachers can help create an educational environment that supports effective learning processes.

6. Innovation and research

Innovations in teaching methods, educational technology, and learning approaches help improve the quality of education. Ongoing research in education enables the development of best practices and the implementation of more effective strategies.

Improving the quality of education is a complex and ongoing process that requires collaboration between various stakeholders, including teachers, students, parents, communities and government.

b. Strategy for Improving the Quality of Education in Schools

In recent times, the education sector has adopted and implemented the concept of integrated quality management, often called Total Quality Management (TQM), in a widespread way. This theory is considered very appropriate for improving educational standards in the modern world. TQM is a business management methodology that aims to optimize competitiveness by continuously improving the organization's human resources, processes, products, services and environment. TQM was first introduced in universities and began to gain attention in America and England in the 1990s. A minimum of ten TQM attributes are considered key to advancing the education sector, namely: 1. focusing on the needs of clients or customers (both internal and external), 2. focusing on improving quality, 3. applying scientific methods, 4. having a long-term commitment, 5. work collaboratively within a team, 6. continuously improve quality, 7. provide education and training, 8. exercise guided freedom, 9. maintain common goals, and 10. empower and involve staff or employees (Rochaety et al., 2005).

Total Quality Management (TQM) is an approach to continuous improvement that, according to Edward Sallis, provides educational institutions with a series of practical tools to help them meet the needs, wants and expectations of students, both now and in the future (Sallis, 2006).

Apart from that, Zamroni believes that improving the Total Quality Management (TQM) model in schools can produce higher quality education. This theory explains how academic, social, and moral abilities—the three components of the TQM model—influence the quality of education (Zamroni, 2007).

According to this concept, the quality of a school is determined by three main factors, namely school culture, teaching methods, and reality in the school environment. Values, traditions, ritual processes, slogans and other habits that have become part of the school, whether intentionally or not, consciously or unconsciously, are passed on from one generation to the next and form the cultural characteristics of the school. This culture is thought to influence how all school components behave, including students, parents, teachers, principals and administrative staff. Improving school quality which is driven by a good and conducive culture will encourage the behavior of school residents towards increasing the level of school/madrasah quality. And vice versa, culture or cultures that are not good (conductive) tend to hinder efforts to increase the level of quality of schools/madrasahs.

C. Policies in Teacher/ Supervisor Careers

a. Definition of teacher/supervisor in the education system

The Big Indonesian Dictionary defines a teacher as someone whose profession or source of income is teaching. Zakiyah Darajat emphasized that teachers are professionals in the field of education because they have taken on some of their parents' educational

responsibilities voluntarily (Depdikbud, 1993). Thus, teaching ability is a person's ability to carry out tasks completely and responsibly (Soejipo & Kosasi, 2009).

"Educators are professional individuals who are responsible for designing and implementing the teaching and learning process, evaluating learning outcomes, providing guidance, training, as well as conducting research and community service, especially for educators in higher education," as regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

In accordance with the Minister of State for PAN and RB Regulation No. 21 of 2010 Article, it is explained that supervisors have broad responsibilities because they have the authority to carry out managerial and academic supervision tasks in educational units. Civil Servants (PNS) who have full authority to carry out supervision are appointed as school supervisors by authorized officials. Article 4 confirms that the position of "school supervisor" is limited only to teachers who are civil servants (Permeneg Pan and RB No. 21 of 2010 Articles 1 and 4).

Based on these government regulations, it can be understood that teachers are professionals with various responsibilities. Some of these include managing and carrying out the teaching process, assessing learning outcomes, providing advice and training, as well as conducting research and community service, especially for universities. While supervisor is a functional role whose scope, authority and responsibility is to carry out managerial and academic supervision activities in educational units, supervisor is a career position held by teachers who have civil servant status.

b. The career role of teacher/ supervisor in the education system

The careers of teachers and supervisors have an important role in the education system. From the previous discussion, a teacher is a professional who is responsible for providing education to students in schools or other educational institutions. Meanwhile, a supervisor is a supervisor or manager at the school or regional level who is responsible for ensuring the quality of education, providing guidance to teachers (academic supervision), and assisting school principals and staff in efforts to effectively provide education (managerial supervision).

Teachers have at least three roles, namely: 1.) Providing teaching, the teacher is responsible for delivering lesson material in a way that can be easily understood by students; 2.) Guiding students, teachers help students understand subject matter, provide guidance, and support their academic and emotional development; 3.) Evaluation, teachers assess student progress by giving exams, assignments and other tests to evaluate their understanding of the material.

Meanwhile, supervisors have roles including: 1.) Supervision and coaching, supervisors are responsible for supervising academic and managerial activities in schools, as well as providing guidance to teachers in terms of effective teaching methods; 2.) Curriculum development, supervisors are involved in developing the school curriculum to ensure that it meets educational standards and student needs; 3.) School management, supervisors assist in managing aspects of school management, including resource allocation, finance and administration.

Teachers and supervisors need to continue training and professional development to improve their skills in teaching, management and leadership. By playing this role well, teachers and supervisors contribute significantly to efforts to improve the quality of education and support students in achieving their maximum potential.

There are demands that are more than just discourse in terms of coaching and career development for teachers. This is supported by the law known as the National

Education Law on Teachers and Lecturers, which states that the guidance and development of teachers' professions and careers includes assignments, promotions and promotions as stated in reference paragraph (1). (National Education Law Concerning Teachers and Lecturers No. 32 paragraphs 1 and 4).

In article 4 of the Law, it is stated that teacher career advancement includes assignments, promotions and promotions, which should be felt by every teacher. This is in line with human nature which has limitations in capacity, energy and time. Humans have the ability to respond and achieve success goals and social obligations as individuals. Apart from that, the Decree of the Minister of State Apparatus Empowerment Number 84 of 1993 concerning teacher functional positions and credit numbers, as well as the Joint Decree of the Minister of Education and Culture and BAKN Number 0433/P/1993 and Number 25 of 1993 concerning instructions for implementing teacher functional positions and credit numbers, aims to fundamental to encourage career development, rank and professionalism of teachers.

This policy emphasizes that teachers are required to carry out their duties well, and only those who successfully complete these tasks well will receive credits. The use of credit scores as one of the requirements in career advancement selection aims to provide fairer and more professional recognition for promotions, which is also an appreciation for the teaching profession and contributes to improving their welfare. Career advancement is very important so that teachers do not feel bored in carrying out their professional duties.

Next, education supervisors are one element that plays a crucial role in improving the quality of education. Provisions for the workload and main duties of school supervisors are contained in article 54 of Government Regulation no. 74 of 2008 which reads: *the workload of education unit supervisors, subject supervisors, or subject group supervisors in carrying out teacher professional guidance and training and supervision tasks is equivalent to at least 24 (twenty four) hours of face-to-face learning in 1 (one) Sunday.* (PP No. 74 of 2008 concerning Guidance and Professional Training of Teachers and Supervision)

Furthermore, in the Minister of State for RB Regulation Number 21 of 2010, concerning academic supervision and managerial supervision. The provisions on the main duties of school supervisors are contained in Article 5, which reads as follows: *The main duties of School Supervisors are to carry out academic and managerial supervisory duties in educational units which include preparing supervision programs, implementing coaching, monitoring the implementation of 8 (eight) National Education Standards, assessing, professional guidance and training for teachers, evaluation of the results of implementation of supervision programs, and implementation of supervisory duties in special areas.* (Permenneg Pan and RB No. 21 of 2010 Article 5)

To better understand the provisions on the main duties of supervisors based on article 5 of Permenneg PAN and RB No. 21 of 2010 can be explained in the following picture:

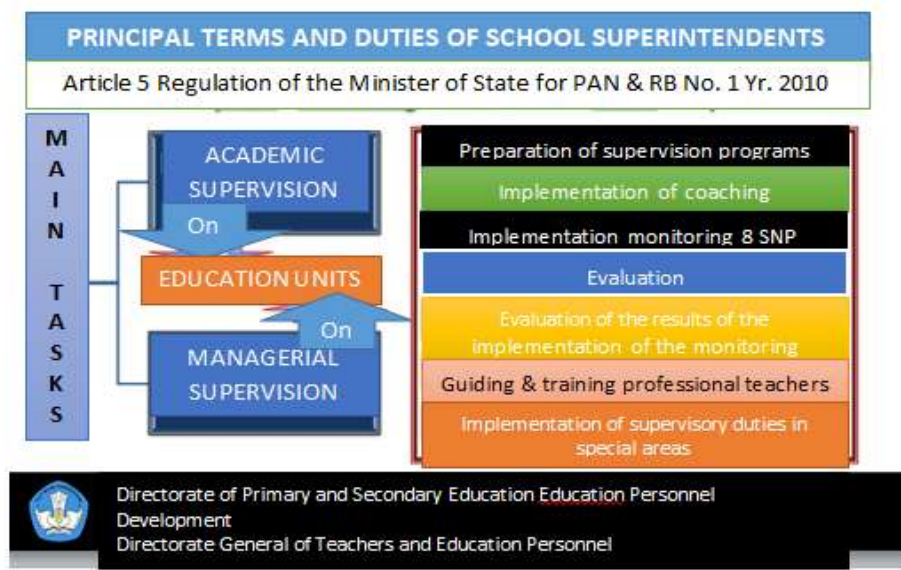


Figure 1: Provisions for the Main Duties of School Supervisors Based on Permenneq PAN and RB No. 21 Th. 2010 Article 5.

c. Examples of educational policies in teacher/supervisor careers

- Certification Policy

In 2007, the Government of the Republic of Indonesia, through the Ministry of National Education, began implementing a teacher certification program. This program was launched as a result of the ratification of two legal products related to education, namely Law Number 20 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards. (Hasbullah, 2015).

This law states that teachers are professional educators. Teachers must meet various requirements to become certified as professional educators, including academic competencies and credentials. Teachers who complete the requirements necessary to become a certified professional will receive a certificate from the certification program. A professional certificate will provide a number of benefits for teachers, one of which is a professional allowance which is equivalent to one time the basic salary. Apart from the consequences of the education law mentioned above, the certification program is very important for Indonesian society, especially because of the strong determination of all elements of the nation to improve education standards in this country.

The ratification of Law Number 14 of 2005 concerning Teachers and Lecturers has definitely increased the focus on teacher professionalism. A teacher who has adequate academic qualifications, relevant competencies, as well as educational credentials, physical and mental well-being, and the ability to achieve national education goals, is considered a professional individual in the legal context. Although the question of teacher professionalism has been a topic of debate for a long time, until now there is no clear legal framework regarding this matter. Since this law came into effect, teacher professionalism has become increasingly basic, essential, and a need that cannot be ignored. However, a number of problems may arise. Teacher certification and qualification exams are the main focus of various parties.

According to Law no. 14 of 2005 concerning Teachers and Lecturers Chapter IV article 8 and article 13, Hasbullah explains that apart from meeting academic

requirements, a teacher is also required to have educational qualifications, good physical and spiritual health, as well as the ability to achieve national education goals. According to these provisions, competencies must cover the following aspects: knowledge, understanding, skills, attitudes, values and interests (Hasbullah, 2016:163)

The teaching profession has officially been equated with other professions, as regulated in Government Regulation Number 19 of 2005 concerning National Education Standards. A teacher must fulfill various requirements to be considered a professional, including having adequate academic qualifications, being competent, having an educator certificate, being physically and mentally healthy, and having the ability to achieve national education goals.

Apart from improving teacher welfare, qualifications and certification also aim to achieve national education targets. If the number of qualified teachers is not sufficient as professional staff, then the national education targets regulated in Law Number 20 of 2003 concerning the National Education System will not be achieved. To make this happen, cooperation between the central, provincial and district/city governments is also key in producing and implementing effective strategies.

Educational equivalency programs and training arrangements must follow valid legal procedures. Collaborating with different universities should focus on suitability and appropriateness, not just obtaining a bachelor's degree or showing off a degree which has become a common disease. Too many college degrees are packaged as projects, to the great detriment of educators—especially when those projects are tied to educational prerequisites for certification exams.

- Teacher quality improvement policy

Educational problems in general have not received sufficient attention to date. The definition of educational success is only related to measuring the achievement of academic values, success in the definition of education still glorifies the cognitive domain. Often, teachers assume responsibility when educational results are unsatisfactory. Therefore, to improve educational outcomes, serious and significant efforts must be made to improve teacher quality.

One of the claims associated with the low standard of education in Indonesia is that teachers in this country still have below standard quality, both in terms of educational background and teaching quality, especially regarding methodology and assignment of learning strategies. For example, teachers' habits of using conventional learning methods that rely on one-way lectures are less effective, so a more dynamic and participatory approach is needed, such as project-based learning or problem-based learning (Efendi et al., 2024), as research conducted by Zulhendra et al., (2023), found the results of interviews with Arabic language teachers in the schools he studied, that they used old methods of teaching Arabic texts such as lectures and only giving assignments, so that students felt bored and less effective in understanding the Arabic texts given.

In response to this, the government is working hard to respond to all of this. There are several steps that are being taken, including: Opportunities to increase to a higher level of education, In-house training and special training, Equalization, Intensifying teacher activities such as MGMP, MKG, etc.

At least the existence of Law Number 14 of 2005 concerning Teachers and Lecturers is very important to improve the quality level. Teachers are expected to go beyond the requirements stated in their professional teaching certificates to bring about change in their practice, particularly in terms of their awareness of raising

teaching standards. This is because along with the development of highly advanced technology and information in the modern era, the challenges faced in the field of education are increasing.

It could be said that teachers are the main actors or at the forefront of change in society, apart from that, educators form the next generation of leaders who will shape human civilization. Therefore, the scope of teachers' duties must be balanced with adequate and high-quality human resources who have the necessary knowledge, abilities, morality, capacity and scientific integrity. Teachers will be inspired to give their all with these attributes.

To answer and respond to all the demands above, teacher professionalism is an absolute requirement that cannot be dispensed with. Steps to achieve this must be strategic, effective, systemic, and carried out gradually and consistently.

CONCLUSION

Educational equivalency programs and training arrangements must follow valid legal procedures. Collaborating with different universities should focus on suitability and appropriateness, not just obtaining a bachelor's degree or showing off a degree which has become a common disease. Too many college degrees are packaged as projects, to the great detriment of educators—especially when those projects are tied to educational prerequisites for certification exams. At least the existence of Law Number 14 of 2005 concerning Teachers and Lecturers is very important to improve the quality level. Teachers are expected to go beyond the requirements stated in their professional teaching certificates to bring about change in their practice, particularly in terms of their awareness of raising teaching standards. This is because along with the development of very advanced technology and information in the modern era, the challenges faced in the field of education are increasing. It could be said that teachers are the main actors or at the forefront of change in society, apart from that, educators form the next generation of leaders who will shape human civilization. Therefore, the scope of teachers' duties must be balanced with adequate and high-quality human resources who have the necessary knowledge, abilities, morality, capacity and scientific integrity. Teachers will be inspired to give their all with these attributes. To answer and respond to all demands, teacher professionalism is an absolute requirement that cannot be dispensed with. Steps to achieve this must be strategic, effective, systemic, and carried out gradually and consistently. The government's seriousness in monitoring in the field and evaluating the performance of the policies that have been implemented is vital in effective efforts to improve the quality of education in the careers of teachers/supervisors in Indonesia.

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