

The Importance of Pendidikan Profesi Guru (PPG) in Improving the Quality of Education in Indonesia

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Abstract

To raise the standard of education in Indonesia, Pendidikan Profesi Guru (PPG) is a crucial advanced curriculum. PPG bridges the gap between academic theory and practical field experience to equip aspiring teachers with the necessary skills and knowledge. The goals of this project are to identify strategies for enhancing teacher professionalism through the PPG program and to assess its impact on educational quality. As part of this study approach, secondary data from earlier studies on PPG's efficacy in raising academic standards and teacher professionalism are analyzed. Through an innovative curriculum, extensive field practice, ongoing training, the development of ethical principles, and systematic performance evaluation, PPG can enhance teacher professionalism, according to the research findings. With the correct assistance, PPG develops into a solid basis for producing teachers who are capable, committed, and professional. To achieve Indonesia's goal of high-quality education, PPG is crucial, playing a significant role in equipping teachers with the knowledge and skills they need.



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INTRODUCTION

Education serves as a significant foundation in producing professional and high-quality human resources who can contribute to social transformation and national development. The success of education, particularly in terms of quality, largely depends on the availability and competency of qualified teachers. This is because teachers play a direct role in facilitating and implementing the learning process (Puspa et al., 2023). Therefore, teachers are not only responsible academically but also require competencies that support their roles in managing the learning process effectively. Education in Indonesia faces complex challenges in improving its quality and relevance to current needs. One key factor in efforts to improve educational quality is the role of teachers as the primary facilitators in the learning process. Teachers carry a significant

responsibility in shaping a young professional generation that has strong character and is ready to face global challenges.

According to the Global Human Capital Report published by the World Economic Forum in 2017, Indonesia ranked 65th out of 130 countries in the field of education. This ranking shows that Indonesia still lags behind other ASEAN countries, such as Singapore (ranked 12th), Malaysia (33rd), Thailand (40th), and the Philippines (50th) (Gaol, 2018). Furthermore, the 2015 PISA results placed Indonesia 62nd out of 70 countries. These low student achievements indicate that teacher performance still needs improvement. In addition, UNESCO's Global Education Monitoring (GEM) Report 2016 ranked Indonesia's education quality 10th out of 14 developing countries (Mullis et al., 2012). As educational executors, teachers play a critical role in enlightening and preparing the nation's children for a brighter future. Professionalism is a fundamental requirement for fulfilling this role. A teacher can be considered professional if they meet the qualification and competency standards. Teacher competence is essential for delivering quality learning. Experienced teachers are capable of providing effective teaching, creating a supportive learning environment, utilizing available resources, and minimizing limitations and obstacles. Hence, the Pendidikan Profesi Guru (PPG) program becomes critical for guaranteeing that teachers possess the competencies necessary to perform their roles effectively.

The PPG program aims to equip prospective teachers with the knowledge, skills, and attitudes needed to become effective educators. This program is designed to bridge the gap between the theory acquired in higher education and real-world teaching practice (Al Mustaqim, 2023). In the context of Indonesia, PPG plays a vital role in enhancing educational quality. This aligns with government policies emphasizing the importance of teacher professionalism to holistically improve the education system. The quality of a professional teacher is measured not only by academic ability but also by classroom management skills, understanding of student characteristics, and the application of innovative and effective teaching methods. PPG provides intensive training for prospective teachers to develop these competencies. Through PPG, teacher Candidates are trained to design and implement student-centered curricula, integrate technology into teaching, and develop comprehensive assessment strategies (Mardhatillah & Surjanti, 2023). Considering the crucial role of teachers in improving education quality, teacher preparation to become professionals is essential, particularly through the Pendidikan Profesi Guru (PPG) Program. This article presents an exploration of the significance of PPG in enhancing the quality of education in Indonesia.

METHOD

This study employs a literature review methodology. The process of gathering information from literature, reading and documenting it, and managing research data objectively, methodically, critically, and analytically about the significance of Pendidikan Profesi Guru (PPG) in raising the standard of education in Indonesia is known as a

literature review. The secondary data used in this study's collection and analysis includes research findings from books, journals, articles, websites, and other pertinent sources about PPG and the quality of education.

The data analysis technique used in this study is content analysis. Data analysis began by identifying studies that were most relevant, relevant, and reasonably relevant to the topic. We reviewed the studies, starting from the most recent and progressively moving back to older years. The researchers read the abstract of each study first to assess whether the issues discussed aligned with the problem to be addressed in this research (Anggito & Setiawan, 2018).

RESULT AND DISCUSSION

Pendidikan Profesi Guru (PPG)

In general, Pendidikan Profesi Guru (PPG) can be defined as an advanced education program followed by prospective teachers after completing undergraduate academic education. This program aims to bridge the gap between theoretical knowledge acquired in higher education and practical implementation in real classrooms. PPG not only provides additional theoretical insights into education but also offers intensive and effective training to ensure that prospective teachers can apply their knowledge competently in the classroom. Ministerial Regulation No. 87 of 2013 states that the Pendidikan Profesi Guru Program (PPG) is an educational program designed to prepare graduates of undergraduate education programs (S1) and non-education programs (S1 or D4) who have an interest and talent in becoming teachers. The program aims to ensure that they master teaching competencies in accordance with national education standards so that they may obtain a professional teaching certificate for early childhood, primary, and secondary education levels (Sa'Diyah, 2023).

Objectives of the Pendidikan Profesi Guru (PPG)

The objective of the Pendidikan Profesi Guru program is to produce prospective teachers capable of achieving national education goals. The general objective of PPG is stated in Law No. 20 of 2003, Article 3, which is to develop the potential of students to become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens (Maulana et al., 2023). The specific objectives of PPG are outlined in Minister of National Education Regulation No. 8 of 2009, Article 2, which include producing prospective teachers who are competent in planning, implementing, and assessing learning; following up on evaluation results; conducting guidance and training for learners; conducting research; and being able to continuously develop their professionalism (Sa'Diyah, 2023).

The main goal of PPG is to produce professional teachers who have sufficient pedagogical, personal, social, and professional competencies and are able to perform their duties and functions well. Several specific objectives of PPG include (Hanun, 2021):

The Importance of Pendidikan Profesi Guru (PPG) in Improving the Quality of Education in Indonesia | 3

1. Improving Pedagogical Competence: PPG aims to enhance teachers' abilities to plan, implement, and evaluate the learning process. This includes a profound understanding of effective teaching methods and strategies.
2. Developing Character and Professional Ethics: PPG focuses on character development and teacher ethics, including integrity, responsibility, and commitment to the profession.
3. Enhancing Social Skills: PPG helps teachers develop effective communication and social interaction skills with students, colleagues, and the community.
4. Strengthening Professional Competence: PPG equips teachers with professional knowledge and skills aligned with the development of science and technology and the needs of the workforce.

Curriculum and Structure of the PPG Program

The PPG curriculum is designed to comprehensively cover various aspects needed by a professional teacher. According to Fauzan & Bahrissalim (2017), the curriculum consists of several core components:

1. Theoretical Courses: These provide a theoretical foundation on education, learning psychology, and educational research methodology.
2. Field Practice (PPL): This component offers prospective teachers the opportunity to apply their knowledge and skills in real classroom settings.
3. Continuous Professional Development: This includes activities such as seminars, workshops, and training designed to maintain and improve teacher competencies throughout their careers.

The Importance of PPG in Improving Education Quality

Pendidikan Profesi Guru (PPG) plays a crucial role in improving the quality of education in Indonesia. This program is designed to bridge the gap between academic theory acquired in higher education and practical application in the field, ensuring that prospective teachers possess the skills and knowledge necessary for effective teaching. PPG not only provides a deep theoretical understanding of education but also offers intensive and practical training that enables teachers to implement the knowledge they acquire in classrooms. This is especially important given the complexity and dynamism of teaching and learning processes, which require constant adaptation and innovation (Pangestika & Alfarisa, 2015). Through PPG, prospective teachers are equipped with the pedagogical, social, and professional competencies needed to face challenges in the educational field.

PPG helps teachers develop strong character and professional ethics, which are essential for creating a positive learning environment that supports students' character development. Additionally, the program enhances teachers' abilities to plan, implement, and evaluate instruction and to follow up on evaluation results effectively. The strengthening of professional competence includes the ability to use educational technology and relevant research methodologies, enabling teachers to grow alongside developments in science and technology. This program also encourages continuous professional development through seminars, workshops, and additional training,

ensuring that teachers not only survive but thrive in their careers (Ahmad & Hodsay, 2020). Furthermore, PPG ensures that new teachers possess strong communication and social interaction skills, which are essential for building effective relationships with students, colleagues, and the community. Therefore, PPG contributes directly to improving the overall quality of education by producing more professional and capable teachers. Graduates of this process will ultimately be more equipped to handle challenges in the global community and positively impact national development.

How to Improve Teacher Professionalism through the PPG Program

The Pendidikan Profesi Guru (PPG) program consists of two types: in-service PPG (Daljab) and pre-service PPG, which are differentiated based on the participant's status. In-service PPG is specifically designed for teachers who are already actively teaching in schools. This program aims to improve the competencies and professionalism of active teachers by providing additional training and updated knowledge aligned with the latest developments in the education field. Participants of in-service PPG usually have prior teaching experience, so this program focuses more on enrichment and the development of pedagogical skills and more effective, innovative teaching methods (Guspa & Yusra, 2021). The PPG learning structure comprises three key components: academic content enrichment, workshops, and field practice experience (PPL). Academic content enrichment includes pedagogical academic subjects and field-specific subjects. Pedagogical content focuses on foundational aspects of education and the teaching profession, while field-specific content emphasizes methods for implementing instruction. The PPG curriculum refers to the activity-based curriculum principle, which is an application of the TPACK (Technological Pedagogical Content Knowledge) framework. TPACK integrates knowledge of technology, pedagogy, and content in the teaching process. The materials in the PPG program are designed to align with teacher competencies, namely pedagogical, professional, personal, and social competencies (Quddus, 2019).

On the other hand, the pre-service PPG is intended for graduates of undergraduate (S1) or diploma IV (D4) programs who have not yet started their teaching careers. This program serves as a comprehensive preparation stage for prospective teachers, equipping them with the knowledge, skills, and professional attitudes necessary to become professional and qualified educators. The pre-service PPG covers various educational aspects, from educational theory and teaching practice to character and professional ethics development. The main goal of the pre-service PPG is to ensure that graduates are ready to enter the workforce as professional teachers capable of facing challenges within educational environments (Quddus, 2019). Both types of PPG share the same objective, which is to improve the quality of education in Indonesia through the enhancement of teacher competencies. However, the approaches and program content are tailored to the participants' needs and conditions. For currently active teachers, in-service PPG serves as a tool for refreshing and innovating their teaching skills, while the pre-service PPG provides a strong foundation for those just starting

their teaching careers. Improving teacher professionalism through the PPG program can be achieved through several key strategies designed to equip teachers with comprehensive and relevant competencies. First, the PPG curriculum must emphasize mastery of modern pedagogy, including innovative, student-centered teaching methods. This includes active learning techniques, the use of technology in instruction, and differentiated approaches that address individual student needs (Fauzan & Bahrissalim, 2017). Second, PPG must provide intensive hands-on experience through Field Practice Experience (PPL). In this stage, prospective teachers are placed directly in schools to apply their theoretical knowledge in real situations, under the guidance of experienced mentors. Mentoring is crucial in providing constructive feedback and helping prospective teachers develop their teaching skills in real-time (Dharmayana & Alexon, 2019).

Additionally, professional development can be enhanced through continuous training facilitated by the PPG program. This includes various workshops, seminars, and supplemental training that allow teachers to continue developing their skills, understanding the latest advancements in the education field, and applying proven best practices. The integration of information and communication technology (ICT) in PPG is also essential for equipping teachers with the digital competencies required in modern education. PPG should teach prospective teachers how to use educational software, online learning platforms, and other digital tools to enhance the efficiency of instruction and student engagement (Muis, 2019). PPG must also instill strong ethical values and professionalism. This includes understanding the teacher's code of ethics, moral responsibilities, and commitment to lifelong learning. Through this character development, PPG helps teachers become positive role models for their students and promotes integrity and dedication in the teaching profession. Moreover, PPG should encourage collaboration and professional networking among teachers. By fostering a professional learning community, teachers can share experiences, discuss challenges, and work together to find innovative solutions to improve the quality of their instruction (Haryani et al., 2024). Finally, continuous assessment and feedback are crucial components of PPG. Comprehensive and ongoing evaluations of prospective teachers' performance throughout the PPG program help identify strengths and areas for improvement. Feedback from instructors and mentors allows teacher candidates to continuously improve themselves and refine their competencies. With this comprehensive and continuous approach, PPG can effectively enhance teacher professionalism, ultimately contributing significantly to the improvement of education quality in Indonesia (Wijaya, 2018).

Scientific articles primarily consist of outcomes, which include final results but exclude the data processing steps and the results from hypothesis testing. To verbally explain the results, they might be displayed using tables or graphs. In scientific publications, the most crucial aspect of the overall text is the discussion. Answering research questions, interpreting research findings, incorporating research discoveries

into existing knowledge bases, and developing new theories or revising preexisting ones are the goals of the discussion.

CONCLUSION

Based on the discussion above, the following conclusions can be drawn: 1) The Pendidikan Profesi Guru (PPG) program plays a highly significant role in improving the quality of education in Indonesia. 2) PPG equips prospective teachers with the pedagogical, social, and professional skills needed to face challenges in the field of education. 3) Through the PPG program, teachers can develop strong character and professional ethics, as well as enhance their ability to plan, implement, and evaluate the learning process. 4) The strengthening of teacher professionalism through PPG can be achieved via a curriculum that emphasizes innovation, intensive field practice, continuous training, ethical value development, and comprehensive performance evaluation. Therefore, PPG is not merely an advanced educational program but a strong foundation for shaping professional, competent teachers who are highly committed to improving educational quality. With proper support and effective implementation, PPG will become one of the key pillars in achieving high-quality and future-relevant education for the nation of Indonesia.

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