

Teacher Professionalism in Asia: Practical Perspectives from Indonesia

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ABSTRACT

Teachers today are expected to have a high level of flexibility and democratic professionalism, which necessitates having a diverse set of knowledge and abilities. In Indonesia, teaching as a profession is still debatable due to the contradiction between the idea of teacher professionalism and how it is actually put into practice by the government and the teachers themselves. By comparing teaching in Indonesia to other professions, this article concentrates on the profession of teaching. The aim was to discuss the essential elements that define teaching as a profession in order to advance the idea that it is a profession in Indonesia. We came to the conclusion that some issues such as teacher autonomy and self-esteem remain at low levels, and that there is a significant barrier for teachers who wish to survive and maintain a career in teaching particularly for honorary teachers. We suggested that the Ministry of Education and Culture be required to assess professional development possibilities and offer enhanced educational/training programs in order to solve every specific challenge. Also, welfare must come first in order to improve teacher performance because pay can affect both teachers' and pupils' attention spans.

Keywords: Teacher Professionalism, Teaching, Profession, Indonesia

INTRODUCTION

The education of the twenty-first century still includes future studies. As information and technology advance, the 21st century is a century of knowledge. The scientific community is becoming more networked, resulting in greater synergy, which is one of the most notable aspects of the 21st century (Lisnawati, 2018). Education must facilitate, guide and enable each student to develop skills in the form of attitudes and behaviour that can always be adapted to the development of society and knowledge. Implementing a high-quality educational process is necessary to get outcomes that are in line with educational objectives and high standards of learning. In order to achieve this, one of this process' qualities is the presence of qualified teachers (Kholis, 2019).

The teacher is the factor that most affects learning achievement because they are the ones who choose the learning elements. The teacher serves as the lesson planner and is responsible for creating objectives, choosing resources, deciding on teaching strategies, establishing evaluations, and other planning-related tasks. (Iskandarwassid, 2008; Lisnawati, 2018). Teachers' competences are a key component of learning success and are required to successfully meet learning objectives. According to Lisnawati (2018), "in order to generate graduates who are competitive, professional teachers in the Indonesian educational system of the future should be those who are multi-competent, multi-literate, national-minded, and globally minded" (p. 32). Based on indicators proposed by Hargreaves (2000), we are in a post-modern period where teachers are expected to have a high degree of flexibility and democratic professionalism, which calls for a wide range of knowledge and skills. As a result of this phenomena, teachers are more attuned to the requirements of stakeholders and encourage their participation in decision-making (Whitty, 2000). As such, it is necessary to establish quality through distinctive indicators that must be owned in order to increase the professionalism of Indonesian teachers in the future.

Because of the discrepancy between the notion of teacher professionalism and how it is actually implemented by the government and the teachers themselves, teaching as a profession is still in doubt. For example, In Indonesia, problem of teacher professionalism is related to pre-service education and inadequacy of continuing professional development. In addition, there are limited incentives for teachers to improve their skills or take on additional responsibilities, which means that many teachers do not receive higher salaries even after years of service and that are still not balanced with the time and energy they give. When compared to other developed countries, the welfare of teachers in Indonesia is still far away, making them vulnerable to the risk of poverty and financial difficulties in the future which of course affects their professionalism in carrying out their mandate.

Professionals are committed to providing clients with professional service, over which they have a firm monopoly, in exchange for a set charge. They also have shared norms of practice, a high degree of autonomy in making decisions related to their practice, and a service ethic. This study aims to highlight some of the distinctions between professional and non-professional teachers in Indonesia. In doing so, characteristics of professions have been discussed vis-à-vis practices in Indonesia.

PROFESSIONAL CHARACTERISTICS OF TEACHING

A. Lengthy period of education and training

The evolution of educational policies in various nations may differ from one another. It relies on the nation's demographics, requirements, and ability to adapt to change. If there is no growth in student needs, teachers may not increase their quality, but it will not be achieved without any support from the government. In other words, the need for teacher professionalism at the national level has increased. Particularly in Indonesia, the government has implemented legal regulations that allow teachers to raise their levels of certification through participation in professional development programs and other educational activities. Also, it is mandated by educational laws that teachers upgrade their academic credentials in response to the expanding demands of students.

As a professional, the teacher must have good teacher competence adequate. The competency demands of a teacher can be traced in terms of mastery of the conceptual, mastery of various skills, and in overall professional attitude. In short, it can be stated that a teacher is declared competent if he is actually able to carry out his teaching duties, such as being able to guide his students efficiently, effectively and in an integrated manner (Munawir et al., 2022, p. 78). Teacher competence does not merely designate the quantity of work, but moreover designates or demands the quality of teacher work (Kuntarto & Sugandi, 2018).

Indonesia has created a strategy to enhance the potential of teachers with a variety of programs, including education and training programs that include in-house training, apprenticeship programs, school partnerships, distance learning, etc. and for programs other than education and training including discussions, seminars, workshops, research, etc. (Alfarisa, 2015). However, there are still gaps between the implementation of practice and actual needs in the field as a result of these government programs' inadequate integration and lack of improvement in response to needs, which makes teachers unwilling to put the knowledge they acquire through education and training to use.

In 2005, the Directorate General of Basic Education and Ministry of National Education of Indonesia outlined several Teacher Professionalism Development Programs (Munawir et al., 2022). They are as follows:

- **Enhancing teacher qualification standards**

Policies concerning Teacher Education Standards have been formulated. Then, the requirements to become

a teacher must be a Bachelor of Education degree and take the Teacher Professional Education. Anyone who does not have a bachelor's degree at the S1/D4 level must upgrade his/her educational qualifications to a bachelor's degree for three to four years through *Lembaga Pendidikan tenaga kependidikan (LPTK)* or educational institutions for educational staff. The aim of this program is to improve the academic qualifications of teachers so that they can meet the academic qualification criteria required by the Government.

However, bachelor graduates of all majors/non-education still have the opportunity to become professional teachers. This opportunity is provided by participating in the Teacher Professional Education Program. Basically, Teacher Professional Education Program is divided into two types; In-service and Pre-service. In-service Teacher Professional Education can only be attended by teachers who already have teaching experience. Meanwhile, Pre-service Teacher Professional Education is intended for graduates of Bachelor of Education and Non-Educational Bachelor Degrees. Teacher professional education must be taken for one to two years after a candidate graduates from an undergraduate education or non-educational undergraduate program (Sunhaji, 2012).

- **Equivalence and certification programs**

Equalization and teacher certification programs is one of the programs organized by the government by providing educator certificates for teachers who have met professional standards such as having graduated from bachelor of education/non education and teacher profession program. This certification program is carried out through several stages and competency trials so that it can improve the quality of teachers according to government regulations regulated through the Office of Education and Culture. With this certification, it is hoped that it will be able to improve the quality of teachers in teaching. Not only that, certification also opens opportunities for financial improvement for teachers because teachers who are already certified will receive a teacher professional allowance (Saondi & Suherman, 2015, p. 79).

- **Competency-based integrated training program**

This program can be carried out with ongoing training and improvement. The training program must also be adjusted to the needs of teachers, namely training that is focused on helping teachers develop their professional competence in line with the requirements and needs of pupils. In order for teachers to perform their jobs effectively and with guidance, this program seeks to provide them with the knowledge and abilities they need to be competent (Partiningsih, 2021).

- **Educational supervision program**

This educational supervision program is crucial to adopt in an effort to raise school performance in addition to being a program that aims to improve the teaching profession. This is driven by the fact that not all classroom implementations of learning yield the desired outcomes, and that teachers occasionally operate with limitations or weaknesses.

The primary goal of educational supervision implementation is to enhance both the teaching and learning processes carried out by teachers and the learning results of students. In actuality, the principal is the one who supervises; as such, the principal must be able to supervise in a clear manner by positioning himself as a source of advice, aid, and solutions. In order to avoid various potential emergence different misconceptions between school principals and teachers, the implementation of educational supervision can be carried out in this manner and can be carried out in a consensus and can be approved by various associated parties (Saondi & Suherman, 2015).

- **Subject Teacher Conference or *Musyawarah guru mata pelajaran (MGMP)***

This program is one sub-district level education unit program that focuses on the professional activities of

teachers of similar subjects. Basically, the subject teacher conference functions as a means of communication, consultation and deliberation for teachers. This program is very important for teachers to follow in improving their professionalism. Apart from being a forum that can improve the ability and quality of teachers in developing learning tools, the conference can also improve the abilities and skills of its members (Munawir et al., 2022).

The goal of this conference is to increase teachers' motivation and desire to acquire new techniques for developing, executing, and assessing their educational programs. Also, this program intends to level the playing field for teachers so they may assist efforts to raise the standard of national education and, of course, serve as a venue for discussion of the numerous issues that each teacher encounters when carrying out the teaching and learning process. suited to the features of the subjects and school settings, and solutions can be discovered in a flexible manner (Saondi & Suherman, 2015).

- **Teacher symposium**

Teacher symposium is a forum or a vehicle for educators to exchange information and share about the various experiences they have and can also be used as a means of competency competition between teachers. This basic education teacher symposium was not carried out independently, but was part of a series of activities commemorating National Teacher's Day. With this program, it is hoped that it can contribute to the development of the teaching profession, both in the form of information dissemination, discussions relating to the application of learning strategies or the results of classroom action research (Munawir et al., 2022).

- **Participate actively in professional organizations**

A professional organization that proclaimed for teachers is the teacher working group program or *kelompok kerja guru (KKG)*. *KKG* is a forum for teachers to discuss and solve problems related to difficulties that teachers may experience in learning activities. *The KKG* program can be held in every school cluster, which in this case serves not only as a place for discussion and problem solving, but also as a forum for increasing professionalism together through the various programs held. In addition, it also serves as a means and source of information relating to the renewal and progress of education. In this *KKG program*, it is hoped that teachers will participate actively so that they can develop and improve their professionalism as teachers (Al Rasyid, 2015).

B. Autonomy in making decisions in selected spheres of work

Teacher autonomy (*TA*) encompasses various interpretations and perspectives, as indicated by different scholars (Lamb & Reinders, 2008; Wermke & Salokangas, 2015; Teng & Teng, 2019). This concept has multiple dimensions and applications. Some scholars define *TA* as the flexibility for teachers to regulate their instructional delivery (Shaw, 2002), while others focus on promoting student autonomy within individual classrooms (Barfield et al., 2002).

However, other scholars have expanded the concept of *TA*, describing it as a multidimensional capacity involving shared decision-making based on student needs, teachers' self-interest, and other factors. *TA* can be seen as the ability of teachers to independently manage their professional teaching or self-direct teacher leaning, separate from external control (Smith et al., 2008).

In the context of Indonesia, the education system has traditionally limited teachers' discretion in running their classrooms. A centralized approach and rigid regulations constrained teachers' and students' autonomy and encouraged an exam-focused culture, which hindered innovation and originality in (Sulistyo, 2014).

Teachers had to adhere to externally imposed lesson plans and inspections, leading to administrative exercises rather than meaningful classroom practices (Hairunisya, 2018).

However, Indonesia's education system is changing. The government has established TA priority and has put programs in place to provide schools more power in decision-making processes including instruction and assessment (Heyward et al., 2011; Sofo et al., 2012). Policies such as the 'Merdeka Belajar' or 'Freedom of Learning' policy, the 'Teacher as Catalyst' program, and circulars on simplified lesson planning and assessments aim to grant teachers more autonomy in classroom practices.

Despite these efforts, the understanding and implementation of TA among Indonesian teachers remain limited, potentially due to a lack of awareness and the ingrained culture of compliance within the education system (Bjork, 2004). Teachers frequently depend on clear directives from superiors and may feel unprepared to take control over their classrooms or promote professional development (Bjork, 2004; Sofo et al., 2012).

Currently, TA and teacher self-esteem levels are low, potentially stemming from the bureaucratic atmosphere and top-down educational philosophy, which have left teachers resistant and unprepared for the challenges of the twenty-first century (Lubis, 2018). The Ministry of Education and Culture needs to assess professional development opportunities and design educational programs to address these challenges. Such provisions should prioritize freedom, innovation, and high levels of competency among Indonesian teachers while maintaining a focus on content and pedagogical knowledge (Cirocki & Farrell, 2017).

C. Code of Ethics that set standards for practice

In various professions, the concept of a code of ethics is commonly found, which governs the professional activities associated with that particular profession (Zacky, 2016; Schwimmer & Maxwell, 2017). Before discussing the Indonesian teacher's code of ethics, it is important to understand the general concept of a professional code of ethics. A code of ethics serves as an ethical framework adopted by a specific community or group, often considered part of social norms. If a code of ethics is accompanied by enforceable sanctions, it can be categorized as a legal norm. It provides a set of principals, norms, processes, and rules that guide behaviour and culture in carrying out professional activities and responsibilities. The primary purpose of a code of ethics is to ensure that professionals provide the best possible services to their clients, while unprofessional behaviour is not protected by the existence of such a code (Khoiriyah, 2019).

Within the teaching profession, five principles are inherent in the teacher's code of ethics: (1) establishing trust, emphasizing the importance of trust and respect in the teacher-student relationship; (2) keeping appropriate communication with pupils; (3) valuing each student's individuality and diversity; (4) promoting student collaboration; and (5) maintaining confidentiality with parents. These five principals guide teachers in elevating the standard of education (Khoiriyah, 2019).

The teacher's code of ethics should be applied as a standard for teachers' attitudes and actions in carrying out their professional responsibilities, both in educational settings and in other areas of life, such as the home, school, and community. This code of ethics is a shared quality within the teaching profession. As professional educators, teachers must follow and be accountable for the code of ethics in their roles as leaders and educators of children, similar to other professionals like doctors, judges, and researchers who adhere to the ethical codes of their respective fields (Zacky, 2016).

Instances of code of ethics violations are typically investigated and evaluated by specific commissions or committees established for this purpose. Codes of ethics often include professional obligations, such as the duty to report colleagues who violate the code, to prevent unethical behaviour. However, in practice, these

regulations can be ineffective due to the strong sense of professional solidarity and reluctance to report colleagues who breach the code.

Teachers' understanding of the code of ethics is not yet complete, and managing students with diverse personalities pose difficulties in implementing the code of ethics in the learning process. The code of ethics for guidance and counselling professionals also requires improvement to enhance future service practices for counsellors and their clients (Rahardjo, 2017).

D. Teacher Professional Knowledge beyond the grasp of laypersons

Teaching is considered a learned profession, and teachers are part of the academic community. They must possess questioning concepts, understand organizational principals, and be knowledgeable about subject matter structures. Teachers must possess a wide range of knowledge in order to function effectively in their roles as professionals. These knowledge categories include content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of the educational context, knowledge of educational goals and values, as well as their philosophical and historical underpinnings (Shulman, 1986). Teachers must also master the principals of effective teaching, which involve creating a conducive learning environment and ensuring students have ample opportunities to learn. Such teacher knowledge is exclusive to those in the teaching profession and cannot be acquired without formal training. In Indonesia, non-professional instructors who lack the necessary teacher knowledge may struggle to effectively educate students, even though they work in classrooms. Teaching experience positively impacts teachers' competence, but some may face challenges in classroom management and adapting to new technologies. To be recognized as professional teachers, individuals must be able to make informed decisions in response to changes in technology, pedagogy, subject matter, and the classroom environment.

E. Self-Governing organization composed of members of the profession

The teaching profession is an organized community that brings together individuals with educational experience and skills acquired through a lengthy process of education and training. These individuals work in specific institutions that can be identified (Amelia, 2021). Teacher unions have a key focus on improving the welfare of teachers and raising awareness about the attitudes, nature, and activities associated with the teaching profession.

In the Indonesian context, educational organizations have several missions and goals. These include enhancing and developing the career, abilities, authority, and professional dignity of all educational staff. The overall vision is to achieve a professional education staff (Republik Indonesia, 2005). Professional organizations strive to carry out their tasks with high standards of professionalism that are suitable for their respective fields. They aim to achieve high levels of productivity that address societal needs. Professional competence is emphasized, and a strong professional foundation is deemed essential for all employees. Professional associations can assist in establishing contacts between professionals and colleagues from other countries as globalization advances (Amelia, 2021).

Teachers establish independent professional organizations to advance the teaching profession and improve competence, career prospects, educational insights, professional protection, welfare, and community service.

There are various teacher organizations in Indonesia (Amelia, 2021). Some are:

- *Persatuan Guru Republik Indonesia (PGRI)* or Association of teachers of the republic of Indonesia
- *Ikatan Guru Indonesia (IGI)* or Association of Indonesian Teachers
- *Persatuan Guru Seluruh Indonesia (PGSI)* or All Indonesian Teachers' Association

- *Federasi Serikat Guru Indonesia (FSGI)* or the Federation of Indonesian Teachers' Union
- *Persatuan Guru Nahdhatul Ulama (Pergunu)* or The Teachers' Association of Nahdlatul Ulama
- *Perkumpulan Guru Madrasah Penulis (Pergumapi)* or Association of Madrasah Writers Teachers
- *Perkumpulan Guru Madrasah Indonesia (PGM)* or Indonesian Madrasa Teachers Association

All these teacher associations have a unified purpose of protecting teachers, improving their welfare, and ensuring their continuous professional development and effective teaching.

F. High prestige and economic standing

Discussing education cannot be separated from the crucial role of teachers as architects of a nation (Mansir, 2020). A well-functioning educational system is essential for the progress of any country, and teachers, as integral parts of the system, significantly influence its quality. According to Mansir (2018), "teachers in Indonesia should be qualified professionals with strong moral foundation. They should possess intellectual qualifications confirmed by a certificate that attests to their legal eligibility and competence to practice as teachers" (p. 280). This highlights the importance of teacher professionalism. However, when considering the skills, welfare, and resources available to teachers, a significant gap still exists, making it challenging for teachers to sustain themselves and pursue a career in teaching due to insufficient support (Mansir, 2019). Many teachers must look for extra work outside of the classroom in order to make ends meet, which requires them to divide their focus and energy and reduces their efficacy as teachers.

The Indonesian government has responded to these issues by implementing a teacher certification program that is meant to enhance teachers' professionalism, welfare, and dignity. Due to this law, teachers must be in good bodily and mental health, hold educator certifications and credentials, and be able to meet national academic standards (Republik Indonesia, 2005). The Indonesian government considers teacher certification to be an endeavor to improve teacher welfare and quality, and it comes with a professional allowance that is equal to one time the basic salary for qualified educators. Teachers working for government and non-government organizations might receive this stipend.

However, the implementation of the teacher certification policy has encountered some challenges. For example, at Tangerang Regency's Dukuh V Public Elementary School, some teachers still exhibit poor performance, indicating a lack of full understanding regarding the goals, functions, and benefits of teacher certification (Alfath & Huliatusiana, 2021).

In the context of Indonesia, it is evident that teachers with government servant status already receive a professional stipend equal to one time the basic income. However, when compared to Japan, Indonesia still needs to increase teacher salaries, considering the high regard teachers receive in Japan. In Japan, the average teacher's salary is \$2,500 per month, while newly appointed teachers receive around \$1,100 per month. The Japanese value education as crucial for progress, and they reward teachers with respectable salaries that support their families' lifestyles. In contrast, the Indonesian government seems less concerned about the hardships faced by teachers (Mansir, 2020). The low standard of living among Indonesian teachers can impact their work ethic, commitment, and professional advancement efforts (Sutrisno, 2014). Furthermore, some non-government or honorary teachers in Indonesia earn extremely low salaries, ranging from \$10 to \$35, which is far below the regional minimum wage (Veirissa, 2021). This disparity raises concerns about teacher welfare, particularly in private schools that rely on student fees and where teachers do not benefit from the higher base pay and various allowances (Siahaan & Meilani, 2019).

The poor pay and lack of support have diminished interest in pursuing a teaching career. Additionally, the declining number of Indonesians interested in becoming teachers can be attributed to the millennial generation's emphasis on prestige. As many compare a teacher's income to that of doctors or engineers,

enhancing teacher welfare can help dispel the perception that teachers are undervalued. Prioritizing teacher welfare is crucial for improving their performance (Zulkifli et al., 2014), as compensation can influence student attention spans and teacher motivation. Increasing welfare benefits and teacher salaries will generate greater interest in the teaching profession. If there is high demand for teachers in the community, competition among aspiring teachers can lead to improved instruction standards (Mansir, 2020).

CONCLUSION

Competent teachers are an essential part of effective learning since they have the greatest impact over students' academic success by deciding what learning activities are appropriate for the classroom and school setting. Professional teachers in the future Indonesian education system must be multi-competent, multi-literate, with a national outlook, and with a global outlook in order to generate graduates who are competitive. Actually, it is possible to determine if teaching qualifies as a career by comparing it to the characteristics of other professions. However, the meaning of teaching in the context of the Indonesian state, whether it is considered a profession or not, is still questionable, because there are still gaps between the actual understanding of teacher professionalism and how it should be implemented by the government and the teachers themselves. Also, only by merely stating that a teacher holds a job or does professional work would not convey the whole nature of their role's professionalism. The following are some differences between professional and non-professional teachers in Indonesia which are still in the spotlight because of the many challenges that are still being found.

First, with a variety of programs, including education and training programs like in-house training, apprenticeship programs, school partnerships, distance learning, etc., and programs other than education and training like discussions, seminars, workshops, research, etc., Indonesia has developed a strategy to maximize the potential of teachers. However, due to the incomplete integration and lack of improvement in response to needs, there are still gaps between the implementation of practice and actual needs in the field, which discourages teachers from applying the knowledge they learn through education and training.

Second, the contemporary educational system in Indonesia has undergone adjustments with regard to teacher autonomy. For instance, the government places a high priority on teacher autonomy (TA) and actively encourages it. They include allowing schools more authority in decision-making processes about instruction and assessment in order to ensure that the needs of teachers and students are satisfied. Even though some of these inventions have been available for a while, not much has changed in terms of how they are used in schools. This is due to the fact that many Indonesian educators are still unaware of TA and the novel potential it offers. It might also be the outcome of years of centralized education and the development of a culture of obedient public officials. This viewpoint is backed up by the argument that teachers' roles as teachers and public servants are complementary.

Third, the professional code of ethics is a set of values that directs management and members of the profession in carrying out their duties professionally so that they become a profession with dignity and its benefits are acknowledged by the government and society. It is the standards and ideas that all Indonesian teachers uphold. But still not all teachers are conscious of the professional code of ethics, and they have not adequately put it into practice. This might be because the professional code of ethics has not been strictly enforced. The range of personalities among students makes them challenging to control as well. Therefore, including the teacher's code of ethics into the educational process is still challenging.

Fourth, teachers must have a solid body of knowledge that they use while dealing with pupils in the classroom and that gives them the ability to assess both the learning of their students and their own teaching abilities. Many non-professional teachers work in the classroom [to survive], but they are unable to do it effectively because they lack the necessary skills in the subject areas. The majority of teachers still exhibit

below-average levels of competency, according to numerous studies, which naturally has an effect on students in various ways. Teachers today need to have a lot of courage to upgrade themselves due to the interconnected nature of technology, pedagogy, and materials.

Fifth, professional organizations' major goals are to attain high levels of production centered on societal requirements while carrying out their responsibilities in compliance with high standards of professionalism appropriate to their fields. The presence of a professional organization or network that supports the employees involved is the most crucial need for professional employment. The company also stresses the requirement for all employees to have solid professional backgrounds and the significance of professional competence. In Indonesia, many teacher associations are still promoted in order to urge teachers to use these groups to fulfil their professionalism. Sixth, in Indonesia, teachers must be credentialed experts with a strong moral core. In addition, they have a strong intellectual foundation, which is evidenced by the fact that they have certificates attesting to their legal eligibility and competency to work as instructors. This shows how important teacher professionalism is, but when we look at the resources, welfare, and skills that teachers have access to and can obtain, it still shows a sizable gap that makes it difficult for teachers to survive and want to pursue a career in teaching because of inadequate welfare support. To cover life expenditures, many teachers must look for supplementary incomes outside of the teaching profession. However, due to their fractured thoughts and energy, they are unable to completely carry out their duties as teachers.

RECOMMENDATION

Here, we suggest the following in order to sustain the effectiveness and consistency of teaching professionalism in Indonesia:

1. Due to the bureaucratic environment in schools and top-down educational philosophies, which may result in teachers who are not only resistant to change but also unprepared for the challenges that the second century will bring, teacher autonomy and self-esteem are currently at low levels. In order to address these issues, the Ministry of Education and Culture is obliged to evaluate professional development opportunities and provide upgraded educational/training programs. While maintaining a focus on pedagogical content and expertise, the updated requirements should encourage freedom, innovation, and a high degree of proficiency among Indonesian teachers. Additionally, they must not be constrained during classroom instruction. Instead, they should be permitted to organize classes, instruct, and evaluate using their knowledge and educational/training experience.
2. Many people today have little interest in becoming teachers because to the poor pay and inadequate support, particularly for honorary teachers in isolated districts of Indonesia. Enhancing teacher welfare can help remove the public notion that teachers are undervalued since many people compare teachers' salaries to those of doctors or engineers. In order to increase teacher performance, welfare must come first because compensation can impact both teachers' and students' attention spans. If the system of welfare allowance and teacher wage is stabilized, people will be more interested in becoming teachers. There will be competition if there is a high demand for teachers in society, which could enhance teaching standards as candidates compete to be accepted.

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