

Strengthening Teacher Competence and Performance through the Teacher Professional Education Program (PPG) in Improving the Quality of Learning

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Abstract

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This study aims to analyze the role of the Teacher Professional Education Program (PPG) in strengthening teacher competence and performance and its impact on improving the quality of learning. This research uses a qualitative approach with a library research method. Data were obtained from various secondary sources such as scientific journals, books, and relevant educational policy documents. Data collection was carried out through documentation by reviewing and analyzing various literature related to teacher competence and the PPG program. Data analysis used content analysis through the stages of data reduction, data presentation, and conclusion drawing. The results show that the PPG program plays an important role in improving teachers' pedagogical, professional, social, and personal competencies. These competencies influence teachers' performance in planning, implementing, and evaluating the learning process. In addition, the PPG program encourages teachers to be more innovative in utilizing technology and implementing student-centered learning strategies. Therefore, the PPG program contributes positively to improving the quality of learning in schools.

Keywords: *Teacher Professional Education Program (PPG), Teacher Competence, Teacher Performance, Learning Quality*

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INTRODUCTION

Education is a conscious process aimed at developing high-quality human resources capable of driving national progress. In its development, education plays a crucial role in shaping human resources that are qualified, competitive, and able to face various global challenges. Along with technological advancement and the dynamic changes of the times, the role of teachers in the field of education has also undergone significant transformation (Diva et al., 2024). Therefore, improving teachers' competence and performance has become a crucial aspect of enhancing the quality of education, particularly in *Madrasah Ibtidaiyah* (MI) and elementary schools.

However, the reality in the field shows that the quality of learning in MI and elementary schools still faces various challenges. One of the common issues is the low level of teachers' pedagogical and professional competence in designing and implementing innovative, effective, and student-centered learning. This condition has an impact on the low quality of the learning process as well as students' learning outcomes. In addition, the rapid development of science,

technology, and curriculum demands requires teachers to continuously improve their professionalism in order to adapt to the changing times (Cahyana et al., 2023).

As an effort to improve teacher quality, the Indonesian government has introduced various policies for teacher professional development. One of the strategic programs implemented is the Teacher Professional Education Program (*Pendidikan Profesi Guru – PPG*). This program aims to enhance teachers' competence, professionalism, and performance through systematic and continuous education and training. Through the PPG program, teachers are expected to optimally master pedagogical, professional, social, and personal competencies in accordance with established standards.

The implementation of the Teacher Professional Education Program (PPG) is based on the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers are professional educators who must possess specific academic qualifications and competencies. This program is systematically designed to ensure that teachers not only master theoretical knowledge but also possess practical skills in designing, implementing, and evaluating learning effectively. In addition, the PPG program emphasizes the importance of reflection and innovation in the learning process so that teachers can adapt to developments in science, technology, and students' needs. Therefore, PPG is expected to improve teacher performance while also encouraging the creation of higher-quality and student-centered learning (Javiarma, 2025).

Nevertheless, several studies indicate that the implementation of PPG has not yet fully produced optimal impacts on improving the quality of learning. In some cases, improvements in teacher competence have not been accompanied by significant changes in classroom teaching practices. This situation is caused by various factors, such as limited infrastructure and facilities, lack of support from the school environment, and low teacher motivation to continuously develop their professional capacities (Mustaqim, 2023). Therefore, further in-depth studies are needed to examine how the PPG program can genuinely strengthen teachers' competence and performance so that it contributes to improving the quality of learning.

Based on the explanation above, this study is important to comprehensively examine the role of the PPG program in strengthening teachers' competence and performance as well as its implications for the quality of learning. This study is expected to provide theoretical contributions to the development of educational policies and serve as an evaluation reference for the government and educational institutions in improving the effectiveness of teacher professional development programs. Furthermore, the findings of this study are also expected to provide recommendations for teachers and schools in maximizing the benefits of the PPG program in order to improve the quality of learning.

RESEARCH METHOD

This study employs a qualitative approach using a literature review as the research design. This approach was chosen because the study aims to examine in depth the strengthening of teachers' competence and performance through the Teacher Professional Education Program (*Pendidikan Profesi Guru – PPG*) and its implications for the quality of learning based on various relevant scientific sources.

The literature study was conducted by collecting, reviewing, and analyzing various references in the form of scientific journals, books, and educational policy documents related to teacher professional development.

The data sources in this study consist of secondary data obtained from accredited national journal articles, academic books, and official government documents published within the last ten years. The selection of sources was carried out purposively by considering their relevance to the research topic, namely teacher competence, teacher performance, the PPG program, and the quality of learning. In addition, the researcher utilized databases such as Google Scholar, the Garuda portal, and national education journals as the primary references.

The data collection technique was conducted through documentation by identifying, reading, and recording important information from various selected sources. Furthermore, the data analysis technique employed content analysis. The stages of analysis include data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected information relevant to the research focus. In the presentation stage, the data were organized systematically based on themes such as strengthening teacher competence, improving teacher performance, and the quality of learning. The final stage involved drawing conclusions to obtain a comprehensive understanding of the effectiveness of the PPG program in improving the quality of learning.

To ensure data validity, this study applied source triangulation by comparing findings from various previous studies. Therefore, the results of this study are expected to have a high level of accuracy and credibility and to provide theoretical contributions to the development of educational policies and learning practices in *Madrasah Ibtidaiyah* (MI) and elementary schools.

RESULTS AND DISCUSSION

The Teacher Professional Education Program (PPG) in Improving Teacher Competence

The Teacher Professional Education Program (PPG) is an advanced educational program undertaken after obtaining a bachelor's degree and is designed to prepare individuals to acquire specialized competencies as educators. After completing an undergraduate program, whether in education or non-education fields, individuals are required to undertake the PPG program for approximately one to two years. Since 2005, the PPG program has functioned as a replacement for the Akta IV teaching certification. According to Article 3 Paragraph (1) of the Regulation of the Minister of National Education Number 8 of 2009, the Teacher Professional Education Program (PPG) is implemented by higher education institutions that possess teacher education institutions meeting the required criteria and are designated by the Minister of Education. Other higher education institutions wishing to offer this program must also have teacher training programs that meet the established requirements and obtain approval from the minister (Supendi et al., 2023).

The PPG program plays a crucial role in strengthening teachers' competencies, particularly in pedagogical and professional aspects. Through this initiative, participating teachers are provided with various forms of knowledge and skills related to lesson planning, effective instructional implementation, and the

assessment of students' learning outcomes. In addition, PPG participants are equipped with the ability to utilize technology in the learning process, enabling them to create more creative and engaging learning activities for students (Mustaqim, 2023). Thus, the PPG program not only improves teachers' academic competence but also encourages them to become more adaptive to the development of instructional methods and technologies in the modern educational era.

Various studies indicate that the PPG program has a significant impact on improving teacher quality and the teaching process in educational institutions. Teachers who have participated in the PPG program generally demonstrate greater competence in developing learning instruments, implementing creative learning methods, and evaluating the learning activities they conduct. Therefore, the PPG program functions not only as a means of improving teacher competence but also as an initiative to enhance the quality of instruction and overall educational quality (Saifull et al., 2024).

Overall, the existence of the PPG program represents one of the strategic efforts to improve teacher professionalism in Indonesia. Through this program, teachers gain not only strengthened theoretical knowledge but also practical experience that supports the implementation of more effective learning processes. Therefore, the implementation of the PPG program is expected to produce competent educators who are adaptive to educational developments and capable of improving the quality of learning in schools.

The Relationship between Teacher Competence and Teacher Performance in Learning

Teacher competence has a very close relationship with teacher performance in the learning process. Competence refers to a set of abilities, knowledge, skills, and attitudes that teachers must possess in order to perform their professional duties effectively. With adequate competence, teachers are not only able to deliver learning materials but also capable of planning, implementing, evaluating, and developing learning processes so that students can achieve educational objectives optimally.

Teacher competence consists of four main aspects: pedagogical competence, professional competence, personality competence, and social competence. These four competencies serve as the foundation for teachers in planning, implementing, and evaluating learning effectively. Teachers who possess strong competence are able to create structured, systematic learning processes that are aligned with students' needs, while also serving as role models and maintaining harmonious relationships with students, colleagues, and the community.

Pedagogical competence refers to teaching skills that include a deep understanding of how the teaching and learning process occurs, the development of meaningful curricula, mastery of effective and creative learning strategies, and the ability to create a supportive and motivating learning environment. Teachers must possess adequate pedagogical abilities to guide and optimize students' potential. These abilities include adapting to educational trends and technological developments, collaborating with other educators and education staff, and improving professional capacity through training, reflection, and continuous professional development.

Personality competence refers to the qualities and characteristics that teachers must possess to perform their roles professionally and serve as role models for students. A teacher's personality reflects the ability to adapt to various environments and situations while demonstrating unique personal character through interactions with others. This is important because teachers have a strong influence on students' character development, attitudes, and behaviors, meaning that teacher personality directly affects the quality of education received by students.

Personality competence includes various aspects such as physical health, intellectual capacity, ethical conduct, communication skills, creativity, decision-making ability, and the ability to interact with parents and policy stakeholders. Teachers should demonstrate positive values and professional standards in their interactions with students.

A professional teacher should fulfill several key personality criteria:

1. Demonstrating behavior consistent with social, religious, cultural, and legal norms.
2. Possessing strong moral integrity and serving as a role model in both words and actions.
3. Maintaining emotional stability and consistency in professional conduct.
4. Showing emotional maturity and intellectual development.
5. Demonstrating authority and positive influence in managing learning environments.
6. Maintaining high work integrity and self-confidence in fulfilling professional responsibilities.
7. Adhering to the ethical principles of the teaching profession and respecting students' rights.

Thus, teacher personality is not merely a personal trait but a fundamental foundation for building positive relationships with students, creating conducive learning environments, and instilling moral and social values in students.

Social competence refers to teachers' ability to interact, communicate, and establish positive relationships with others, including students, fellow teachers, school leaders, parents, and the wider community. Teachers with strong social competence are able to manage classroom interactions effectively and foster constructive and collaborative communication within the school environment.

Professional competence refers to a teacher's ability to master subject matter extensively and deeply, enabling them to clearly determine learning objectives and organize knowledge content effectively according to students' needs. This competence includes mastery of subject content, understanding of students' learning characteristics, and the ability to implement the curriculum effectively.

Professional teachers not only possess teaching experience but also specialized abilities to design, implement, and evaluate learning effectively. They are capable of integrating theory and practice, utilizing instructional methods and media appropriately, and innovating in accordance with scientific and technological developments.

Teachers with strong professional competence are able to improve learning quality, create engaging learning experiences, and contribute significantly to the achievement of educational objectives. Professional competence also

encourages teachers to continually develop their skills through training, reflection, and classroom action research to maintain the relevance of their teaching practices with curriculum developments and students' needs (Sustiana et al., 2025).

Teacher performance in learning reflects teachers' ability to plan, implement, evaluate, and develop the learning process professionally. Effective teacher performance involves not only delivering learning material effectively but also creating conducive learning environments, encouraging student participation, and providing appropriate guidance to achieve educational goals (Saifullah, Nugraha, & Heriani, 2022).

Improving Teacher Performance in the Learning Process

Improving teacher performance in the learning process is one of the key focuses in efforts to enhance the quality of education in Indonesia. Teachers with high performance are able not only to plan and deliver instructional material effectively but also to create conducive classroom environments, utilize educational technology, and objectively assess student learning outcomes.

One effective strategy for improving teacher performance is academic supervision conducted by school principals or educational supervisors. Through supervision, teachers receive guidance, observation, and constructive feedback aimed at improving teaching practices and enhancing learning strategies (Aprianto, 2025).

Another important strategy involves professional development through training, workshops, and continuous mentoring programs. Such programs can improve teachers' competencies in lesson planning, classroom management, and the utilization of information technology, thereby directly contributing to improved classroom performance (Putra, 2023).

School leadership also plays an important role in improving teacher performance. Effective leadership creates supportive environments for professional growth, including the provision of learning facilities, structured performance evaluation systems, and constructive feedback. Principals who actively supervise and support teachers can motivate them to continuously innovate and adapt instructional methods to students' characteristics (Kusumaningrum et al., 2024).

Thus, improving teacher performance results from the synergy of effective educational supervision, continuous professional development, and strong school management support.

The Impact of the PPG Program on the Quality of Learning

The Teacher Professional Education Program (PPG) is a strategic policy implemented by the Indonesian government to strengthen teacher quality and meet the demands of modern education while supporting the achievement of national education goals. The program aims to enhance teachers' professionalism comprehensively, including pedagogical competence, mastery of subject matter, instructional planning and implementation skills, technological proficiency, and ethical and social aspects of the teaching profession (Javiarma et al., 2025).

One significant impact of the PPG program is the improvement of teachers' ability to design learning plans. Teachers are trained to develop learning tools such as teaching modules, lesson plans, and assessments aligned with the curriculum. Improved mastery of subject matter enables teachers to explain concepts more clearly to students. Research indicates a significant relationship

between teachers' mastery of subject content and the quality of the instructional modules they develop (Netti et al., 2025).

Furthermore, the PPG program enhances classroom learning quality by encouraging the use of diverse and contextual learning approaches. Teachers who graduate from the PPG program are generally better prepared to implement learning strategies that address students' diverse needs, including managing heterogeneous classrooms, applying authentic assessment methods, and utilizing educational technology to increase student engagement in the learning process.

However, despite its benefits, the effectiveness of the PPG program still faces several challenges. These include the intensive academic workload faced by participants, the readiness of implementing institutions in providing adequate training facilities, and the need for stronger integration between theoretical instruction and practical teaching experience in schools (Javiarma et al., 2025).

Overall, the PPG program has a significant impact on improving the quality of learning. By strengthening pedagogical, professional, social, and personality competencies, teachers become more capable of designing, implementing, and evaluating learning effectively while adapting instructional strategies to students' needs. Additionally, the program encourages teachers to innovate in using educational technology and to create more active, creative, and student-centered learning environments. Therefore, the implementation of the PPG program represents an important effort to enhance teacher professionalism while supporting the improvement of educational quality in schools.

CONCLUSION

Based on the results of the literature review conducted, it can be concluded that the Teacher Professional Education Program (Pendidikan Profesi Guru/PPG) plays a very important role in improving the quality and professionalism of teachers. Through this program, teachers gain reinforcement in four main competencies pedagogical, professional, social, and personality competencies which form the foundation for carrying out their duties as educators. The PPG program not only provides theoretical understanding but also trains teachers to apply various innovative, creative, and student-centered learning strategies.

With these improvements in competence, teachers become more capable of planning, implementing, and evaluating the learning process in a systematic and effective manner. In addition, the PPG program encourages teachers to become more adaptive to technological developments and curriculum changes occurring in the field of education. The improvement of these competencies ultimately has a positive impact on teachers' performance in carrying out their professional duties in schools.

With improved performance, the learning process can be conducted more optimally and contribute to improving the quality of students' learning outcomes. Therefore, the implementation of the Teacher Professional Education Program should continue to be supported and developed as one of the strategic efforts to realize high-quality education and to produce professional and competent teachers.

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