

BUILDING THE FUTURE OF EDUCATION: INNOVATIONS AND CHALLENGES IN TEACHER CERTIFICATION IN INDONESIA

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Abstract

The future development of education in Indonesia is very dependent on innovation and solving challenges in teacher certification. Teacher certification is a crucial step in ensuring quality and sustainable education. Building the future of education in Indonesia through innovation in teacher certification will not only improve the quality of teaching, but also increase student academic achievement and the global competitiveness of the country's education. It is important to continue to respond to emerging challenges with innovative and sustainable solutions, in line with societal needs and global educational developments. To build a better educational future, innovation in the teacher certification process is very important. One of the main challenges in teacher certification in Indonesia is ensuring that the process is fair, transparent and in line with the evolving needs of the world of education. Apart from technological innovation, collaboration between educational institutions, government and industry can also be key in building a better future for teacher certification. This collaboration can ensure that teacher certification is not just according to academic criteria, but also considering practical needs in the field, as well as preparing teachers for the challenges they may face in the real world. With innovation and strong collaboration, it is hoped that the future of teacher certification in Indonesia will be able to create quality teaching staff, ready to face complex educational challenges, and encourage educational progress throughout the country.

Keywords: future of education, innovation, challenges, teacher certification

INTRODUCTION

Innovation in education is essential to maintain the relevance and effectiveness of the education system in this ever-changing era. Creating quality and relevant education for the future requires attention, commitment and joint action from various stakeholders, including government, educational institutions, society and individuals. Building a better educational future through innovation management involves various steps and efforts. Building the future through innovation requires a long-term vision that focuses on the

interests of future generations. Building the future of education through innovation management is a sustainable effort and must be based on a deep understanding of societal needs and technological developments (Pramana et al., 2021).

According to Shaturaev, J. (2021) innovation management is an important tool in achieving a better and relevant future. With the right strategy, innovation can help overcome various challenges faced by society and the world as a whole. Innovation in education helps create more relevant, inclusive and effective learning environments in the ever-changing digital era.

In the world of education, there are various types and characters of people who qualify as teachers, depending on various factors and a person's motivation to become a teacher. Ordinary teachers are given the title of unsung heroes. The title attached to this teacher requires in-depth study and explicit discussion, not just metal. This unsung term needs an explanation so that the meaning and significance contained in it are clear (Shaturaev, 2021). It's not just the term that causes teachers to feel satisfied with their work even without providing adequate incentives. Judging from the average level of teacher income, it is still far from sufficient. Due to the low income as a teacher, many teachers are still looking for additional work which actually interferes with their main job as teachers who have to take care of their students full time at school. Many teachers are looking for additional work as motorbike taxi drivers, traders, farmers, anything that can increase their income.

Looking for additional work outside of your main duties is not prohibited as long as it does not interfere with your main duties. However, actually being a teacher requires a lot of time to prepare various kinds of preparations for success in teaching, in fact, if you calculate the teacher's time to improve his teaching activities, there is no time to look for additional work outside. A teacher is a figure who should be admired and imitated, a teacher is a person who is full of a sense of responsibility, a teacher is a wise person, a teacher is a role model for the community in his environment (Ferary, 2023). A teacher must have charisma and authority towards his students. Teachers must have sufficient financial means, teachers must always maintain morals and behavior in society. Teachers must have high integrity, teachers must be patient, teachers must be devoted to God Almighty. A teacher must always prepare himself as a competent teacher, wise educator and parent who is full of love for his students. Teachers must not be authoritarian, but must be democratic, teachers must not be dictatorial and selfish, but teachers must have a social spirit and be humble. Teachers must be disciplined, strict about the rules that

are a consensus within an institution. Whenever and wherever teachers must always improve themselves, increase knowledge, increase knowledge, increase skills and protect themselves from disgraceful actions, as well as maintain physical and mental health (Meisuri et al., 2023).

Pribudhiana et al., (2021) teachers in their appearance must be dapper and neat, do not follow immodest fashion, dress simple but elegant. Everything that is inherent in a teacher must be exemplary and imitated by students. Teachers must always maintain the customs that apply in society, preserve the culture of etiquette that applies in their environment. Teachers must be professionals, not amateur teachers, who only work on a temporary basis. Teachers must have principles in life, dare to sacrifice anything for the sake of success in their duties, not the other way around sacrificing everything for their personal interests.

The primary responsibilities of teachers as members of the professional education community are to instruct, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary school. Teachers use their professional education to acquire expertise and abilities that meet specific quality criteria or norms when performing their tasks. By certifying in-service instructors, the profession of teaching is acknowledged and validated (Indrawati, S. M., & Kuncoro, 2021).

The process of awarding educational certifications to instructors who have satisfied teacher competency requirements is known as teacher certification. The goal of teacher certification is to elevate the status and importance of educators as agents of learning, as well as their welfare. It is envisaged that the introduction of teacher certification will contribute to continuous improvement of educational standards and learning experiences. There are two main ways that teacher certification is typically obtained: through portfolio assessment for in-service teachers and through education for in-service teachers (Asiyah et al, 2021). In-service teacher certification through portfolio assessment is the process of granting educational certificates to in-service teachers through assessing achievement documents that teachers have had while teaching. A portfolio assessment evaluates a teacher's collection of documents that demonstrate their ability and serves as an acknowledgement of their professional experience. Academic credentials, education and training, teaching experience, planning and implementation of learning, evaluation from superiors and supervisors, professional development activities, participation in scientific forums, organizational experience in the educational and social fields, awards pertinent to the educational field, and academic achievement are

among the components of a portfolio assessment. This pattern is oriented towards senior teachers who have sufficient teaching experience. Portfolio assessment is carried out by universities determined by the government (Machmud, M. T., & Fakhri, 2021).

Unfortunately, certification is not carried out in accordance with predetermined procedures; teachers are less honest in collecting portfolios, there are assessors who are less objective in assessing portfolios, and there are community members who help teachers to collect portfolios dishonestly. After being certified, teachers are expected to become professionals, that is, teachers who They need to meet specific requirements or norms with regard to expertise, skills, or abilities in order to perform their job. Unfortunately, not all teachers who already have teaching certificates or are regarded as professionals and capable of performing their jobs in a professional manner. This deficiency can be overcome if all parties are determined to improve it (Nuryana et al., 2020).

Law Number 14 of 2005 concerning Teachers and Lecturers and the implementation of teacher certification are important steps in achieving the goal of quality and competitive education. This law provides a strong legal basis for developing teacher potential and creating a more conducive educational climate. The role of this law is very important in shaping a better future for Indonesian education. The implementation of teacher certification is a strong foundation for creating superior, dedicated and integrity teaching staff to make the nation's life more intelligent.

RESEARCH METHOD

A review of the literature was the research method employed in this paper. A literature review is an organized method for assessing, combining, and summarizing research findings from multiple sources of literature that are pertinent to the subject of the study. In building the future of education: innovations and challenges in teacher certification in Indonesia, We can locate methods, ideas, conclusions, and suggestions that have already been covered in related literature by doing a literature study (Denney & Tewksbury, 2013). A variety of resources, such as periodicals, books, documents, the internet, and libraries, are available for literature study.

RESULT AND DISCUSSION

In carrying out its functions and roles, a teacher is required to have high competence and professionalism. In reality, the quality of teachers in Indonesia

varies quite a lot, depending on the level of education, teaching experience, and the quality of training received. Therefore, concrete steps are needed to improve the quality of teachers in order to achieve better educational standards. In order to achieve this goal, the Indonesian Law Number 14 of 2005 regulating Teachers and Lecturers was released by the government. This law serves as a crucial legal foundation for governing the position, responsibilities, rights, and growth of instructors and lecturers in Indonesia. One of the important issues regulated in this law is teacher certification (Rusilowati, U., & Wahyudi, 2020)

According to Fitriansyah, R., Fatinah, L., & Syahril, M. (2020) teacher certification in Indonesia is an important part of efforts to improve the quality of education in this country. To build a better educational future, innovation in the teacher certification process is very important. One of the main challenges in teacher certification in Indonesia is ensuring that the process is fair, transparent and in line with the growing needs of the world of education. One innovation that can help overcome this challenge is the use of technology in the teacher certification process. A technology-based approach can help ensure transparency and accountability in the certification process, as well as enable wider access for prospective teachers in various regions, including remote areas. Apart from that, technology integration can also help in updating the certification curriculum in accordance with the latest developments in the world of education. Apart from technological innovation, collaboration between educational institutions, government and industry can also be the key in building a better future for teacher certification. This collaboration can ensure that teacher certification is not just according to academic norms but also considering real-world needs in the industry, as well as preparing teachers for the challenges they may face in the real world. With strong innovation and collaboration, it is hoped that the future of teacher certification will be in the future. Indonesia will be able to create quality teaching staff, ready to face complex educational challenges, and encourage educational progress throughout the country (Suratman et al., 2020).

Aims and Benefits of Teacher Certification

Teacher certification is a process of granting educational certificates to teachers who have met the eligibility requirements and have professional abilities as educators. Therefore, this ability is necessary for a teacher so that it can be one of the realizations of the goal of education in Indonesia, which is to produce quality students. Good education policies can provide a strong foundation for societal development and create quality human resources. One

of the important education policies is equal distribution of access to education. In an effort to improve the quality of education throughout Indonesia, the government has committed to providing equal access to education to citizens throughout the country (Yin, J., & Partelow, 2020).

So that teachers meet eligibility standards and have professional abilities as educators. Such as establishing schools in remote areas, providing scholarships to underprivileged students, and providing transportation for students who live far from school. With this policy, it is hoped that no more children will be marginalized from education. Teacher certification aims to increase the competence and professionalism of teachers, so that they can provide better educational services to students. In many studies, teacher quality has been proven to be a key factor that influences student learning outcomes. Therefore, strengthening teacher quality through certification is very strategic to achieve better educational goals. Dr. Sumarna Surapranata, an education policy expert and former Head of the National Education Standards Agency (BSNP), stated that the aim of teacher certification is to improve the quality of education, encourage teachers to commit to learning, and recognize the status of teacher professionalism in society (Tjabolo, 2020). Teacher certification is expected to provide formal recognition of the competence and quality of a teacher's work, so that they are respected and recognized more widely as key stakeholders in the learning process.

Mobra, T., & Hamlin, D. (2020) stated that the main purpose of teacher certification is to determine a teacher's suitability as an educator. However, teacher certification also has other goals, namely:

1. Determine the teacher's suitability in carrying out their duties as a learning agent
2. Achieving national objectives in education.
3. Enhancing the method and caliber of learning results.
4. Raise the professionalism and sense of dignity among educators.
5. Guard against inadequate activities that harm the reputation of the teaching profession.
6. Guard the public against shoddy and unprofessional teaching methods.
7. Turn into a tool for LPTK (Educational Personnel Educational Institutions) to ensure quality and to regulate the quantity and caliber of teachers for students utilizing educational services.
8. Guard educational establishments against forces from without and from inside that stray from relevant laws. Improve teacher welfare with professional allowances.

Apart from that, teacher certification also provides benefits in developing the careers of educators. Teachers who have received certification will have the opportunity to undertake further training and professional development, so that they continue to update their knowledge and skills in teaching. Apart from that, certified teachers also have a greater opportunity to get promotions and promotions in their careers as educators.

The process of getting teacher certification is not easy. Therefore, when you successfully fulfill the requirements and are declared to have passed certification, Mr and Mrs teachers will receive various benefits. One of them is professional allowance. Teachers who successfully obtain an educator certificate will receive a professional allowance from the government of one month's salary. This allowance is also one of the government's ways of improving teacher welfare while improving the quality of education in Indonesia. Teachers who are educated and economically prosperous will become valuable assets for the nation's progress. Apart from professional allowances, teachers who have obtained an educator certificate also receive protection from incompetent practices that can damage the image of the teaching profession (See et al., 2020).

Teacher Certification Process and Criteria

According to Lie et al., (2021) the teacher certification process involves various stages of evaluation and competency assessment. The initial stage is file verification, where teachers must complete various documents required as proof of experience and formal education. Next, teachers will take a competency test, where they are tested in the pedagogical, personality, social and professional fields. Another stage is portfolio assessment, where teachers are required to compile various portfolios covering various aspects of teaching and professional activities. This portfolio will be assessed by an independent team of assessors, to measure the quality and competence of teachers in teaching and contributing to student learning. During the certification process, teachers will also be assessed on their teaching performance, where they will be directly observed by the assessment team in carrying out learning activities in the classroom. This observation aims to measure the teacher's ability to plan and implement learning, as well as interacting with students in the teaching and learning process (Green et al., 2021).

According to Boyd-Swan, C., & Herbst, C. M. (2020) the teacher certification process in Indonesia involves several stages that prospective teachers must go through. These stages include:

1. Verification of files by the Education Office and LPMP.

2. If they pass the verification, prospective teachers will receive information about PPG placement at LPTK for diploma verification.
3. After certificate verification, prospective teachers will undergo PPG (online), PPL, and UKMPPG (Teacher Professional Education Student Competency Test).
4. If you pass the UKMPPG, prospective teachers will receive an educator certificate at the end of the certification process

There are special criteria or requirements for teachers in Indonesia to be able to follow the certification pattern, such as having a master's or doctoral academic qualification from an accredited tertiary institution in the field of education or field of study related to the subject they teach with the lowest level being IV/b. or who have fulfilled it

Teacher Certification Innovation in Indonesia

Situmorang et al., (2022) stated that innovation in teacher certification in Indonesia is an important topic in educational development. Based on information from the sources provided, there are several innovations related to teacher certification in Indonesia:

1. Certified Online Learning Platform for Teachers
Guruinovatif.id provides teacher assistance and training through online courses and interactive webinars with JP certificates to improve the teaching abilities of Indonesian teachers
2. Challenges in the Certification Process
A source said that there are challenges in the teacher certification process, and innovation is expected to speed up the queue in the certification process.
3. Distance Learning and Innovation The Covid-19 pandemic has encouraged innovation in distance learning, including the development of applications or online platforms that make distance learning easier for students as well as training for teachers in implementing educational technology
4. Innovative Teachers
The concept of "innovative teacher" refers to teachers who have new ideas based on knowledge, skills and behavior that are actualized in various learning tasks. Innovative teachers also always ask themselves whether they have become good and admirable teachers, and always introspect and improve themselves

From the information found, it appears that innovations in teacher certification in Indonesia include the development of online learning platforms, increasing efficiency in the certification process, adaptation to distance

learning, and innovative teacher concepts. All of these are important steps in improving the quality of education and teaching abilities of teachers in Indonesia (Uchtiawati, 2020).

Challenges in Implementing Teacher Certification

Although teacher certification has noble goals, its implementation is not free from challenges. One of the main challenges is the limited budget allocated for certification programs. The certification process requires quite a lot of money, especially to carry out competency tests, portfolio assessments and observations of teaching performance. Another challenge is the quality of the certification programs offered. The certification process must be supported by quality training and coaching for teacher certification candidates. This training is expected to equip them with the knowledge and skills needed to teach and interact with students effectively. The availability of facilities and infrastructure is also a challenge in implementing teacher certification. The certification process requires adequate technological support and infrastructure, including facilities for storing and managing teacher data as well as stable internet access to support the verification and assessment process (Mislia et al., 2021).

The challenges of implementing teacher certification in Indonesia can include several aspects that need to be considered (Bristol et al., 2020):

1. Challenges of Academic Qualifications

The first challenge that may be faced is related to academic qualifications. Not all teachers have the qualifications to take part in a teacher certification program. This can be an obstacle in the certification process.

2. Differentiated Learning Challenges

Implementing differentiated learning can also be a challenge. Teachers need to have a deep understanding of students' learning needs and develop effective strategies for the design, implementation, and evaluation of differentiated learning. This requires collaboration with other teachers, school administrators, as well as seeking additional resources

3. Financial Challenges Teacher certification is expected to open up opportunities for financial improvement for teachers, but this process can also pose challenges related to the requirements or incentives needed to obtain certification

4. Professionalism Challenges Another challenge may be related to teacher professionalism. Implementation of instructional supervision, teacher performance assessment, and the support teachers need to grow professionally can also be part of the challenges in implementing teacher certification.

Fairman et al., (2023) stated that the challenges in implementing teacher certification can vary depending on the context and education system in each country. However, some common challenges that often arise in many places include:

1. **Changing Standards:** Sometimes standards for teacher certification may change over time, which can make it difficult for teachers and educational institutions to stay aligned with the latest requirements.
2. **Cost and Accessibility:** The certification process often involves significant costs, whether for exams, additional training, or other administrative requirements. This can be an obstacle for prospective teachers who are in limited financial situations.
3. **Quality of Training:** The quality of training programs for certification exam preparation can vary. Some teacher candidates may not receive adequate training, which may affect their readiness to teach.
4. **Complicated Administrative Process:** The application and document submission process is often complicated and time consuming. Small errors in the administrative process can have a big impact on the smoothness of the certification process.
5. **Strengthened Professionalism:** Some teachers who have been teaching for many years may feel that additional certification requirements do not reflect the experience or skills they have.
6. **Oversight and Compliance:** Governments and regulatory bodies must ensure that the certification process is conducted fairly and transparently, which requires a strong oversight system and compliance from all relevant parties.
7. **Regional Differences:** Additional challenges can arise from differences in certification requirements between regions or states, which can confuse and complicate teacher mobility.

Overcoming these challenges requires collaboration between governments, educational institutions, and the teaching community to ensure that the certification process is not only fair and affordable, but also effective in improving the overall quality of education. With a deep understanding of these challenges, it is hoped that related parties can develop appropriate strategies and innovations to increase the effectiveness and success of implementing teacher certification in Indonesia (Khan, Q. R., & Ahmad, 2021).

CONCLUSION

The future development of education in Indonesia is very dependent on innovation and solving challenges in teacher certification. Teacher certification is a crucial step in ensuring quality and sustainable education. Here are some innovations and challenges that can be discussed in this context:

1. **Consistency and Standardization:** Ensure that the certification process is carried out consistently throughout Indonesia, with clear standards that are not easily changed.
2. **Accessibility:** Ensure that the certification process is easily accessible to all teachers, including those in remote or less developed areas.
3. **Financing:** Overcoming financing challenges for teachers seeking certification, especially those related to exam and preparation costs.
4. **Quality of Instruction:** Ensure that certification exams reflect relevant and current skill standards in the Indonesian education context.
5. **Continuing Professional Development:** Provides a pathway for teachers' professional development after they obtain certification, so they remain relevant to the latest developments in education.

Innovations in Teacher Certification in Indonesia:

1. **Use of Technology:** Utilize technology to simplify the teacher certification application, exam, and monitoring process.
2. **Competency-Based Approach:** Adopt a certification approach that focuses on developing real competencies needed in teaching, not just academic knowledge.
3. **Partnership with the Private Sector:** Involving the private sector in providing training and development for prospective teachers who are preparing for their certification.
4. **Continuous Evaluation:** Implement a continuous evaluation system to ensure that certified teachers maintain quality standards in their teaching.
5. **Recognition of Work Experience:** Provides greater recognition of work experience and achievements in the field of education as part of the certification process.

Building the future of education in Indonesia through innovation in teacher certification will not only improve the quality of teaching, but also increase student academic achievement and the global competitiveness of the country's education. It is important to continue to respond to emerging challenges with innovative and sustainable solutions, in line with societal needs and global educational developments.

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