Teachers and Equitable Education
Republic of
INDONESIA

Ministry of Education and Culture,
Republic of Indonesia

Content

Executive
summary:

Teachers are considered as a strategic element in the implementation of national education, especially their role in developing the quality of human resources. Through teachers, it is considered as determinant factors of the success of education, including in responding to the challenges of current global situation, which is marked by the rapid development of information and communication technology, industrial 4.0-based on economic life, and an increased of competitive climate between nations in struggling over limited resources. In Indonesia, the importance of competence and professionalism of teachers has been mandated in the Law of Teachers and Lecturers where teachers must have mastery of knowledge, skills, values and attitudes which are reflected in their practices of thinking and acting in carrying out their duties/jobs professionally. The indications can be described, where most of the teachers have conducted competency tests and obtained educator certificates, however this has not established an impact on the quality of education.
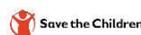
Improving the competence and professionalism of teachers is a challenge that is still being encountered in the national education system. In current global era, the challenge for teachers is how to shape student competencies that have 6-Cs, i.e. creative, critical thinking, collaboration, communication, computational thinking, and craving. Some of the programs to improve teachers' competence and professionalism are Teacher Learner (Guru Pembelajar) and Continuous Professional Development programs in 2016. To develop supporting program for teachers, in 2020 the Ministry of Education, Culture, Research, and Technology create Transformational Teachers program (program Guru Penggerak), a leadership education program for teachers to become a learning leaders who will encourage student growth holistically; actively and proactively develop other educators to implement student-centered learning; become role models and agents of transformation in educational ecosystem. In line with this, the Ministry of Education, Culture, Research, and Technology also established a Learning and Sharing Teacher Program, a special program for teachers during the Covid-19 pandemic with the objective to support teachers and education personnel in conducting distance learning. During this pandemic, the Ministry of Education, Culture and Research and Technology has issued 4 (four) series of Teacher Learning programs, namely: the Covid-19 Pandemic Period, Life Skills Education, Minimum Competency Assessment (AKM), and Inclusive Education.

Teacher Learning and Sharing program carried out through a gradual justice process. This program is intended to equip teachers' competence and professionalism, especially in providing learning during the Covid-19 pandemic with the ability to develop and utilize digital technology. The Ministry of Education, Culture, Research, and Technology provides assistance for the participants, such as internet quota and open the widest access to all things related to the program. Efforts to develop the professionalism of coherent teachers are expected to reach all teachers, especially during this Covid-19 pandemic.

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Summary of current status:

equity gaps in education

Equity Discrepancy

In many cases, teachers have not carried out their role optimally and this is indicated by the quality of education which is still not satisfactory. The PISA study inclines to support this indicator, where Indonesian students' reading, science, and mathematics literacy skills are still relatively low (OECD, 2016 & 2018). In fact, the Government has been trying to improve the ability of teachers to carry out teaching tasks for a long time. Various trainings were provided to elementary school teachers, teacher job training, and others. However, the training mechanism provided has not been sufficient to improve the quality of education, especially at the primary and secondary education levels. Disparities in various aspects between schools and differences in school management also affect the gap in the management of learning by teachers.

All of the above gaps still need to be addressed in the implementation of education in Indonesia, especially from the teacher element as the party who has the duties and responsibilities for the management of learning. Efforts to improve the competence and professionalism of teachers have been carried out by the Government, and most of them have been declared to receive educator certificates and teacher professional allowances. Currently, the Government is implementing the independence of learning policy, including the Initiating School and Transformational Teachers program as an

effort to improve the quality of education (https://school. penggerak.kemdikbud.go.id/gurupenggerak/).
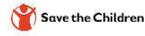
Current Situation and Challenges

One of the important issues that encourage economic growth and the nation's competitiveness in the era of the industrial revolution 4.0 is the educational process with learning models that are creative, innovative, and adaptive and be able to improve the competence of student graduates in accordance with the demands of the 21st century requirements. The challenge for teachers in line with the times is how to perform the ability of student competencies that have skills to thinking intelligently (knowledge, critical and creative thinking), ways to learning (literacy and soft skills), and with others (personal, social, and civic responsibilities). Teachers are compulsory to be able to form students' 6-Cs competencies, i.e. creative, critical thinking, collaboration, communication, computational thinking, and craving (Lazear, 2002; Pearlmann, 2006 & 2009; ISTE, 2008; NIES, 2015; Griffin & Care, 2015, Agung, 2017).

Enhancement of Teacher Professionalism

Efforts to improve teacher competence are the forerunner to the emergence of policies in providing training to teachers through the Teacher Learner program in 2016. Through this program, the Government seeks to make the teacher as a learner who continually learns to upgrade their quality. The Learning Teacher Program is an effort to improve the ability of teachers in carrying out their professional duties, including activities intended at improving and growing abilities, attitudes and skills.

Another best practice that reflects efforts to improve fairness competence is the implementation of the Transformational Teachers program. In line with the implementation of the program, the Ministry of Education, Culture and Research and Technology in 2021 also launched an online Learning and Sharing Teacher Program. Teacher Learning and Sharing program is a special program for teachers during the Covid-19 pandemic, with the objective to facilitate as many teachers and education personnel as possible in conducting distance learning. Through the program, it is expected that it will continue to provide meaningful basic training for students to carry out independent learning.
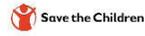
Learning in the 21st century requires teachers to have competencies with the following characteristics: being able to develop learning plans independently and realizing complete and effective learning instructions, developing a visionary leadership attitude that is oriented towards achieving better results, communicating in an interesting, fun, and effective way. In delivering learning materials by utilizing all the potential and ability to manage psychological pressure (stress), developing creative and innovative attitudes for themselves and encouraging the emergence of creative attitudes, critical thinking, collaboration, student communication; utilize learning methods well, varied, develop and utilize digital technology in learning, develop collaborative learning through problem based learning and project based learning approaches, develop competence and professional self on an ongoing basis, think analytically and reflectively, develop social intelligence and emotional control, master and skilled in developing character education.

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Current situations and challenges teachers face
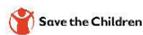
The challenges teachers faced in achieving equality of education in Indonesia are:

1 some group of school-age children cannot be accommodated in the system or educational institutions,

2 limited teaching staff in the remote areas,

3 school-age children who drop out of school or even not going to school,

4 Indonesia is an archipelago country with 17,000 islands where there are some areas that still have difficulty in terms of access, electricity, internet, and transportation.

Many programs and policy have been made by the government in order to address the problem of equitable education, some of them are:

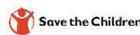**1** compulsory learning 9 years,

2 SM3T (Bachelor of Education in leading, outermost, and lagged areas) where this program spreads graduates of teachers to the areas that still have lack of teachers

3 education equality programs for the community, and

4 distance learning for the university level.

The lessons learned that can be concluded from the challenging situations faced by teachers are:

1. The community get education despite their location in remote areas.

2. Scholars are able to contribute to the country to learn and hands-on practice as prospective teachers while helping students/learners to develop their potential.

3. Fulfilment of teacher needs in remote areas, so that the fulfilment of competence (subjects) could be achieved.

4. Provide a portfolio of teaching experience to new teachers who are full of challenges.

Supports that still needed for the teachers in terms of policy, data, and professional development are:

1. Regulatory support in order teachers is able to work across the regions.

2. The provision of special allowances for teachers who serve in remote areas as well as education allowances, education assessments, scholarships and rewards.

3. The obligation to serve as a teacher is associated with the acceleration of promotion and functional position, or automatic promotion, or privileged promotion.

4. Provide houses near to schools for teachers who serve in remote areas.

5. Update data on the condition of remote areas, the condition of remote indigenous peoples, bordering other countries, the smallest and outermost islands. Data on areas affected by disasters, social disasters and emergencies.

6. Training for young teachers intensively for 7 weeks. Training materials include teaching skills in theory and practice, but also other supportive hard skills and soft skills, such as; physical skills, creative learning, leadership skills, problem solving, community adaptation, advocacy, health and safety, and so on. This training is aimed at providing provision for prospective Young Teachers in carrying out their duties in the placement area for a year.

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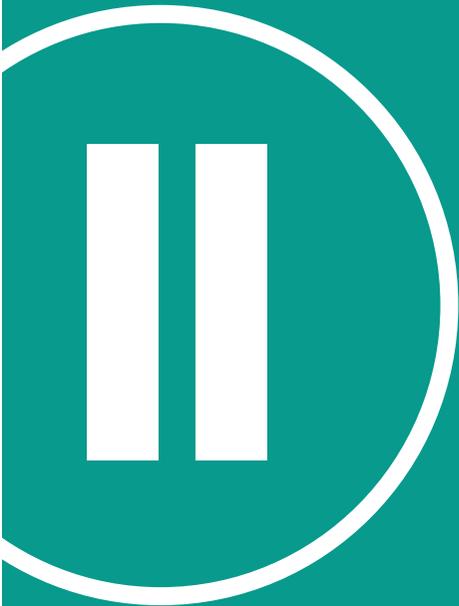
Good cases of professional development of teachers to be the leader to promote equitable education on the ground

The current teacher professional development strategies, programmes and pathways

The development program for educators at the formal level of Early Childhood Education, and educators at the formal level of Primary and Secondary Education are divided into two pathways and approaches:
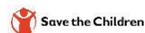
1. By Path

      a. Higher education undergraduate program or four-diploma program which implemented to bachelor of education program.

      b. Professional education through Teacher Professional Education Program.

2. By Participant approach

      a. Pre-service
      b. In-service

The strategy to meet academic qualification standards for teachers (Bachelor degree or Diploma IV degree or non-education) and competencies according to the field of tasks and certain levels of education held as follows:
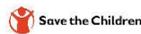
Strategy	Implementation
1 Availability of accredited study programs	Determination of Education Institution for Education Personnel by the Ministry of Education, Culture, Research, and Technology (as of August 25 2021, there are 75 Education Institution for Education Personnel determined)
2 Implementation of due diligence and equivalence test (in connection with educator qualifications in a specialized field)	by specified Education Institution for Education Personnel
3 Implementation of educator certification based on academic qualifications and competencies	by specified Education Institution for Education Personnel

The programmes included in the teacher education curriculum to promote equitable education? (Pre-service training)
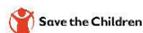
Learning Content of Undergraduate Education Program

No	Competency	Implementation
1	Student Understanding	**a.** characteristics of student from physics, pshycological, social, and cultural aspects for the benefit of learning; **b.** learning services that educate student dealing with their characteristics; and **c.** development of potential student optimally
2	Educating Learning	**a.** philosophical, juridical, historical, sociological, psychological, and empirical foundations of education. **b.** concepts, instrumentation, and practice of psychology, education and guidance. **c.** Theory of learning and learning

| No	Competency	Implementation
		d. model and learning approaches, teaching materials, and assessments for the benefit of learning.
		e. application of information and communication technology in lesson planning, learning implementation, learning evaluation and learning management.
		f. improvement of learning quality based on process assessment and assessment of learning outcomes
		g. development of a safe, comfortable, fun, challenging environment and develop learners to be creative
3	Mastery of the field of science and/or expertise	**a.** objectives, content, learning experience, and assessment in the curriculum of the unit of education
		b. scientific concepts and methods that overshadow the substance of the field of study

No	Competency	Implementation
		c. deepening of the field of study in accordance with the environment and the current development.
		d. integration of technology, pedagogy, scientific content and/or scientific expertise, as well as communication
		e. curriculum development in accordance with the task.
		f. education level management
		g. academic dissemination in the form of publications uploaded on college pages and/or reputable journals
		h. application of information technology knowledge and skills in the context of scientific development and implementation of areas of expertise
4	Personality	**a.** devotion to the almighty god and be able to show religious attitude;

No	Competency	Implementation
		b. appreciation to humanity values in implementing duties based on religion, moral, and ethics;
		c. contribution in improving the quality of community life, nation, state, and progress of civilization based on Pancasila ;
		d. being citizens who proud of their homeland as well as having sense of responsibility to the state and nation.
		e. appreciation of diversity of culture,religion, and belief as well as opinion or original discovered by other.
		f. cooperation and social sensitivity also concern for society and environment.
		g. obedience to law and discipline in society and the state.
		h. internalization values, norms, and academic ethics.

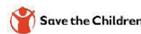| No	Competency	Implementation
		i. responsibility for the job in their skill/expertise independently.
		j. independence, resilience/ struggle, and entrepreneurship.
		k. self understanding completely as bachelor of education
		l. development of adaptability, working together, creating, contributing and innovating in the implementation of science in society and having global insight in its role as a citizen of the world.
		m. academic integrity, including understanding the meaning of plagiarisms, types, prevention and its conse- quences committing to plagiarisms.
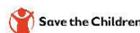
Training programme are provided for teachers in service to promote equitable education (In-service training)

Learning Content of Teacher Professional Education Program

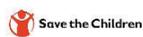| No	Competency	Content
1	Pedagogic: knowledge, attitude, and skill of planning, implementing, assessing and evaluating learning	**a.** Learning Planning consists of: **a.1.** formulation of competency indicators and achievements based on graduate competency standards; **a.2.** determination of materials, processes, resources, and evaluation of learning; and **a.3.** compilling the implementation of lesson plan based on syllabus. **b.** The implementation of learning to embody the atmosphere and learning process in accordance with pedagogical rules in facilitating the development of the potential of the student's self and character.

No	Competency	Content
		c. Assesment and evaluation of learning consists of : **c.1.** implementation of authentic-holistic assessments including attitudes, knowledge, and skills. **c.2.** utilization of assessment results to improve the quality of learning.
2.	Personality: set of knowledge, attitudes, and skills that make up the personality of the teacher that reflects noble behavior, wisdom, and authority so as to be a role model for learners	Behavior that is in accordance with religious norms, legal norms, social norms, ethics, and cultural values: **a.** practice of religious teachings embraced as a human being who believe in fear **b.** Spirit and attitude of nationalism based on National Ideology **c.** understanding and implementation of laws and regulations in the field of education and teacher training

No	Competency	Content
		d. being a role model who is honest, noble, work ethic, responsible, and proud to be a teacher.
		e. having independent and sustainable self development
		f. developing the ability to adapt, collaborate, creative, contribute, and innovate in the implementation of science to social life and have global insight in their role as world citizens.
		g. academic integrity, including understanding the meaning of plagiarism, its types, and efforts to prevent it, as well as the consequences when committing plagiarism
3.	Social: set of knowledge, attitude and ability for communicate, interact, and adapt effectively and efficiently with student, peer teachers, parents and society.	The ability to communicate, interact, and adapt effectively and efficiently with students, peer teachers, parents, and society;

| No	Competency	Content
		a. communication and interaction with students, teachers, education personnel, parents, and society verbally and proper writing, effective and productive.
		b. participation as a good citizen in nation-building.
		c. commitment to adapt and use information and communication technology to implement its professionals.
4.	Professionals: knowledge, attitudes, and skills about the structure, concepts, and must have scientific mindsets, mastered, internalized, and actualized by the teacher	**a.** subject matter widely and in-depth includes: **a.1.** competency analysis (learning achievement) as a result of material selection;
		a.2. application and evaluation of materials, structures, concepts and scientific mindsets that support the development of science, technology, and art (science and technology).

No	Competency	Content
		b. mastery of relevant scientific, application, approach, engineering, or methods of science, technology, or art,
		c. discovery of new concepts, approaches, techniques, or methods in relevant science, technology, or art;
		d. dissemination of academic work or other equivalent forms in accredited national journals or reputable international journals and/or works presented or exhibited;
		e. application of information technology knowledge and skills in the context of scientific development and implementation of areas of

Network or connections between teachers to promote fair education

The network built between teachers through the teacher community is the community of practitioners. The current community of practitioners such as the Teachers Working Group and the Subject Teacher Deliberation. The benefits from the community of teachers are:

1 Teachers and colleagues have the opportunity to interact regularly. The members who come from different backgrounds can be beneficial to others.

2 Giving spaces for sharing information, contextual issues, personal experiences that can build understanding and insight into a shared issue.

3 Build dialogue or discussion between peers that can explore new strategies and solutions to the challenges faced and support each other in the process of self-development.

4 Stimulate learning through communication, mentoring, coaching and self-reflection.

5 Capture and share existing knowledge to assist members in improving their practices by providing forums to identify solutions to common problems and processes for collecting and evaluating best practices
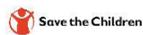
4 Introduce collaborative processes to groups and organizations to encourage the flow of ideas and the exchange of information.

5 Encourage community members to develop concrete actions with measurable results.

6 Generate new knowledge to help members change their practices to accommodate changing needs and technologies.

Good Cases
of Support
Mechanism
for teachers
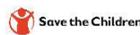
Types of incentives used to support teachers who promote equitable education

The productivity of teachers are very important to always be improved because the teacher is a person who directly involved. The productivity of teachers is more focused on providing incentives and motivation for teacher achievement aimed to improve the quality of education.

The type of incentive given to teachers as part of support for equitable education is to provide additional welfare for teachers who teach in special areas through special teacher allowances. This allowance is given as a reward for teachers in remote, outermost, and isolated areas for their service, as well as to lift their dignity to be hoped that these teachers could provide q uality educational services in that area.

Support provided by central/local government for teachers who promote equitable education

The form of support gave by school principal to the teacher is by giving the widest opportunity for the teacher to be able to develop of their competence both materially and non-materially.

The support provided by district administratorsor local government in advancing education for teachers are: 1) Improving the standard of educators and education personnel in this case accompany teachers to develop their careers by technical guidance in writing scientific papers and facilitating the publication of teachers' scientific works into national journals; 2) Providing of educational facilities and infrastructure; 3) Conventional curriculum development tend to improve the quality of education associated with the availability of adequate educational facilities and infrastructure, as well as teacher competence.

The policies or practices of teacher deployments to promote equitable education

The distribution of teachers which are not equitable would give impact on the quality of education services. Therefore, it must be addressed immediately by considering a better management, including through Participatory Management, the concept of providing opportunities for teachers who lack of 24 hours teaching face-to-face to find schools which have limited teachers. The policy mechanism is called a visit teacher. Local Government must provide education data and information meanwhile the regent

must issue a Regent's Regulation. This policy one side could help teachers requiring 24 hours face-to-face and the other side could promote equitable teacher distribution.

In addition, the efforts made by the government in addressing the distribution of teachers in 2021 are conducted through policies made for honorary teachers to have the opportunity to be Government Employees with Employment Agreement. There were 900 thousand teachers signed up to fullfil 500 thousand formation.

IV

Good Cases to promote equitable education through teachers under COVID-19 and beyond

The challenges teachers faced during the pandemic of Covid-19

The pandemic of Covid-19 change the method of teaching and learning drastically. This situation became new challenges for teachers, such as: 1) teachers must be able to adjust the situation well. 2) teachers must continue to carry out their duties as a teacher, in order the learning process is running properly in spite of online or distance learning. 3) teachers should be able to choose effective and efficient learning methods in teaching.

Many programs were made to tackle the learning and teaching issues due to the pandemic, one of the programs is called Learning from Home program using media of television and also platform Learning.id or Belajar.id. For those who are living in an unfavourable condition, the teachers have to be active to do home visit with health protocol to make sure that students will not experience learning loss.

With online learning method implementation during the pandemic, teachers are required to be adapt with technology as a main tool for teaching.
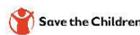
Role(s) teachers play in promoting student welfare and well-being, especially during the pandemic

One of main obstacles inn learning and teaching during the pandemic is the internet signal difficulties and inadequate internet data. Many learners/students don't have internet data/quota while the parents are struggling economically as the impact of the COVID-19 pandemic.

To overcome the matters cause by Covid-19 pandemic, the government made programs and policies to make sure the education continuity. One of the programs is the internet data package subsidy to support students, teachers and lecturers. Other programs implemented to support education systems during the pandemic are: 1) School Operational Fund Assistance, is a fund to supply of non-personal operating costs for basic education units as implementers of compulsory learning programs; 2) Smart Indonesia Card, providing educational cash assistance to school-age children (ages 6-21 years) who come from poor families. Owners of Prosperous Family Cards, participants of the Family Hope Program, orphans, disabilities, victims of natural disasters / disasters; 3) Wage Subsidy Assistance, the government assistance provided for educators and education personnel, non-civil servant status, including lecturers, library personnel, laboratory personnel and administrative personnel of public and private universities. This assistance is strongly felt by teachers and students, and helps the welfare of educators and non-civil servant education personnel in this pandemic.

Projects and activities have been given to teachers under the pandemic for professional development and support

Adjustment of teacher capabilities in teaching during the pandemic should always be developed since the method of learning and teaching changed drastically than before. In this pandemic, teachers are required to have creativity in teaching and technological capabilities. For the development and professional support of teachers, The Ministry of Education, Culture, Research, and Technology (MoECRT) provides Google Suite for Education learning platform with learning accounts (Learning.id or Belajar.id) and also suitable to access MoECRT platform and outside the google ecosystem. Google Suite for Education account training is part of the assessment program conducted by Google Master Trainer (GMT) which is a series of Google Master Trainer training program (GMT), Each teacher who were assigned to GMT, has obligation to share to 100 prospective teachers GMT and so on.

Learning.id (Belajar.id) platform (microlearning) could be used to access electronic mail, electronic storage and sharing of documents, electronic management of learning administration, electronic scheduling of learning processes; and the implementation of the online learning process, both in synchronous (doing in the same time) as well as asynchronous, electronic learning assessment (flexible and not necessarily at the same time).
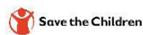
Ministry of Education, Culture, Research, and Technology also provides portal for teacher learning https://gurubelajardanberbagi. kemdikbud.go.id/. This portal is a meeting place for teachers from various subjects in Indonesia to be able to join the variety of learning series and various forms of learning. Ayo Guru Belajar or Teacher Learning program using platform/portal where each teacher could be participated to learn together. Besides, there is also Ayo Guru Berbagi or Teacher Sharing program as a collaborative program of government, teachers, communities, and education action to share ideas and best practices through learning implementation/lesson plans, articles, learning videos, and webinar.

Some good and innovative practices to be highlighted

The Covid-19 pandemic phenomenon forces all over the world transformed into a new custom. Especially the change in the digital world that during the pandemic has penetrated into education which uses digital forms means to change the paradigm of learning in order learning could reach to students.

Education is the core of transformation to face of the industrial revolution in the 21st century. The transformation is not only about mindsets but also implement it in curriculum and learning. The transformation from the conventional way towards the modern ones, from analog to digital.

These changes could be started by revolutionizing teachers who will bring the change to students. The change is oriented to teach technology to students. The use of technology in teaching, learning cooperation, collaboration, communication improvement, creativity and innovation, relevant to the real world, learning models to students etc. Good practices and innovations that need to be appreciated:
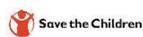
1 Teachers resilience such as not discouraged, not to stop giving benefits, creativity and productive in working, doing learning innovation, and also inspiring fellow teachers/peers and principals by sharing good practices, through Teacher Learning and Sharing program.

2 The benefit of Learning.id (Belajar.id) account: a) facilitate collaboration between principals, teachers and learners; b) to assist learners / teachers to use applications on google when they have activated and used the account; c) the unlimited capacity data storage space for admins, teachers, and students; d) facilitate in meeting activities (teachers and students) due to in Classroom already made in every class.

3 Google Master Trainer (GMT) training program and the sharing model to other teachers accelerate the process of improving information technology literacy for teachers in the learning process in class and school.

🌐 **https://afe2021.eef.or.th/**