

**INSTITUTIONAL GOVERNANCE REQUIREMENTS TO PRODUCE  
DEDICATED TEACHERS: Restructuring Teacher Training Institutions  
Towards Efficient and Effective Management**

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**A. Academic-Juridical Synergy of Teacher Education under the Law  
Number 14 Year 2005**

One of the key indicators of quality education is the quality of teachers. The quality teachers are resulted from the quality institutions for teacher education. The quality teachers are teachers who are dedicated to carry out their professional duties and responsibilities based on the appropriate and true understanding of decisions and educative actions supported by sufficient professional competencies and open to continuous professionalism development. The main spirit of the Law Number 14 Year 2005 is the professionalism of educators and the quality of education. The question is whether the Law Number 14 Year 2005 guarantees the quality teacher education to result in the quality education in general. Various views and understandings arise and the quality of teacher education, based on the Law Number 14 Year 2005, is being questioned by many parties since there is not a synergy between academic and juridical perspectives both in the conceptual framework and in the implementation of the teacher education. Several problems arise and often times being debated in public requiring careful studies and synergy between academic and juridical aspects.

**Format of Teacher Education**

In accordance with the Law Number 14 Year 2005, the format of teacher education consists of an academic qualification equivalent to Bachelor (S1) or Diploma IV (DIV) and education for educator's profession. The professional education is considered as a process of formulating teacher's competencies as stipulated in the Law Number 14 Year 2005 Paragraph 10 Article 1, indicating that: "Teacher's competencies as stipulated in Paragraph

8 cover pedagogic, personality, social, and professional competencies which are obtained through profession education.”

The format of teacher education contains several basic problems which significantly influence the teacher education system as indicated below:

1. Teacher’s competencies which are obtained through profession education can be separated from the former educational processes (read: S1/DIV program). It implies that the education program at the Teacher Training Institutions (LPTK), the institutions preparing students to become teachers, in a certain period of time, can be closed and the action of closing the program is not considered as violating the Law. The reason is that the mastery of competencies providing rights for teacher’s profession can be undertaken through the profession education program after completing S1/DIV. The paragraph of this Law is considered as a threat for the existence of LPTK which has been so far carrying out its duty and responsibility to prepare the availability of educators in Indonesia.
2. The essence of profession education as indicated in the format of education for the educator’s profession is not relevant with that of other fields of profession education indicating that the profession education is a universally relevant continuation of the expertise obtained from S1/DIV. Consequently, the format of consecutive teacher education (read: non-education program according to the Law) and concurrent (read: education program according to the Law) is not clearly defined.
3. The unclear definition of the profession education has caused the four competencies that have been developed in the education for the educator’s profession are fragmented, difficult to draw the competencies into curriculum structure, and there has been a mixture between the process of mastering the academic competencies of education as the core of the academic education as indicated in the academic qualification of S1/DIV, and the professional competencies of education as the core of the profession education. It is considered uncommon in a profession education.

4. The solution is made through restructuring and repositioning the four teacher's competencies reiterating the academic and professional competencies as a unity of the teacher's competencies that cannot be separated from one to another. As this way may be considered to violate the Law, therefore, such rearrangement and redefinition require a Decree of Minister of National Education (It is therefore necessary to revise the former Decree of Minister of National Education Number 16 Year 2007 about the Standard of Teacher's Competencies). The solution taken by the Development Team of the Pre-Service Teacher's Profession Education Program, Directorate of Manpower, and Directorate General of Higher Education is an appropriate and smart solution reiterating that the four teacher's and lecturer's competencies as stipulated in Paragraph 10, Article 1 of the Law Number 14 Year 2005 cannot be considered as course grouping, and for the sake of the profession education, the competencies are classified into academic and professional competencies.

In restructuring and redefining the teacher's competencies into academic and professional competencies, the profession education as stipulated in Paragraph 10, Article 1 of the Law Number 14 Year 2005 is therefore should be defined as the education for the educator's profession consisting of two formats, concurrent and consecutive. In order to make it relevant and common with the profession education, therefore, the profession education program for the educators should be broken down and made it relevant with the rearrangement or redefinition of the teacher's competencies (academic and professional) as indicated in point 4.

Through the synergy, both in the formats of consecutive and concurrent, the academic and professional education is considered as an integrated process of the teacher education in which the academic education emphasizes on the pedagogical skill and pedagogical content and the professional education focuses on the development of practical skills in the real setting of the educational practices. In other words, the profession

education is a process of sharpening the academic competency in the real practices.

A protection towards two formats of teacher education should be realized, in form of a Decree of Minister of National Education for instance, through emphasizing the thinking framework of the two formats and consistency in restructuring the competencies through the following formulations:

1. The candidates with qualifications of S1 in education program are directly entered into the profession education in order to sharpen their academic competence in the real educational setting.
2. The candidates with qualifications of S1/DIV in non-education program including psychology, especially for Elementary School Teacher Education (PGSD) and Early-year Children Teacher Education (PAUD), are entered into the profession education through providing enrichment of academic competence in order to support learning in their expertise, and followed up by practices in education (profession education) in the real educational setting.

Considering the thinking framework of the academic-juridical synergy above, therefore, the teacher education is defined as a unity consisting of academic education providing the teachers to be with academic competence in education to support them learning in their expertise, and professional education as a process of implementing and sharpening their academic competence in the real educational practices. Through considering the unity of academic and professional competencies, the teacher education is appropriately called Teacher Professional Education (PPG). The difference of credit hours of the profession education emphasizing on the pedagogical aspect for the graduates of non-education program and substantial aspect for the graduates of education program, as views that used to be launched, is not relevant anymore when these are viewed from the urgency of learning in the school curriculum.

## **B. The Organization of Teacher Training Institutions**

In accordance with the organization of Teacher Training Institutions (LPTK), I would like to start from the reflective experiences and the development of Universitas Pendidikan Indonesia (UPI) in carrying out the mandate from the government, with its various problems and challenges and policies which are taken by UPI to develop its organization into LPTK.

1. The existence of LPTK in Indonesia cannot be separated from the establishment of four Teacher's Colleges (PTPG) which initiated the history of the teacher education in Indonesia (Tondano, Batusangkar, Bandung, and Malang), as the first LPTK carrying out the mandate of the government to prepare educators in the university level. PTPG is a teacher education institution upholding the integrated or concurrent system. UPI as the conversion of IKIP Bandung (Bandung Institute of Teacher Training), in accordance with the course of its development from PTPG and FKIP UNPAD (Teacher Training Faculty of Padjadjaran University in Bandung, West Java), consistently uphold the concurrent system in holding the teacher education. In 1998, the government extended its mandate to IKIP Bandung through opening four non-education study programs for FPMIPA (Faculty of Mathematics and Science Education) and other study programs which were open in accordance with the change of its status from IKIP Bandung to Universitas Pendidikan Indonesia, especially after the change of its status into a State-chartered University (PT-BHMN). The change of status from IKIP Bandung to Universitas Pendidikan Indonesia was considered as a smart decision made by the management of the University, senate of the Institute, and the academic members of the Institute at that time.
2. The change of status from IKIP Bandung to Universitas Pendidikan Indonesia was decided based on the Presidential Decree Number 124 Year 1999 emphasizing on two main duties that should be received and become the responsibility of the University, they are:
  - a. Carrying out academic programs and/or professional education in a number of disciplines from sciences, technology, and/or arts.

- b. Developing educational sciences, teacher education sciences, and educating the professional academic in the fields of education.

Basically, the mandate received by 10 Teacher's Colleges (IKIP) converted into the same university but UPI is different from the others since UPI is consistent in preserving the Faculty of Education in all departments or study programs as the basic academic units. From these units we developed the power of relationship between the mandate received and the organizational structure which were then united in order to support and implement the mandate.

3. When UPI started to widen its mandate through opening non-education programs, the University has promised to itself that it will consistently maintain the education programs as its self-esteem and the existence of non-education programs should be able to strengthen the educational sciences and practices. The conceptual framework taken was cross fertilization in its expertise, enriching and strengthening from one to another (*Haluan Dasar pengembangan (Platform) of UPI 2005*). Non-education programs should be consistently developed and strengthened in line with strengthening the education programs which cannot be viewed as a dichotomy, and such a climate is expected to build the unique characteristics of UPI's graduates. The development of a new faculty, for instance the Faculty of Economic and Business Education that will be open soon, should uphold the umbrella of education consisting of education and non-education departments and study programs.
4. The birth of Law Number 14 Year 2005 with its problems as presented in point A and efforts in academic-juridical synergy as also presented in point A, are expected to be the best solution in the national level. Through the reflection of 54 years of Teacher Training Colleges (LPTK) in Indonesia and various laws and their new challenges, when there is not any complaints from the stakeholders which can be empirically examined through the system of teacher education which is running so far, therefore,

the existence of education study programs as the basic academic units at UPI and other LPTKs in general are strongly existed across times, the integrated teacher education is the strength of LPTKs, followed up by the readiness to face any new demands and needs in providing teachers which cannot be directly prepared by LPTKs.

In relation to the reflections that have been presented earlier, the critical problems faced by LPTKs and in need of organizational reposition cover the following points.

5. Emphasis and realization of organizational mandate should be supported by the organizational structure through allocation of strong human resources in order to strengthen the basic academic units of education. The existence of the basic academic units of non-education programs does not allow the basic academic units of the education programs to weaken. Dwarfing the basic academic units of education through moving the resources of the basic academic units of education to the basic academic units of non-education programs must be avoided, otherwise the organization of this institution will not be healthy since the basic academic units do not fully support the institutional mandate anymore. Therefore, capacity building that should be undertaken by LPTKs are through covering the program, human resources, and other resources as well as providing consistent quality control and quality assurance in carrying out the teacher education. Through these reasons, therefore not all LPTKs can carry out the teacher education, and it is the right time to have any regulation, at least in form of Ministerial Decree of National Education about the Determination of LPTKs which can carry out the teacher education, especially in the in-service teacher education. In order to assure the quality of pre-service teacher education, therefore LPTK has to provide services in the implementation of education for S1 (especially for the education program), profession education, and teacher certification as a unity. These competencies have to be developed through the programs

of capacity building which is done by LPTKs themselves or through competitive grant or other guiding programs released by the government, in this extend the Ministry of National Education c.q Directorate General of Higher Education.

6. In order to prevent the erosion of education resources in the long term, the implementation of Postgraduate program (S2) in education for the lecturers of LPTK, as required by the Law, should develop the competencies that can preserve the quality of S1 in education and education profession. Preserving the quality of education means that LPTK is able to implement the academic education services in order to result in graduates with the quality academic qualification of S1, and profession education as a unity. According to the Law, master graduates (S2) in education as the qualification required to be lecturers in S1 program should have certificate of educators. The curriculum for master program (S2) in education should be reviewed in order to make it more relevance with the overall needs of teacher education. The doctorate program (S3) should be focused on preparing experts and expertise and it should also be consistent in supporting the optimum quality improvement of S1 program. In accordance with the preparation of lecturers for S1 program, reviews of curriculum for the master program (S2) program at UPI will be implemented soon.
7. LPTK has to have strong and clear philosophical bases and expertise in education in the implementation of teacher education and each LPTK has to develop and clarify the position of each expertise. Efforts in improving the academic quality through researches should be given any priorities although LPTK cannot proclaim itself as a research university. Research should be positioned as an integral part of teaching processes and it becomes the soul and energy of the University. Research at LPTK should not only relate to the substance of sciences in the development and improvement of learning for the teachers to be, but also relate to the examination and development of sciences as the bases for the implementation and improvement of teacher education. These should



become one of the determinants in the accreditation of LPTK from other universities. For the LPTK, the position of the institution as a teaching university will be given any priorities, however, it should be strengthened through quality research results and these should even develop the LPTK into a knowledge university, especially in the fields of education and teacher education which have high acceptability in the society.

8. The development of science should be encouraged to be more autonomous in the level of basic academic units through researches done by each basic academic unit under a certain research umbrella. Quality research facilities should be prepared, however, for the purpose of efficiency the facilities are centrally managed through implementing the principle of resources sharing which is even done across universities and other research partners when the LPTK does not have its own research facilities required. As indicated in the research facilities, other facilities should also be centrally managed through the principle of resources sharing in the use of the facilities. Since the last three years, UPI has released a research and development program intended to each study program, faculty, and five branch campuses through the assistance of the University' fund, and also developed scientific journals in the national and international levels.
9. Competition with other reputed non-education universities will become serious challenges if LPTK does not pay more attention to quality of the program improvement supported by a good university governance facilitated with reliable Information and Communication Technology (TIK) both for the management and for the learning services and preparation for the future teachers to be who are literate in TIK. The preparation of infrastructure and up to date presentation of contents which can be accessed by public, especially the ones related to research findings, scientific publications, and other learning resources are considered very important to improve the competitiveness and public accountability both in the national and international levels. In the last two years, UPI has also released a development program intended to each study program, faculty,

and five branch campuses in order to develop an international standardized management system (ISO) and its contents to be published in the website.

10. Finally, the manpower management system for teachers should be developed in the national scale, the consistency of teachers' dedication and the implementation of teachers' professional services should be controlled, professional competencies should be continuously improved, and a merit-based compensation system should be applied. These kinds of assurance will influence the quality of students as teachers to be who choose teachers as their first-priority profession and therefore high-dedicated teachers in realizing the quality education can be achieved.

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