

Analysis of the Role of Professional Teacher Education in Improving the Quality of Learning in Secondary Schools

Nurjanah¹, Zuhri², Gusma Afriani³, Didik Cahyono⁴

UID Ciamis Jawa Barat, Indonesia¹, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia^{2,3},
Universitas Mulawarman, Indonesia⁴

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Abstract

The Professional Teacher Education program is designed as a systematic effort to improve teacher quality by integrating educational theory, pedagogical skills and practical experience. This study analyzes the role of professional teacher education in improving the quality of learning in secondary schools. Professional teacher education is designed to equip educators with pedagogical knowledge, practical skills and a deep understanding of the subject matter, which encourages a comprehensive approach to teaching. This research uses qualitative methods, the main data of the research is obtained through literature study and document analysis from various trusted sources. These sources include scientific journals, books, government policy reports and relevant previous research. The research findings show that professional teacher education significantly contributes to improved learning outcomes by enabling teachers to adopt innovative teaching strategies, utilize modern educational technology and create inclusive learning environments. In addition, the programs also enhance teachers' ability to meet the needs of diverse students and foster critical thinking skills among students. The study concludes that continued investment in professional teacher education is critical to improving the quality of education in secondary schools and achieving long-term education goals. The implication of the implementation of Professional Teacher Education (PPG) is critical to improving the quality of education in secondary schools. The program requires curriculum development that is adaptive to the needs of the digital era, with a focus on mastering educational technology and innovative learning approaches.

Keyword: *Professional Teacher Education, Secondary Schools, Quality of Learning.*

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□ Corresponding author: Nurjanah

Email Address: noerjanah.msi@gmail.com

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Introduction

Education is a conscious effort made to prepare students through guidance, teaching, and training activities so that they can carry out their roles in the future (Aspi, 2022). Education has an important purpose as a means of educating and advancing the nation. The government designed the education system to ensure that the younger generation has the knowledge, skills and character needed to face future challenges (Susianita, 2024). A country can be categorized as a developed country if it prioritizes education in its national development. Without adequate education, a nation will find it difficult to manage its natural resources. In addition, the low



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skills and expertise of the younger generation can be a serious obstacle in achieving sustainable development (Heleta, 2021). Many developed countries not only depend on abundant natural resources, but also rely heavily on the quality of human resources. Education is one of the main indicators of a country's progress because of its strategic role in producing quality human resources (Fatma, 2024). Education not only functions as a means of knowledge transfer, but also forms a skilled, productive and efficient workforce to support national development (Nurnaningsih, 2023). In achieving the goals of national education, education personnel play a vital role as potential human resources. The government has tried to improve the quality of teaching staff through effective and efficient empowerment, while still creating a pleasant working atmosphere, so that learning outcomes can be optimized (Fadil, 2023). Education is one of the main pillars in building an advanced, innovative and competitive society. In an effort to achieve these goals, education has a strategic role in producing a generation that is not only academically intelligent, but also emotionally resilient, creative in thinking, and has high integrity (Sanga, 2023). In this context, the quality of learning in secondary schools becomes a crucial aspect, because this level plays an important role as a bridge between basic education and higher education or the world of work. At this stage, students begin to be directed to hone various essential abilities, such as critical thinking, creative problem solving, and adapting to changing times. More than just developing cognitive knowledge, education at this level also aims to shape students' resilient character, good social skills, and solid moral values, so that teachers are ready to face the complexity of life challenges in the future.

Teachers play a central role in determining the success of the learning process, because teachers are the spearheads who directly interact with students (Naningsih, 2024). In carrying out their role, a teacher is not only required to have in-depth academic competence in their field, but also pedagogical abilities to deliver material effectively, classroom management skills to create a conducive learning environment, and sensitivity in understanding the needs of diverse students, both in terms of ability, background, and student learning interests (Assem, 2023). To meet these demands, teacher professional education is one of the key strategies in improving teacher capacity. Professional education programs not only focus on strengthening academic aspects, but also include a variety of practical training relevant to the challenges of modern education (Fairman, 2022). Through this program, teachers are provided with training in designing effective lesson plans, using creative and innovative teaching methods, and making optimal use of educational technology to increase student engagement in the learning process (Abbas, 2023). In addition, professional education programs also help teachers develop the ability to conduct comprehensive evaluations, so that student learning outcomes can be measured more objectively and continuously. By improving the quality of teachers through professional education, it is hoped that the learning process in the classroom will become more meaningful and be able to produce graduates who are not only intellectually intelligent, but also have character and are ready to face future challenges.

Teacher professional education is not only a transfer of knowledge, but also a process of continuous competency development that includes pedagogical, personality, social, and professional aspects (Haryani, 2024). The PPG program includes various activities, such as training, workshops, certification, research, and further education that are designed to answer the challenges of the evolving world of education. Through this program, teachers not only improve their knowledge and skills, but also broaden their horizons in understanding the dynamics of the curriculum, the use of technology, and relevant learning approaches (Asy'arie, 2024). Thus, teachers who take part in professional education are expected to be able to innovate, adapt teaching methods according to the needs of diverse learners, and contribute effectively in creating a quality and inclusive learning ecosystem (Ghosh, 2024).

The implementation of teacher professional education faces complex and diverse challenges (Chyquitita, 2024). In some regions, gaps in access to quality training are a major issue, especially in remote areas where infrastructure such as internet access, transportation and

training facilities are often limited. Financial factors also play an important role, with budget allocations for teacher professional development programs sometimes inadequate. In addition, there are still some teachers who do not fully understand the urgency of continuing professional education, either due to lack of information, motivation or appreciation of its impact on learning quality. Although many studies have addressed the role of Teacher Professional Education (PPG) in improving teachers' competencies, there are still some research gaps. Most studies focus more on the theoretical aspects without exploring the real impact of PPG on classroom learning, particularly in secondary schools. In the face of these challenges, an in-depth analysis is needed to understand how teacher professional education can effectively contribute to improving the quality of learning, particularly at the secondary school level. This study aims to explore various important aspects of teacher professional education, including its role in improving pedagogical competence, technology utilization, and learner-centered learning approaches.

Methodology

This study uses a qualitative approach with descriptive methods to analyze the role of Teacher Professional Education (PPG) in improving the quality of learning in secondary schools. This approach allows researchers to explore in depth various aspects related to PPG, including how the program contributes to improving teacher competence and its impact on the learning process. The main research data was obtained through literature review and document analysis from various reliable sources. These sources include scientific journals, books, government policy reports and relevant previous research. Data collection was conducted systematically with rigorous reference selection, to ensure that the information used was truly relevant to the focus of the research. The researcher prioritized sources that discussed the effectiveness of the PPG, challenges in its implementation, and its impact on the quality of learning at the secondary school level. The data analysis stage was conducted through a thematic approach to organize the information collected based on key themes. These themes included pedagogical competence, teacher professionalism, utilization of educational technology, and factors supporting and inhibiting the success of PPG. Each theme was analyzed in detail to identify important patterns that could provide in-depth insights. Data validation was done by triangulation, which is comparing findings from various sources to ensure the accuracy, consistency and validity of the information used in this study. The results of the analysis were then critically interpreted to explore the relationship between findings, identify gaps in program implementation, and develop a complete picture of the role of PPG in improving learning quality.

Results and Discussion

Teacher Professional Education plays a very strategic role in improving the quality of learning in secondary schools, especially in the midst of the rapid development of an ever-changing and increasingly complex world of education. In this era of globalization, the demands for teacher professionalism are getting higher, given the rapid changes in technology, information, and the needs and expectations of the community for quality education (Antonova, 2023). Therefore, PPG is designed as a program that aims to equip teachers with skills and knowledge that are not only relevant to the existing curriculum, but also to the evolving needs of education (Simbolon, 2024). The PPG program helps teachers to be better prepared to face new challenges that arise in the education system, including challenges in addressing student diversity, the application of technology in learning, and various innovations that continue to emerge in the world of education (Smith, 2023). More than just improving basic subject knowledge, PPG provides in-depth training to improve teachers' pedagogical competencies (Qadrianty, 2024). These pedagogical competencies include teachers' ability to design, implement and evaluate learning effectively and efficiently, as well as the ability to adapt

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teaching methods to suit the increasingly diverse characteristics of students (Halil, 2024). This allows teachers to create learning that is more interesting, interactive, and relevant to students' needs. PPG emphasizes the importance of mastering innovative learning methods, such as project-based learning, problem-based learning, and the use of technology to support the learning process.

Not only focusing on developing pedagogical competence, PPG also seeks to strengthen teachers' ability in classroom management. Good classroom management is essential for creating a conducive learning atmosphere and avoiding distractions that can hinder the learning process (Igwe, 2023). In PPG, teachers are taught various strategies to manage the classroom effectively, including how to manage student dynamics, overcome behavioral problems, and create an atmosphere that supports positive interactions between students and teachers and among students (Akbarovna, 2024). This plays an important role in creating a safe and comfortable environment where students feel free to learn without fear or anxiety. PPG also pays special attention to the development of teachers' interpersonal skills. As an educator, the ability to build healthy and positive relationships with students is key in supporting successful learning (Mahoney, 2021). Teachers who have good interpersonal skills tend to approach students more easily, understand students' needs and feelings, and create mutual respect in learning relationships. PPG equips teachers with a range of communication and emotional intelligence skills needed to build productive and harmonious relationships with students. In this way, teachers can create a more inclusive learning climate, where all students feel valued and motivated to learn more.

Teacher Professional Education (PPG) is not just a training program, but also a strategic effort to create more competent, adaptive, and professional teachers (Nuraini, 2024). Through strengthening competencies in methodology, classroom management, and interpersonal skills, PPG makes a major contribution to improving the quality of learning in secondary schools. This is crucial to address the evolving challenges of education and to ensure that the learning process provides optimal outcomes for students' academic and character development. One of the main objectives of Teacher Professional Education (PPG) is to improve teachers' pedagogical competence, which includes the ability to design, implement, and evaluate the learning process more effectively and in accordance with the times (Chang, 2024). Through this program, teachers are expected to develop better skills in planning and managing learning that is not only interesting and interactive, but also relevant to students' needs and characteristics. These competencies include the ability to create an enjoyable learning environment that supports students' optimal cognitive, affective and psychomotor development. This is becoming increasingly important given that in the current digital and globalization era, conventional learning approaches that only rely on one-way methods are no longer sufficient to meet the diverse needs and challenges faced by students. Therefore, PPG not only focuses on understanding new innovative methods, but also provides space for teachers to adapt learning strategies that are appropriate to the context and conditions in the field, taking into account social, cultural factors, and technological developments that are constantly changing (Oktarina, 2024).

The role of Professional Teacher Education (PPG) in improving the quality of relationships between teachers and students is also crucial and cannot be ignored. One of the important aspects taught in PPG is the social and emotional skills that teachers need to build positive relationships with students. Teachers who take part in this program are trained to be more sensitive to the psychological and social conditions of students, and to understand the various dynamics that occur in the classroom (Mallarangan, 2024). Teachers are equipped with strategies to communicate effectively, manage conflict, and provide emotional support that suits the individual needs of students, PPG also emphasizes the importance of empathy in overcoming differences in student characters and backgrounds, so that teachers can create a more inclusive environment and embrace diversity (Akhyar, 2023). A good relationship

between teachers and students is a strong foundation for creating a safe, comfortable and conducive learning atmosphere. In this environment, students feel valued, accepted and supported to develop their full potential. Teachers who have the ability to establish positive relationships with students are able to build students' self-confidence, motivate students to be active in learning, and help students overcome various academic and social challenges (Sam, 2024). Moreover, these harmonious relationships also play an important role in creating a classroom atmosphere free from tension and stress, which in turn will support improved student learning outcomes. Therefore, the development of social and emotional skills taught in PPG is a very important element in creating more effective, harmonious and deep relationships between teachers and students.

One of the significant impacts of Teacher Professional Education is the improvement of teachers' ability to utilize technology in learning (Bowman, 2022). Along with the rapid advances in information and communication technology, the world of education is also undergoing a major transformation, where technology has become one of the main tools that are very important in supporting a more effective and efficient learning process. In this context, PPG provides training for teachers to master various technological tools and platforms that can be used in the learning process (Jaunah, 2024). Teachers trained through PPG are not only more proficient in using educational applications, online learning platforms, and other interactive media, but also have the skills to choose the right technology according to students' needs and characteristics. The use of technology in learning provides many advantages. Technology allows teachers to deliver materials in a more varied and interesting way, integrating various multimedia such as videos, animations, and simulations that can help students understand difficult concepts (Azhar, 2024). In addition, technology also opens up opportunities for more flexible and personalized learning, where students can learn according to their own pace and learning style. Online learning platforms allow teachers to reach students outside of school hours, provide additional materials, and conduct evaluations in a more structured and efficient manner. With technology, students can also be more actively involved in the learning process through collaborative activities, online discussions, or even technology-based projects that enhance 21st century skills.

The use of technology motivates students to be more involved and actively participate in learning (Nur'aini, 2024). When learning is delivered in an innovative and interactive way, students not only learn passively, but can also explore information more deeply and develop critical thinking skills and creativity. Therefore, teachers' ability to integrate technology in effective learning is one of the key aspects in creating a more engaging, relevant and timely learning experience. Thus, PPG plays an important role in ensuring that teachers are not only skilled in teaching, but also in utilizing technology to create more dynamic and quality learning. One of the key aspects of the Professional Teacher Education Program (PPG) is to instill the importance of self-reflection and critical evaluation of the learning process that has been carried out (Nurwataniah, 2022). In this program, teachers are not only taught how to design and implement effective learning methods, but also how to objectively evaluate their success and impact. Regular evaluations allow teachers to identify strengths and weaknesses in the learning strategies applied, both in terms of approaches, materials, and interactions with students.

Through self-reflection, teachers are invited to deeply understand how teaching practices affect student development, so that they can design more targeted corrective measures. This process not only helps teachers improve the quality of learning in the classroom but also promotes continuous professional growth. By continuously developing new skills, insights and approaches, teachers are able to adapt to the changing needs of dynamic education. Ultimately, these efforts not only strengthen teachers' individual competencies, but also make a real contribution to creating a more meaningful and innovative learning environment. The Teacher Professional Education (PPG) program also plays an important role in facilitating the

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continuous development of teacher professionalism (Hardika, 2024). The program is designed to encourage teachers to continue to learn, develop and update their knowledge and skills in accordance with the demands of the times. The development aspects prioritized include pedagogical, social, professional and personality competencies, which are the main foundation for teachers in carrying out their roles effectively in a dynamic educational environment.

Continuous professional development plays a very strategic role in ensuring that teachers remain relevant, competent and ready to face new challenges in education. By continuously updating their knowledge, teachers can deliver learning that is more innovative, adaptive and in line with student needs, thus creating a greater positive impact on the overall quality of education. Teacher Professional Education (PPG) also plays an important role in creating awareness of the strategic value of collaboration, both among teachers and between teachers and schools (Sahroni, 2022). One of the fundamental principles promoted in PPG is the importance of collaboration to build a learning environment that is inclusive, conducive and supports holistic student development. Collaboration is not only seen as a joint effort to solve problems, but also as a means to enrich the quality of education through the exchange of ideas, experiences and innovations. Teachers trained through PPG tend to be more open to collaborative approaches, both in sharing teaching methods, learning materials, and best practices that teachers have implemented in the classroom (Basikin, 2023). In addition, teachers are taught to work synergistically with various parties in the school environment, such as principals, administrative staff and even parents, to create a strong and integrated educational community. The Teacher Professional Education (PPG) program plays a strategic role in producing teachers who are professional, competent, and ready to face the increasingly complex challenges in the world of education (Muani, 2024). Through various intensive trainings and comprehensive debriefings provided, the program not only focuses on improving teaching skills, but also on developing holistic competencies covering pedagogical, professional, social, and personality aspects. With the support of PPG, teachers in secondary schools can significantly improve the quality of learning, provide a better educational experience for students, and encourage the creation of a superior and competitive young generation. PPG helps teachers to become not only effective learning facilitators, but also leaders who are able to build better relationships with students, optimally utilize educational technology, and continue to develop themselves as educators in the digital era. By instilling the value of lifelong learning, the program ensures that teachers remain relevant, innovative and adaptive to the dynamics of change in an ever-evolving education system. Therefore, the sustainability and strengthening of the PPG program is very important to be supported by the government, educational institutions, and all stakeholders. An investment in this program is an investment in the future of Indonesian education. By ensuring that teachers have access to quality training and continuous professional development, greater positive impacts can be felt, both in improving the quality of national education and in students' ability to face global challenges. Thus, PPG is not only a tool to improve teacher competence, but also a key pillar in creating a resilient, innovative and future-oriented education system.

Conclusion

Professional Teacher Education (PPG) plays an important role in improving the quality of learning in secondary schools. This program not only provides an in-depth understanding of educational theory but also hones practical skills that are relevant to the needs of learners. Through PPG, teachers are equipped with adequate pedagogical, professional, social, and personality competencies, so that they are able to manage learning effectively. This study shows that teachers who take part in PPG are better able to adopt innovative learning approaches, utilize educational technology, and understand the needs of learners holistically. Thus, PPG contributes significantly to improving the quality of education. Support from schools, such as

providing flexible time for teachers to attend training and providing incentives, is also an important factor in the successful implementation of PPG. With a holistic and evidence-based approach, the PPG program can be a major catalyst in creating a generation of competent, professional and innovative teachers. This will not only improve the quality of learning, but also ensure equitable access to quality education across the region, so that all students, without exception, can benefit from learning designed by skilled and highly competitive teachers.

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