

Enhancing Teacher Quality in Indonesia: A Systematic Literature Review of the PPG Prajabatan Program Perspectives

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ARTICLE INFO	ABSTRACT
<p>Keywords: <i>Literature review, Perspective PPG Prajabatan,</i></p> <p>DOI: https://doi.org/10.22437/langue.v3i2.43683</p> <p>Received: May 03, 2025</p> <p>Reviewed: June 25, 2025</p> <p>Accepted: July 04, 2023</p>	<p><i>This systematic literature review (SLR) explores the Pendidikan Profesi Guru (PPG) Prajabatan in Indonesia, a crucial initiative aimed at enhancing teacher quality and effectiveness. Established under the Ministry of Education Regulation No. 87 of 2013, the PPG program serves as a mandatory professional education pathway for aspiring teachers, focusing on improving their pedagogical knowledge and teaching skills. The review synthesizes perspectives from various stakeholders regarding the program's effectiveness, challenges, and areas for improvement, particularly analyzing studies published between 2018 and 2024. The findings reveal that while the PPG program significantly enhances teaching skills and confidence among participants, challenges persist, particularly concerning training facilities and support systems. Many alumni expressed dissatisfaction with logistical aspects of the program, indicating a need for improvements. Additionally, while interactive teaching methods proved beneficial, limitations in language proficiency development were noted. The review concludes that addressing these challenges is essential for maximizing the program's impact on educational quality in Indonesia. Future iterations should focus on enhancing facilities, fostering greater engagement among participants and coordinators, and integrating more language-focused activities to improve communication skills within a multilingual context.</i></p>

1. Introduction

Teacher quality stands as a cornerstone of educational success, playing a pivotal role in shaping student outcomes and overall educational effectiveness (Darling-Hammond, 2020). In Indonesia, the pre-service teacher training program, known as PPG Prajabatan, represents a crucial initiative aimed at preparing qualified and competent educators for the nation's classrooms. This program, established through the Ministry of Education Regulation No. 87 of 2013, serves as a mandatory professional education pathway for aspiring teachers, designed to enhance their pedagogical knowledge, teaching skills, and professional competencies before they enter the teaching profession (Mardhatillah & Surjanti, 2023).

The implementation of PPG Prajabatan has garnered significant attention within Indonesia's educational landscape, particularly due to its potential role in improving teacher quality and professional development. As teacher demands continue to shift—especially with advances in technology and evolving pedagogical approaches—effective pre-service training becomes increasingly essential. Darling-Hammond, Hyler, and Gardner (2017) argue that high-

quality teacher preparation programs must be intensive, collaborative, practice-based, and aligned with instructional goals to truly impact classroom performance and student learning. Insights from Cania et al. (2024) further indicate that enhanced self-efficacy during teaching practicum supports stronger application of these pedagogical competencies.

While numerous studies have examined various aspects of teacher preparation programs globally (Cochran-Smith et al., 2021), there remains a need for a comprehensive synthesis of perspectives specifically related to PPG Prajabatan in the Indonesian context. Angelina (2024) notes that voices from pre-service English teacher program participants illuminate both program strengths—such as enhanced professionalism—and persistent challenges in classroom implementation, institutional support, and ICT integration, offering valuable guidance for refining training design and support systems. Understanding these diverse viewpoints is crucial for developing more effective teacher preparation strategies and improving educational outcomes, as highlighted by Snauwaert et al. (2023) in their analysis of long-term teacher professional development reforms in Indonesia.

This systematic literature review aims to analyze and synthesize existing research on perspectives regarding PPG Prajabatan, focusing particularly on studies published between 2018 and 2024. The importance of such synthesis is underscored by Goldhaber (2019), who argue that comprehensive reviews of teacher preparation programs are essential for evidence-based policy making. By examining literature from multiple academic databases and incorporating both English and Bahasa language sources, this study seeks to provide a comprehensive understanding of how different stakeholders view and experience pre-service teacher training in Indonesia. As suggested by Widodo and Allamnakhrah (2020), the findings of such reviews can significantly contribute to the ongoing discourse on teacher preparation and inform future policy decisions and program improvements in pre-service teacher education.

The primary research question guiding this systematic review is: What are the key perspectives on pre-service teacher training as presented in the existing literature? Through a rigorous analysis of relevant studies, this review aims to identify patterns, themes, and insights that can enhance our understanding of pre-service teacher training and contribute to the development of more effective teacher preparation programs in Indonesia, addressing critical gaps in our understanding of teacher preparation effectiveness identified by Jones et al. (2023), who emphasize the need for enhanced support structures during field experiences to truly prepare pre-service teachers.

2. Research Methodology

This research employs a Systematic Literature Review (SLR) methodology to identify and analyze scholarly works related to perspectives in pre-service teacher training, specifically within the context of *Program Pendidikan Profesi Guru (PPG) Prajabatan* in Indonesia. The SLR method was chosen due to its structured and replicable approach, which enables researchers to comprehensively synthesize existing studies, reduce bias, and increase the reliability of the findings (Kitchenham & Charters, 2007; Booth, Sutton, & Papaioannou, 2016). By systematically collecting and evaluating relevant literature, this study aims to offer a clearer understanding of how various academic sources have conceptualized and interpreted the development of pre-service teacher training. Furthermore, this approach facilitates the identification of gaps in the existing body of knowledge, which may inform future research directions and policy improvements. Specifically, this study seeks to answer the research question: *What are the key perspectives on pre-service teacher training as presented in the existing literature?* In doing so, it contributes not only to academic discourse but also to the enhancement of teacher education practices in Indonesia.

To collect data, Google Scholar was selected as the primary database. This database was chosen for its credibility, broad accessibility, and extensive coverage of peer-reviewed educational literature (Haddaway et al., 2015). The search strategy utilized Boolean operators to enhance the relevance and effectiveness of the search results, which is a common and recommended practice in conducting systematic reviews (Gough, Oliver, & Thomas, 2017). The primary search phrase used was "*perspective AND ppg prajabatan*", and filtering criteria were applied to ensure the inclusion of studies relevant to the research objectives.

The selection process for articles was guided by a set of clearly defined inclusion and exclusion criteria to ensure the relevance and quality of the literature analyzed. The inclusion criteria targeted studies that explicitly discussed perspectives in teacher education with a particular focus on *PPG Prajabatan* in the Indonesian context. Eligible sources were limited to publications between 2018 and 2024 and included full-text peer-reviewed journal articles, conference proceedings, and academic theses, published in either English or Bahasa Indonesia. Conversely, studies were excluded if they examined teacher education programs outside Indonesia, addressed general teacher training without specific reference to *PPG Prajabatan*, fell outside the specified time frame, or focused on teaching subjects other than English. Editorials, opinion pieces, book reviews, and other non-empirical sources were also excluded. The use of clear inclusion and exclusion criteria enhances transparency and reproducibility in systematic reviews (Booth et al., 2016; Gough et al., 2017).

The screening process began with the evaluation of titles and abstracts to determine their relevance to the research question. Studies that met the initial inclusion criteria were then subjected to a full-text review to assess their methodological rigor and alignment with the study's objectives (Petticrew & Roberts, 2006). Data from the selected articles were systematically extracted using a standardized data extraction form. Key information recorded included article title, author(s), year of publication, journal name, research methodology, sample characteristics (if applicable), and major findings. Standardizing the data collection process enhances consistency and transparency in evidence synthesis (Moher et al., 2009).

After data extraction, thematic analysis was employed to categorize findings according to recurring themes or conceptual groupings. Thematic synthesis enables the identification of patterns, agreements, and discrepancies across the reviewed literature, allowing for the construction of a coherent narrative around the various perspectives on pre-service teacher training (Thomas & Harden, 2008). By following these methodological steps, this study aims to contribute a well-grounded synthesis of current academic discourse on pre-service teacher education. The findings are expected to inform the development of teacher training policies and practices, particularly in the context of the Indonesian PPG Prajabatan program.

3. Findings

The literature search conducted through Google Scholar yielded a total of **789 articles**. After the initial screening of titles and abstracts, a substantial number of articles were excluded due to irrelevance to the research topic, particularly those that did not explicitly address both *PPG Prajabatan* and the concept of *perspectives*. No duplicate articles were found. A total of **21 articles** were deemed potentially relevant and were retrieved for full-text assessment. Following a detailed evaluation based on inclusion and exclusion criteria, **3 articles** were included in the final synthesis. Articles were excluded primarily due to their general focus on teacher training without reference to PPG or their presentation as editorials, book reviews, or non-empirical discussions.

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Table 1: PRISMA Flow Summary Table.

Stage	Number of Articles
Identified through Google Scholar	789
Duplicates removed	0
Screened by title and abstract	~768
Assessed for full-text eligibility	21
Excluded after full-text review	18
Included in final synthesis	3

Table 2: Summary Table of the Three Selected Articles.

NO	Authors & Year	Title	Methodology	Key Findings
1.	Abbas, Amaliawati, Aulia, & Agustiningrum (2023)	PPG Students' Perception of PPG Program in Developing Their Teaching Ability	Qualitative Descriptive	Students perceived the PPG program as effective in developing their teaching ability, especially in terms of instructional planning and classroom delivery.
2.	Daud, Novitri, & Hardian (2020)	Evaluation of The Teacher Professional Education Program (PPG): English Students' Perspective	Qualitative Evaluation	Participants appreciated professional growth but noted limited teaching practice and challenges in integrating theory into practice.
3.	Fitriani, Julianda, & Sari (2024)	Motivation, Professionalism, and Language Skills: An Analysis of the PPG Prajabatan Program in Indonesia	Qualitative Descriptive	The program increased motivation and professionalism in English teaching, though a more tailored curriculum is needed for subject-specific needs.

Overall, the reviewed studies indicate that the *PPG Prajabatan* program has made notable contributions to the development of teaching competencies among participants. Many pre-service teachers reported meaningful experiences that enhanced their instructional abilities, particularly in areas such as classroom management, lesson planning, and the use of varied teaching methods. Abbas et al. (2023) found that students perceived the program as effective in developing practical teaching skills and fostering confidence in classroom delivery. These findings underscore the recognition that teaching is an interactive process requiring active student engagement, which aligns with principles of modern pedagogy and learner-centered education.

Despite these strengths, the studies also identified several ongoing challenges, particularly in relation to participant satisfaction and logistical support. Afrianto, Novitri, and Hardian (2020) reported that while students appreciated the overall structure of the program, many expressed dissatisfaction with the availability and quality of facilities, noting inadequate teaching aids and limited access to school-based teaching practice. These issues point to the need for improvement in physical infrastructure, coordination, and institutional support. Although a majority of participants acknowledged that the curriculum was broadly relevant to their future roles, some felt underprepared for real classroom dynamics and highlighted the lack of structured mentoring throughout the program.

In addition, the findings revealed limitations in fostering English language proficiency among participants in language education tracks. Fitriani, Julianda, and Sari (2024) noted that although participants generally understood the program content, they lacked confidence in using English effectively in teaching contexts. The study emphasized the importance of

leadership support and collaborative learning environments in improving language use. Furthermore, interactive learning activities—such as discussions, presentations, and peer evaluations—were perceived as significantly more effective than lecture-based instruction. These insights suggest that incorporating more active and student-centered learning strategies could enhance both motivation and learning outcomes for pre-service teachers.

4. Discussion

The findings from the three selected studies offer a multifaceted understanding of the PPG Prajabatan program and its implications for pre-service teacher education in Indonesia. These studies consistently show that the program significantly contributes to the development of pedagogical competence. It also helps shape professional identity and enhances instructional readiness among teacher candidates.

Azwar Abbas et al. (2023) emphasized the program's effectiveness in enhancing core teaching skills. This finding aligns with prior research on practice-based teacher education frameworks, which highlight the importance of experiential learning in developing pedagogical expertise (Darling-Hammond et al., 2017). The practical experiences offered through the PPG program appear crucial in bridging the gap between theoretical coursework and classroom realities.

Meanwhile, Afrianto et al. (2020) highlighted the dual nature of participants' experiences, appreciating the development of professional attitudes while also expressing concerns about limited opportunities for classroom immersion. This tension underscores the complexity of preparing effective teachers. It reflects broader challenges in teacher education globally, where balancing content knowledge, pedagogical theory, and field experience remains a central concern (Zeichner, 2012).

Fitriani et al. (2024) brought attention to specific factors such as motivation and language proficiency, which are particularly relevant in the context of English language teaching. Their findings suggest that while the PPG program fosters professionalism, it still requires more refined curricular interventions to address discipline-specific needs. This point is echoed by Cochran-Smith and Villegas (2015), who advocate for contextualized and differentiated teacher preparation programs.

Collectively, these studies suggest that the PPG Prajabatan program holds strong potential in enhancing the quality of teacher preparation in Indonesia. However, they also point to areas that require targeted improvement. These include increasing classroom-based teaching practice, aligning curriculum design with subject-specific requirements, and ensuring reflective feedback mechanisms throughout the program.

5. Conclusion

The *Pendidikan Profesi Guru* (PPG) *Prajabatan* in Indonesia has demonstrated both strengths and areas for improvement based on the findings from this systematic literature review. The program has effectively contributed to enhancing teaching competencies and professional development, as evidenced by participants' reported improvements in instructional skills and confidence. Many educators found the curriculum to be relevant and aligned with contemporary pedagogical practices.

However, notable challenges remain, particularly concerning participant satisfaction with institutional facilities and support systems. A significant number of alumni expressed dissatisfaction with training infrastructure, indicating the need for improved logistical and material resources to support effective learning. Moreover, while the program succeeded in strengthening teaching capabilities, it showed limitations in fostering English language

proficiency among participants. This gap underscores the importance of integrating more language-specific learning activities, particularly in multilingual educational contexts.

Engagement and leadership involvement also emerged as key factors affecting the program's overall impact. Participants emphasized that increased support and interaction with program coordinators could significantly enhance their learning experience. In particular, interactive teaching approaches—such as discussions and presentations—were seen as more effective than traditional lectures in promoting motivation and deeper comprehension.

In conclusion, while the PPG Prajabatan has made commendable progress in preparing prospective educators, addressing the identified weaknesses is essential for maximizing its effectiveness. Future improvements should focus on upgrading facilities, enhancing language development components, and fostering more active engagement from both participants and program facilitators. By addressing these areas, the PPG Prajabatan can continue to evolve as a cornerstone of teacher education in Indonesia and contribute meaningfully to the advancement of educational quality nationwide.

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