



Diterima : 19 December 2023
Direvisi : 16 April 2024
Disetujui : 29 April 2024
Diterbitkan : 30 April 2024

THE EFFORTS OF INDONESIAN GOVERNMENT IN INCREASING TEACHER QUALITY BASED ON PISA RESULT IN 2022: A LITERATURE REVIEW

Teguh Trianung Djoko Susanto¹, Riza Ramadhani Solihin², Eka Puji Fauziyah³, Nur Vita Irma Yanti⁴, Andita Putri Ramadhania⁵

¹²³⁴⁵Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta 13220, Indonesia

*Corresponding Author E-mail: teguhtrianungdjokos@unj.ac.id

Abstract: *The result of PISA for Indonesia in 2022 in literacy field, placed in 59 from 81 countries with the score 359, in numeration field, placed in 67 from 81 countries with the score 366, and for science field took placed in 65 with the score 383. Thus result are increasing, however is not good enough. Therefore, this research trying to depict the government efforts to increasing teacher quality in line with education as the implementation of national goals which is enrich the life of a nation. The task of enrich the life of a nation is not only imposed on teachers, but also on stakeholders through policies that have an impact on education. The result of this paper, with literature review as the research methodology, revealed that the government programme through teacher sharing (guru berbagi), teacher learns (guru belajar), guru penggerak, academic supervision policy, internet quota in pandemics, and Bantuan Operasional Sekolah (BOS) indirectly affect the teacher quality and the increasing of PISA SCORE.*

Keywords: *Teacher Quality, PISA Result, Government Programme*

Abstrak: Hasil PISA Indonesia tahun 2022 Pada bidang literasi, menempati posisi ke 59 dari 81 negara dengan raihan skor 359, pada bidang numerasi, menempati posisi ke 67 dari 81 negara dengan skor 366, bidang sains, Indonesia menempatkan diri pada posisi 65 dengan nilai 383. Hasil tersebut mengalami peningkatan, namun belum cukup baik. Maka dari itu, penelitian ini menggambarkan upaya pemerintah untuk meningkatkan kualitas pendidikan sebagai implementasi tujuan nasional yaitu mencerdaskan kehidupan bangsa. Tugas mencerdaskan kehidupan bangsa tidak hanya dibebankan kepada guru, namun juga para pemangku kepentingan melalui kebijakan yang berdampak pada pendidikan. Hasil penelitian dengan metode kajian pustaka, memperlihatkan bahwa program pemerintah dalam bentuk guru berbagi, guru belajar, guru penggerak, kebijakan pemerintah dalam supervise akademik, pemberian kuota saat pandemi, dan Bantuan Operasional Sekolah (BOS) secara tidak langsung berdampak kepada kualitas guru dan peningkatan skor PISA.

Kata-kata Kunci: Kualitas Guru, Hasil Pisa, Program Pemerintah

INTRODUCTION

The 1945 Constitution of the Republic of Indonesia (UUD 1945) explicitly states that one of the national goals of the Republic of Indonesia is to educate the life of the nation. To achieve this national objective, the state is obliged to provide quality education services comprehensively to all citizens. Therefore, every element of education providers, whether the government, schools, or teachers, has an obligation to carry out education optimally to realize the goals of the Republic of Indonesia as enshrined in the 1945 Constitution.

The task of educating the nation's life should not only be imposed on teachers and education personnel but also on stakeholders through policies that can accelerate the transformation of education. One of the many ways to accelerate this is Indonesia's participation in the Programme for International Student Assessment (PISA) organized by the Organization for Economic Cooperation and Development (OECD) to determine the quality of education in Indonesia that has been organized by all education practitioners, as well as to compare Indonesia's education program with other countries participating in the assessment. PISA is held every three years by the OECD to measure the literacy in reading, mathematics, and science of 15-year-old students in each country.

Based on the PISA report released in 2018, Indonesia recorded poor results. From the three aspects assessed, Indonesia scored below the average of all participating countries. In literacy, Indonesia ranked 64th with a score of 371 out of an average of 487. Indonesia also scored 379 in numeracy out of an average of 489. Meanwhile, in science, Indonesia ranked 71st with a score of 396 out of an average of 489 (Schleicher, 2018). This survey is one of the reference bases for assessing the quality of education in the world. The low ranking implies that the quality of education in Indonesia does not meet global community standards and is below other countries in the world.

In 2022, Indonesia again became one of the participating countries in the OECD's PISA assessment. In 2022, PISA was attended by 81 countries, consisting of 37 OECD countries and 44 partner countries (Kemendikbudristek, 2023a). The PISA sample was randomly selected by the OECD to represent the population of 15-year-old students. The Indonesian sample came from all regions, including underdeveloped areas. The survey was conducted from May to June 2022, right after the Covid-19 pandemic ended (Kemendikbudristek, 2023b). There was a negative trend in educational transformation for countries around the world due to the pandemic, and Indonesia was a good example that was able to resist this trend. In literacy, Indonesia ranked 59th with a score of 359, only a 12-point drop from the average global score decrease of 18 points. Indonesia also scored 367 in numeracy, a 13-point drop from the average global score decrease of 21 points. Meanwhile, in science, Indonesia ranked 65th with a score of 383, a 13-point drop from the average global score decrease of 12 points. Although the scores decreased, Indonesia's ranking improved. In literacy, Indonesia managed to move up 5 ranks, in numeracy Indonesia rose 5 ranks, and in science Indonesia rose 6 ranks (OECD, 2023). This increase in ranking shows the resilience of Indonesian education in overcoming the Covid-19 pandemic and demonstrates a faster recovery compared to other countries ranked below Indonesia.

Indonesia's good results in the 2022 PISA assessment cannot be separated from the contributions of education practitioners in this country. This shows that education in Indonesia continues to improve in raising the quality of education for the nation's children to meet global community standards in developed countries around the world. The pandemic has affected the education sector. Therefore, the government continues to pay attention and strive to improve the quality of education in Indonesia, one of which is by improving teacher quality. Kemendikbudristek (2023a) stated that the relatively small learning loss experienced by Indonesian students reflects the resilience of teachers supported by various pandemic management programs from Kemendikbudristek. This is because teachers are the determining factor in achieving educational goals, which is an important issue that must receive great attention from many parties, considering its direct impact on the learning received by students.

During the Covid-19 pandemic, the government through the Ministry of Education and Culture strived to ensure that the learning process ran smoothly, even though learning was carried out remotely. The policy issued by the Ministry of Education and Culture was an emergency curriculum for educational units under special conditions. This is in line with the opinion of Hasbi & Mahmudah (2020) in Haryadi & Mahmudah (2021), who state that "the curriculum must be designed according to the conditions and development of science". The implementation of the curriculum under special conditions aimed to provide flexibility for educational units to determine a curriculum suitable for students' learning needs. This was done so that all aspects related to learning were arranged according to the needs during the Covid-19 pandemic. Changes in the curriculum used also became the basis for teachers to adapt in learning.

Being a teacher is certainly not an easy task because it requires adequate competence that cannot be done by everyone. According to Law No. 14 of 2005 qualified teachers must possess four

competencies: social competence, personal competence, professional competence, and pedagogical competence (Pemerintah RI, 2005). With these competencies, a teacher can provide good service because they possess the necessary competencies. This is in line with the data obtained by PISA in Schleicher (2023) which reveals that the effectiveness of education will never exceed the quality of teaching and teacher support. This is because teachers have the strongest influence on students' learning progress in all OECD countries, especially in mathematics.

Gage & Berliner in Hermayawati (2018) state that qualified teachers have the following criteria: (1) able to encourage students to optimize their work results; (2) dedicate their time to understanding students humanely; (3) able to manage the learning process well; (4) have a sense of humor; (5) able to make students feel comfortable learning; (6) enthusiastic in teaching; (7) fair; (8) able to encourage students to have a sense of responsibility; and (9) able to use various methods for students to understand the learning material. Teacher quality will increase if there is a shared commitment between the government, educational institutions, and teachers. Without a shared desire to realize the mission of educating the nation's life, the great ideals will be very difficult to achieve.

Furthermore, the competence and quality of teachers that have been described were further tested when faced with the Covid-19 period. Several studies involving teacher competence and professionalism during the pandemic encouraged teachers to be more creative in ensuring that teaching and learning activities could be carried out with quality. Moreover, research conducted by Sudrajat (2020) describes that there are additional teacher competencies that need to be mastered during learning from the Covid-19 period, namely; 1. Literacy and Information and Communication Technology (ICT) mastery competence, 2. Classroom management skills competence, 3. Communication and social competence. Among these three competencies, literacy and ICT mastery competence needs to be improved to have an impact on the PISA program. Additionally, other relevant research conducted during Covid-19 by Supriyanto (2023) found that teachers' personal, social, pedagogical, and professional competencies at SMP Negeri 23 Hulu Sungai Tengah were in line with teacher performance, especially in preparing lesson plans, implementing learning, and conducting assessments during Covid-19. This is evidenced by the results of the hypothesis test with an r -count value of $0.685 > r$ -table 0.553 at a significance level of 5% with an influence of 90.40%, and the remaining 9.60% was influenced by other factors.

Based on the explanation, this research will describe the government's efforts in improving Indonesia's ranking in the 2022 PISA program through improving teacher quality amid the Covid-19 pandemic that hit. This needs to be presented with the aim of providing an overview of how education in Indonesia has improved its quality.

RESEARCH METHODOLOGY

This research employs a literature review method. According to Snyder (2019) a literature review is a research method and process to identify and critically evaluate relevant research, as well as collect and analyze data from that research. Still referring to the same source, Snyder (2019), also explains that the general purpose of a literature review research is to identify all empirical evidence that meets the predetermined inclusion criteria to answer a specific research question or hypothesis. Therefore, this research aims to explore the government's efforts in improving teacher quality to overcome learning loss and raise Indonesia's 2022 PISA ranking amid the Covid-19 pandemic. The steps taken in data collection for this paper refer to Lawrence & McEvoy (2022) starting with (1) topic selection, (2) information search, (3) determination of the study focus, (4) data source collection, (5) data presentation, and (6) report writing. The data sources used by the research team are books, scientific articles, offline and online news sources, social media, and personal documents, all of which are used to strengthen the data in this paper. Furthermore, this research differs from the literature study research previously conducted by Asholikha & Nugraha (2021) in which the method used was a library research method.

RESULTS AND DISCUSSION

Results

During the Covid-19 pandemic, the government through the Ministry of Education and Culture strived to ensure that the learning process ran smoothly, even though learning took place under special conditions. These special conditions in education led to changes in the school environment, causing discomfort for students. This discomfort caused students' interest in learning to decline as they were unaccustomed to such conditions. Recognizing these consequences, the Ministry of Education and Culture issued a special curriculum for emergency learning.

One of the underlying reasons for implementing the emergency curriculum was the need for educational content standards to adapt to the existing changes. Educational content standards include

the scope of material, teaching material capabilities, subject capabilities, and learning plans that must be met by students at certain levels and types of education. The government implemented the option of an emergency curriculum for schools that wished to use it to simplify the curriculum materials, allowing teachers to focus on deeper learning, especially strengthening students' literacy and numeracy (Kemendikbudristek, 2023a). The primary priority in simplifying this curriculum was not to complete the curriculum but to ensure that every student experienced the learning process; therefore, the government gave educational units the flexibility to determine the form of the curriculum to be used (Kemendikbudristek, 2023b). As a result, this simplification of curriculum materials was quite effective in mitigating learning loss. Schools that used the Emergency Curriculum experienced 1 month of learning loss, compared to 5 months in schools that fully implemented the 2013 Curriculum (Kemendikbudristek, 2023a).

The concrete step taken by the Ministry of Education and Culture in implementing the emergency curriculum was an effort to improve teacher quality through a number of programs to equip themselves with various programs, including the Guru Berbagi (Teacher Sharing) program, provision of internet quotas, Relaxation of Bantuan Operasional Sekolah (BOS) and Bantuan Operasional Pendidikan (BOP) (Jojo & Sihotang (2022). The Ministry of Education and Culture also launched a training platform for all subject teachers called Guru Belajar (Teacher Learning). This Guru Belajar and Berbagi (Teacher Learning and Sharing) digital platform was used to navigate the teaching model for teachers during the pandemic. The government's efforts were in line with the needs of teachers as stated by (Haryadi & Mahmudah, 2021) that the demands on teachers during this adjustment period include the ability to utilize technology in learning, operate equipment used for learning tools, prepare interesting, innovative, and non-monotonous learning materials, and ensure relevance to the established subject objectives.

Guru Belajar

Improving teacher performance and quality is one of the efforts to enhance the quality of education, which can be achieved through education and training (Silvianita & Yulianto, 2020). These two activities could not be carried out face-to-face during the Covid-19 pandemic, so attending webinar activities could be an alternative. A webinar is an online seminar, presentation, teaching session, or workshop conducted face-to-face online and delivered via the internet, which can be attended by many people from different locations. In a webinar activity, one can interact directly through images, videos, or text (Mansyur et al., 2019). The advantages of webinar activities include cost-effectiveness due to the absence of travel expenses, the ability to accommodate many participants, the ability to record, and easier registration and administrative processes (Durahman et al., 2019).

Guru Belajar (Teacher Learning) is one of the training platforms for teachers that also provides webinars. This platform organizes two series of training: the Independent Learning Series for Prospective ASN and PPPK Teachers (Independent Learning Series for Prospective ASN and PPPK Teachers) and the Covid-19 Pandemic Era Series (Covid-19 Pandemic Era Series). The aim is to improve the pedagogical and professional competencies of prospective teachers so that they have the knowledge and ability to compete in the ASN and PPPK selections (Jawahir & Yusuf, 2022).

In the Covid-19 Pandemic Era, Guru Belajar organized 6 training series: 1. The 2021/2022 Academic Year Learning Guidelines Series aims to assist teachers and schools in organizing learning activities during the Covid-19 pandemic era and improve teacher competencies in blended learning design. (2) The Teacher Spirit Series: Non-technical Capabilities in Adapting to New Technologies (A series aimed at improving teachers' non-technical abilities to support the use of technology in the teaching and learning process). (3) The Early Childhood Education Series aims to improve teacher competencies in teaching and holistically stimulating the development of early childhood. (4) The Inclusive Education Series aims to improve teacher competencies in understanding student heterogeneity and adapting the curriculum to their needs. (5) The Minimum Competency Assessment Series is to improve the competencies of teachers and principals in improving literacy and numeracy-based competencies of students to encourage improved learning quality. (6) The Life Skills Education Series aims to improve teacher competencies in assisting and equipping students with 21st-century skills useful for their future lives (Jawahir & Yusuf, 2022).

Jawahir & Yusuf (2022), showed that more than 1,300,000 teachers participated in these online training programs, assuming one teacher attended several trainings simultaneously. The 2021/2022 Academic Year Learning Guidelines Series was attended by around 80,000 teachers; the Teacher Spirit Series: Non-technical Capabilities in Adapting to Technology was attended by around 70,000 teachers; the Inclusive Education Series was attended by around 140,000 teachers; the Early Childhood Education Series was attended by around 8,500 teachers; the Minimum Competency Assessment Series was attended by around 600,000 teachers; the Life Skills Education Series was attended by around

14,000 teachers; the Independent Learning Series for Prospective ASN and PPPK Teachers was attended by around 485,000 teachers; and the Covid-19 Pandemic Era Series was attended by around 231,000 teachers.

Penggerak Teachers

Based on Law No. 20 of 2003 article 1 there is an educational objective where the driving teacher is an effort to achieve a teacher with good competence. The most crucial content contained in the law is the involvement of students in the learning process (Kartadinata, 2010). Penggerak teacher is who know 21st century learning models, methods, approaches, or arts can implement driving programs. The aim of the penggerak teacher program is to become a trained individual to serve as an example for other teachers in the learning process. In the penggerak teacher program, training in the form of mentoring is provided. In general, penggerak teachers are trained to develop Pancasila education as an example for students. Syahril (2020) states that as a penggerak teacher, they have become the direction for a more advanced educational paradigm shift for students and the construction of an excellent educational ecosystem and model.

The Ministry of Education and Culture states that driving forces such as penggerak teachers are a form of independent learning. The role of the penggerak teacher is to bring about change in schools through small changes in the classroom with innovation and creativity to address the challenges of educational development (Mulyasa, 2021). To realize pancasila education, driving teachers are encouraged to actively and holistically implement student-centered learning, becoming exemplary agents of change in pancasila values (Sukarmen, 2018).

In addition to their role as educators, penggerak teachers are tasked with being trainers and penggerak forces for other teachers in developing innovative and creative student-centered learning, as well as being able to serve as role models and bring about positive change in the educational ecosystem (Sibagariang et al., 2021). The existence of penggerak teachers is shown as an implementation of independent learning involving schools and internal or external resources (Satriawan et al., 2021).

Government Policy In Academic Supervision

Jones explains that policy implementation is easy to understand theoretically and conceptually, but it is not always so in its concrete form, because its actual implementation is not an easy task (Supriadin et al., 2020) The main actor in efforts to improve the quality of education in schools is the principal because the principal holds the most strategic position within the school. To produce professional teachers, quality supervisors are needed because the spearhead in improving the quality of the national education system starts from an ideal teacher in accordance with the ideals and ideas of education.

The Law No. 14 of 2005 article 8 about teachers and lecturers explains that a teacher is a professional educator who has academic qualifications, physical and spiritual health, and educator certification to realize quality education (Sholikah, 2017). However, in reality, 65% of educators do not meet national standard qualifications, such as teaching subjects that are not in their areas of expertise, resulting in an impact on the quality of education in schools. This is where the role of the principal is greatly needed. With this case, efforts to produce quality teachers for better educational regeneration have been made through the issuance of Government Regulation No.74 of 2008 concerning the duties of teachers, which include nurturing, educating, and evaluating students (Sholikah, 2017).

In order for teachers to nurture, educate, and evaluate students, guidance and development for teachers is required through a coaching program that reaches social, personality, pedagogical, and professional competencies. Meanwhile, career development guidance can be done through promotions, assignments, or transfers. And a teacher must have legal protection inherent in the teaching profession to uphold school regulations in order to educate in accordance with national education goals (Hasibuan, 2019).

With the existence of Law No. 14 of 2005 and Government Regulation No.74 of 2008, a tangible program needs to be implemented based on these laws and regulations. Thus, the Ministry of Education and Culture launched a driving teacher program in accordance with Ministerial Decree No. 162 of 2021. This decree is the legal basis for the driving school program. The purpose of implementing driving schools is to improve the regeneration of quality principals in line with the times by creating a collaborative culture both regionally and at the government level. One of the programs of these driving schools is the driving teacher program, which is prioritized for becoming the next generation of school principals.

Connection Between Program and Supervision

The purpose of school supervision by the principal is fundamentally to enhance the quality of learning. Supervision serves to improve the quality of teaching and learning activities to ensure their effectiveness, typically conducted by superiors overseeing their subordinates with the aim of enhancing the teachers' work quality. To foster better learning processes, improvements may focus on students, teachers, or even the school leadership itself. The School Empowerment Program primarily aims to enhance educational quality, prompted by the unsatisfactory performance indicated by Indonesia's PISA scores.

The PISA scores for Indonesia in 2018 revealed that approximately 60-70% of Indonesian students are considered below the proficiency standard in science, reading, and mathematics. Consequently, Indonesia is currently ranked 74th out of 79 countries. (Schleicher, 2018) This underscores the necessity of various implementation guidelines detailing what needs to be observed and executed by teachers to achieve quality learning. These guidelines are held by school principals, especially considering their long-term goal of nurturing and producing quality school leaders. Future school principals will emerge from teachers who are expected to possess competent and effective performance.

Within the Penggerak Program, the primary focus for enhancing quality lies on teachers and school principals themselves. By improving the quality of teachers and school leaders, there will be indirect benefits for the students. The policies regarding the School Empowerment Program align with Minister of National Education Regulation number 39 of 2009 which delineates the scope of academic supervision, including: 1) mentoring teachers in planning, implementing, and evaluating the learning process, 2) monitoring the implementation of curriculum standards, 3) monitoring the implementation of process standards, 4) monitoring the implementation of graduate competency standards, 5) monitoring educator standards, and 6) monitoring assessment standards (Turmidzi, 2021).

From the explanations provided, it's evident that this teacher empowerment program is closely related to educational supervision. By mentoring teachers from planning to evaluation and overseeing curriculum and process standards, school principals play a pivotal role in ensuring the quality and competency of future graduates.

Providing Internet Quotas

The provision of internet quota has become a fundamental necessity in online learning conducted by teachers. The emergence of the Covid-19 pandemic has transformed teaching methods from previously offline to online, although some have adopted hybrid learning. Hybrid learning combines face-to-face instructional methods with online learning processes through e-learning. The shift in teaching methods has necessitated an increase in internet quota provision compared to pre-pandemic usage. Internet quota assistance has been provided to more than 25 million students and 1.7 million teachers to access materials and facilitate online learning (Kemendikbudristek, 2023a).

Research results indicate that the majority of teachers have received quota assistance and utilized it for teaching and other support purposes. Innovation diffusion carried out by Education Ambassadors involves interpersonal communication, mass media, and social media. Teachers believe that innovation in teaching during the pandemic is necessary, with the success indicator of innovation being increased active student participation. Furthermore, teachers hope that internet quota assistance will continue, and they are provided with community platforms and training on innovative learning with Information and Communication Technology (Nissa & Jamalulail, 2023). Zamjani et al., (2021) found that internet quota assistance has a significant positive impact on the teaching and learning experience. This assistance enables students to access online learning materials and participate in online classes, thereby enhancing their academic performance. Moreover, it helps reduce digital disparities and provides equal opportunities for students to learn and engage in online classes. The study also reveals that internet quota assistance has a positive impact on teacher performance. Teachers can provide better support and guidance to students, and the assistance allows them to use more multimedia and interactive materials in their teaching. In conclusion, internet quota assistance has a positive impact on the teaching and learning experience, especially in the context of online learning during the Covid-19 pandemic. This assistance helps reduce digital disparities and provides equal opportunities for students to learn and engage in online classes. It also enhances teacher performance and enables them to provide better support and guidance to students.

The free internet quota service provided by the Ministry of Education and Culture is the best alternative to help teachers continue teaching processes smoothly (Mahardhani, 2022).

Relaxation of School Operational Assistance and Education Operational Assistance

The relaxation of Education Operational Assistance (BOP) and School Operational Assistance (BOS) is a government policy issued in the Covid-19 pandemic situation. BOP aims to waive

educational costs for economically disadvantaged students and alleviate costs for other students. Moreover, it ensures that all students receive equal, better, and quality education services until completion. On the other hand, BOS is a central government program for providing operational funding to schools, sourced from non-physical special allocation funds. During the Covid-19 pandemic emergency, BOP and BOS are granted flexibility by the government to allow for the purchase and preparation of essential infrastructure and facilities to address the Covid-19 emergency period.

There are four key changes outlined in this policy. First, the direct disbursement of BOS from the Ministry of Finance to school accounts. Second, increased flexibility in the use of BOS by schools. Third, an increase in the unit value of BOS. Fourth, tightening of BOS reporting for greater transparency and accountability. With this policy, schools no longer need to hesitate in allocating BOS according to priorities. The budget can be used to support the implementation of home learning. For example, purchasing phone credit or data packages, paid online education services, or other procurement to facilitate distance learning implementation. Furthermore, in this relaxation policy, the portion for payment of honorariums for non-permanent teachers can reach up to 50 percent. The requirements for non-permanent teachers are also made more flexible, no longer limited to teachers with a Unique Educator and Education Personnel Number (NUPTK) (Kemendikbudristek, 2023b). This policy is stipulated in Education and Culture Regulation Number 8 of 2020 concerning Technical Guidelines for Regular School Operational Assistance.

This government regulation has been revised during the Covid-19 emergency period with Regulation of the Minister of Education and Culture Number 19 of 2020 concerning Amendments to Regulation of the Minister of Education and Culture Number 8 of 2020 concerning Technical Guidelines for Regular School Operational Assistance. The content of the changes involves inserting one article between articles 9 and 10, namely article 9A consisting of 4 paragraphs, as follows: a. During the period of Covid-19 public health emergency status determined by the central government, schools may use regular BOS funds under the following conditions: 1) Financing subscriptions to power and services as referred to in Article 9 paragraph 2 letter g can be used for the purchase of credit, data packages, and/or paid online education services for educators and/or students in support of learning implementation (Mahardhani, 2022). During the Covid-19 pandemic, the government continues to facilitate learning, especially equipment and supplies used by teachers to support learning activities.

Discussion

PISA is an international study assessing the quality of education systems by measuring essential learning outcomes for success in the 21st century. Indonesia has participated in PISA since its inception in 2000. Participation in PISA allows Indonesia to monitor the quality of its education over time and compare it with other countries. The results of PISA 2022 are unique, as all countries worldwide experienced learning loss or a decline in learning quality due to the Covid-19 pandemic. In the education sector, Indonesia responded to the pandemic by implementing distance learning and limited face-to-face learning before eventually fully resuming face-to-face learning after the pandemic. The pandemic learning policies at that time were considered reasonable as the government prioritized protecting its citizens, even though it entailed the risk of declining learning quality for students.

The results of PISA 2022 show a decline in international learning outcomes. Nevertheless, Indonesia's ranking in PISA 2022 has risen by 5-6 positions compared to 2018. This increase in ranking demonstrates the resilience of Indonesia's education system in overcoming learning loss due to the pandemic. This encouraging outcome is attributed to the efforts of all education practitioners in Indonesia who implemented learning recovery much faster than the global average. It indicates that various activities undertaken to address learning loss were quite effective.

Emergency curriculum change policies are crucial as curriculum density has a significant impact on the depth of essential subjects such as literacy and numeracy. This indicates that a simpler and less dense curriculum can lead to deeper and more effective learning. The demands of the 2013 curriculum, which emphasized numerous basic competencies, resulted in teachers focusing solely on delivering uniform content without considering the individual characteristics of each student, despite the fact that the difficulty level of achieving competence during the pandemic differs from normal times (Jojor & Sihotang, 2022). Various innovations during the pandemic have resulted in evolution. Programs implemented during the pandemic are continued and strengthened into the Independent Learning program, which is implemented more comprehensively. From teacher training to learning materials, everything is integrated into an application called the Platform Merdeka Mengajar. The simple emergency curriculum, which was initially called the emergency curriculum, has now evolved into the Merdeka Curriculum, which is currently being implemented by 3,000 schools (Kemendikbudristek, 2023b). These reforms aim not only to address learning loss but also to achieve educational acceleration in Indonesia.

CONCLUSION

Teachers hold a noble profession and are a crucial aspect of education, hence the need for continuous improvement in their quality. A teacher is required to possess four competencies as stipulated by Law 14 of 2005: pedagogical, professional, personal, and social competencies. In order to enhance the quality of teachers, these four competencies must be emphasized.

Improving the quality of teachers requires government intervention as decision-makers to encourage improvements in teacher quality, which will impact the enhancement of human resources quality. This objective can be achieved through the development of professionalism, including training, seminars, workshops, and online activities through social media.

The government has made efforts to enhance the quality of teachers amidst the challenging situation of the Covid-19 pandemic, such as Guru Berbagi, Guru Belajar, Guru Penggerak, academic supervision policy, provision of internet quotas, relaxation Bantuan Operasional Pendidikan (BOP) and Bantuan Operasional Sekolah (BOS). These efforts have significantly facilitated teachers in conducting the teaching process and have encouraged the Indonesian education system to remain adaptable during the pandemic situation, indirectly impacting the results of PISA 2022, which showed an improvement in rankings compared to previous years.

This research provides a significant contribution to our understanding and insight into the education condition in Indonesia and offers guidance for the government and other stakeholders in efforts to enhance the quality of teachers and overall educational achievement. The research illustrates the government's efforts to improve teacher quality as seen from the results of PISA 2022, especially in the context of the Covid-19 pandemic. It also demonstrates the effectiveness of policies and programs implemented by the government to enhance teacher quality through curriculum improvement, professionalism development, and increased access to education itself. These findings are crucial in determining whether the measures taken have yielded the desired results or require further adjustment to the government's predetermined strategies.

Despite the considerable challenges, this research also highlights significant opportunities for positive change in the Indonesian education system for the betterment and potential enhancement of PISA results in subsequent periods. Therefore, this research is worth reading for anyone interested in improving the education system in Indonesia.

REFERENCES

- Asholikha, E. D. C., & Nugraha, J. (2021). Pandemi Covid-19 dan Transformasi Pendidikan Kewirausahaan: Sebuah Studi Literatur. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(3), 332–349.
- Durahman, N., Noer, Z. M., & Hidayat, A. (2019). Aplikasi Seminar Online (Webinar) Untuk Pembinaan Wirausaha Baru. *Jurnal Manajemen Informatika (JUMIKA)*, 6(2).
- Haryadi, D., & Mahmudah, F. (2021). Implementasi Kurikulum Darurat COVID-19. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 5(2), 94–110. <https://doi.org/10.32478/evaluasi.v5i2.595>
- Hasibuan, A. A. (2019). Al Amin: Jurnal Kajian Ilmu dan Budaya Islam P-ISSN: 2088-7981 E-ISSN: 2685-1148. *Al Amin: Jurnal Kajian Ilmu Dan Budaya Islam*, 2(02), 23–37.
- Hermayawati. (2018). Guru Berkualitas Menuju Indonesia Cerdas. *KoPeN: Konferensi Pendidikan Nasional*, 1(1), 6–14.
- Jawahir, A., & Yusuf, I. (2022). Guru Belajar dan Berbagi Platform and Users' Responses in The Context of Teacher Professional Development. *SCIENTIA: Social Sciences & Humanities*, 1(2), 423–431.
- Jojo, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(4), 5150–5161. <https://doi.org/10.31004/edukatif.v4i4.3106>
- Kartadinata, S. (2010). *Isu-Isu Pendidikan: Antara Harapan dan Kenyataan*. UPI Press.
- Kemendikbudristek. (2023a). *Peringkat Indonesia pada PISA 2022 Naik 5-6 Posisi Dibanding 2018*. <https://www.kemdikbud.go.id/main/blog/2023/12/peringkat-indonesia-pada-pisa-2022-naik-5-6-posisi-dibanding-2018>
- Kemendikbudristek. (2023b). *PISA 2022 Dan Pemulihan Pembelajaran di Indonesia*. <https://www.kemdikbud.go.id/main/files/download/22757b5763ef50c>
- Lawrence, M., & McEvoy, B. (2022). *The literature review: 6 Steps To Success*. California: Corwin Press, Inc.
- Mahardhani, A. J. (2022). Pelayanan Publik Di Bidang Pendidikan Pada Pandemi Covid-19. *Jurnal Ilmiah Manajemen Publik Dan Kebijakan Sosial*, 5(2), 137–155. <https://doi.org/10.25139/jmnegara.v5i2.3522>
- Mansyur, A. I., Purnamasari, R., & Kusuma, R. M. (2019). Webinar As Classical Guidelines Media For Online-Based Sexual Education (Meta Analysis Of Pedagogy Online). *Jurnal Bimbingan Konseling*, 4(1), 26–30.
- Mulyasa, H. E. (2021). *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara.

- Nissa, H., & Jamalulail, I. (2023). Difusi Inovasi Pembelajaran Berbasis Teknologi Melalui Pemanfaatan Bantuan Kuota Internet Kemendikbudristek. *Jurnal Teknodik*, 63–80. <https://doi.org/10.32550/teknodik.vi.994>
- OECD. (2023). *PISA 2022 Results (Volume I)*. OECD. <https://doi.org/10.1787/53f23881-en>
- Pemerintah RI. (2005). Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen. *Produk Hukum*.
- Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 19 Tahun 2020 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 8 Tahun 2020 Tentang Petunjuk Teknis Bantuan Operasional Sekolah Reguler, Pub. L. No. 19 (2020). www.peraturan.go.id
- Peraturan Pendidikan dan Kebudayaan Nomor 8 Tahun 2020. (2020). *Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*, 58(12).
- Satriawan, W., Santika, I. D., & Naim, A. (2021). Guru Penggerak Dan Transformasi Sekolah Dalam Kerangka Inkuiri Apresiatif. *Al-Idarah: Jurnal Kependidikan Islam*, 11(1), 1–12.
- Schleicher, A. (2018). PISA 2018 Insights and interpretations. *OECD Publishing*.
- Schleicher, A. (2023). PISA 2022 Insights and Interpretations. *OECD Publishing*.
- Sholikah, S. (2017). Analisis Undang-Undang No. 14 Tahun 2005 Tentang guru Dan Dosen (Sebuah Kajian Kritis). *Akademika*, 11(01).
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar di Indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88–99.
- Silvianita, S., & Yulianto, E. (2020). Webinar Sebagai Kegiatan Peningkatan Kompetensi Widyaiswara Pada Masa pandemi Covid-19. *Paedagogia: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 11(2), 113–119.
- Snyder, H. (2019). Literature Review As a Research Methodology: An Overview and Guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sudrajat, J. (2020). Kompetensi guru di masa pandemi COVID-19. *Jurnal Riset Ekonomi Dan Bisnis*, 13(1), 100–110.
- Sukarmen, S. (2018). Pelaksanaan Supervisi Akademik oleh Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru. *JRTI (Jurnal Riset Tindakan Indonesia)*, 3(2), 82. <https://doi.org/10.29210/3003251000>
- Supriadin, R., Alam, S., & Elwan, L. O. M. (2020). Implementasi Peraturan Walikota Kendari Nomor 13 Tahun 2008 Tentang Penataan Pedagang Kaki Lima Di Kota Kendari. *Journal Publicuho*, 3(1), 67. <https://doi.org/10.35817/jpu.v3i1.11506>
- Supriyanto, J. (2023). Pengaruh Kompetensi Terhadap Kinerja Guru pada Masa Pandemi Covid-19. *Jurnal Didaktika Pendidikan Dasar*, 7(2), 661–686. <https://doi.org/10.26811/didaktika.v7i2.1035>
- Syahril, I. (2020). *Peluncuran Program Merdeka Belajar Episode 5 Tentang guru Penggerak*.
- Turmidzi, I. (2021). Implementasi Supervisi Pendidikan Untuk Meningkatkan Mutu Pendidikan Di Madrasah. *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam*, 4(1), 33–49.
- Zamjani, I., Handayani, M., Azizah, S. N., Lismayanti, S., & Purnama, J. (2021). *Bantuan Kuota Internet dan Implikasinya Bagi Pengalaman Belajar Mengajar*. Pusat Penelitian Kebijakan. https://repositori.kemdikbud.go.id/22477/1/Risalah_Kebijakan_Puslitjak_No__1_Feb_2021_Bantuan_Kuota_Internet_dan_Implikasinya.pdf