
TEACHER PROFESSIONALISM IN INDONESIA, MALAYSIA, AND NEW ZEALAND

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Abstract

Issues related to teacher professionalism may differ among countries. In Indonesia, the problems of teacher professionalism are connected to pre-service education and the lack of continuous professional development. In Malaysia, the major issues are concerned with teaching and management skills of teachers. In New Zealand, teachers face major issues related to work overload and the feeling of poor payment. Using a qualitative approach, this conceptual research paper discusses the issues of teacher professionalism and how the government takes roles in the continuing professional development of teachers in Indonesia, Malaysia and New Zealand. The research data was collected from the existing literature containing descriptions and discussions on the research topic and then analyzed using content analysis. The major findings of the study include that these three countries have issued laws, legislation, and regulations regarding the teacher profession. Then, teachers in the three countries are required to have the teacher's standard competence embodied with a certificate. In addition, before entering the classroom, all New Zealand teachers must have a certificate of teaching eligibility, while in Malaysia and Indonesia, the teacher certification is executed when teachers are already in the service. Finally, compared to Indonesia and Malaysia, New Zealand has a complete plan for improving teacher professionalism. The study concludes that the three countries put serious effort into improving the teaching profession. Similar research with more country samples would enrich the understanding of ways in which teacher professional development is conducted, thus providing valuable lessons for future reflections.

Keywords: education; professionalism; teachers; Indonesia; Malaysia; New Zealand

Abstrak

Masalah terkait dengan profesionalisme guru mungkin berbeda di setiap negara. Di Indonesia, masalah profesionalisme guru terkait dengan pendidikan pra-jabatan dan kurangnya pengembangan profesional berkelanjutan. Di Malaysia masalah utama berkaitan dengan keterampilan mengajar dan manajemen guru. Di Selandia Baru, guru menghadapi masalah besar terkait dengan kelebihan beban kerja dan persepsi terhadap rendahnya gaji guru. Menggunakan pendekatan kualitatif, artikel penelitian konseptual ini membahas masalah profesionalisme guru dan bagaimana pemerintah berperan dalam pengembangan profesional guru berkelanjutan di Indonesia, Malaysia dan Selandia Baru. Data penelitian dikumpulkan dari literatur yang berisi deskripsi dan diskusi tentang topik penelitian, dan kemudian dianalisis menggunakan analisis konten. Temuan utama dari penelitian ini adalah bahwa tiga negara ini telah mengeluarkan undang-undang, peraturan perundang-undangan, dan peraturan tentang profesi guru. Kemudian, guru di tiga negara harus memiliki kompetensi standar guru yang diwujudkan dengan sertifikat. Selain itu, sebelum memasuki ruang kelas, semua guru Selandia Baru harus memiliki sertifikat kelayakan mengajar, sementara di Malaysia dan Indonesia sertifikasi guru dilaksanakan ketika guru sudah berada dalam layanan. Akhirnya, dibandingkan dengan Indonesia dan Malaysia, Selandia Baru memiliki rencana yang lebih lengkap dalam meningkatkan profesionalisme guru. Studi ini menyimpulkan bahwa ketiga negara melakukan upaya serius dalam meningkatkan profesi guru. Penelitian serupa dengan lebih banyak sampel negara akan memperkaya pemahaman tentang cara-cara di mana pengembangan profesional guru dilakukan, sehingga memberikan pelajaran berharga untuk refleksi di masa depan.

Kata kunci: pendidikan; profesionalisme; guru; Indonesia; Malaysia; Selandia Baru

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Introduction

Education is a significant effort to train one's skills in pursuing a field of knowledge useful in life. It is a vehicle for developing the driving forces of citizens to achieve national unity. Education should facilitate, guide and enable every student to become citizens who respect each other and diversity in any form (OECD, 2018, p. 17). Two decades ago, UNESCO (Delors, 1996, p. 37) formulated four pillars related to the education system that can be used references for countries in the world in developing their educational systems.

One of the education functions is to guide students' growth and development, meaning that the innate nature of children will be fully developed in order to have the ability to live optimally, whose ultimate goal is to get maximum safety and happiness (Tim Dosen PAI, 2016, p. 129). Similar to this view, education must develop one's skills in the form of attitudes and behaviors that can always be adapted to the development of society (Sikandar, 2016). Islamic education even emphasizes the importance of developing the individual's whole (*insan kamil*) in order to achieve happiness in the world and the hereafter, including physical training, the improvement of spiritual quality and religiosity, intellectual development, and social life ('Abd Allah, 1982).

To achieve results that are in accordance with the goals of education, implementing a quality education process is needed, whose characteristics, among others, is the existence of professional teachers. The importance of the professional teacher's role in education calls for contributions from various parties, particularly the government. The operational support from respective government is very important for distributing quality education across the nation. Yet, the government support for teachers may differ from one country to another due to

various reasons such as the GDP and the policy of the country.

This conceptual article attempts to address the central issues of teacher professionalism and government support for the development of teachers in three countries: Indonesia, Malaysia, and New Zealand. Malaysia is selected in this comparative study because in 2018 Malaysian teachers were ranked as one of the most dedicated teachers in the world in terms of investing their more time in boosting students' academic achievement (Cambridge International, 2018), and New Zealand was due to teachers being ranked among the most professional in the world in 2016 (RNZ News, 2016) and in 2017 ranked the first in educating students for future, compared to Indonesia being the 35th (Bothwell, 2017).

Secondary data from extant literature in the forms of books, journal articles, and webpages pertinent to the theories, practices, and discussions of teacher professional development in the three countries was used for writing this paper. Using content analysis and a critical-comparative approach data was synthesized in order to generate themes representing the central issues of the study topic. This article starts with a brief concept of teacher professionalism and its impact on education quality globally. Then, it presents the issues of teacher professionalism and the government's response to teacher development in each country. Next, the issues and the development of teacher professionalism in the three countries are compared and discussed. This paper is closed by drawing a conclusion and offering the contribution of the study.

Teacher Professionalism

Professionalism is commonly defined as standard behaviors and practices related to a

profession requiring high education, training, and skills and maintained by collegiality and cooperation among members of the profession; and a person achieving these standards is called professional (Evetts, 2013). Professionalism is an attitude that is expected to become an expert and skilled in the field of knowledge that is of interest and to carry out responsibilities properly (Watloly, 2001, p. 218). Evers & Van der Heijden (2017, p. 4) summarized literature and found five dimensions of professionalism: (1) owning a vast amount of relevant knowledge; (2) having meta-cognitive knowledge; (3) possessing capacities to perform effectively in his/her domain of expertise; (4) being recognized in his/her society; and (5) being motivated to grow beyond specificity.

The previous Indonesian Minister of Education and Culture, Muhadjir Effendy, stressed that teachers who hold high professionalism act to fulfil the functions and roles that should be performed, including (a) as professional workers: teaching, guiding and training; (b) as humanitarian workers: realizing all human capabilities possessed; (c) as welfare officers: educating the public to become good citizens (Prasasti, 2018). Westby and Gibson as quoted by Suyanto and Asep Jihad (2013, p. 28) formulated several characteristics of professionalism in the field of education: the quality of services recognized by the community; a unique set of scientific, technical and procedural fields as the foundation for conducting the service of their profession; deliberate and systematic preparation before a person can carry out his professional work; selection mechanism so that only competent people can enter; professional organizations to improve services to the community. Teacher professionalism basically includes understanding and having fundamental skills about students, learning goals, and conducive learning environments.

Lunenberg, Dengerink, & Korthagen (2014) dan Sharkey (2018) have proposed the characteristics of professional teachers. First, they are driven by values, guided by principles, desires, and goals greater than themselves. Second, they are needs analysts - competent in diagnosing and making choices for the success and significance of education. Third, they believe that their work is a calling of the soul. Fourth, they recognize that change is the norm, which is oriented towards growth and learners and lifelong contributors. Fifth, they are the creators of the climate that the learning environment contributes to learning. Sixth, they are catalysts for the progress of their profession and enable everyone to succeed. Seventh, they promote cohesiveness, collaboration and team building. Eighth, they create a climate of ownership by ensuring that all people involved in the education process are invited to participate. Ninth, they are responsible to their clients, the community, parents and students, providing quality education programs for all children. Tenth, they are members of organizations that promote their profession above personal gain. Generally, teacher effectiveness is evaluated against their focus on student outcomes, their behaviors, and their classroom process, promoting better student outcomes (Ko, Sammons, & Bakkum, 2016, p. 7).

Two factors make an educator to be called professional: internal factors include interests and talents, indicated by a strong willingness to carry out their duties well, and external factors in the form of positive support from the surrounding community, availability of infrastructure, and involvement in various training needed by educators (Danumiharja, 2014, p. 23). Professional teachers always find opportunities for professional development to improve and develop the quality of their knowledge and skills. OECD (2009, p. 50)

proposed various ways for teachers to improve their professionalism, including: (1) attending courses and workshops, (2) attending education and teacher conferences and seminars, (3) taking qualification programs, (4) making observational visits to other schools, (5) active in a professional development network, (6) conducting individual and collaborative research, (7) following mentoring and peer observation, and (8) writing library-based scientific work.

Many studies have found empirical evidence related to the positive influence of following professional development for teachers. Research in Australia involving 24 schools found that the development approach based on collaborative pedagogy had a significant impact on the quality of teaching and this impact could last for the next 6 months (Gore et al., 2017). American-based research also found that even teachers who take online professional development increase their self-efficacy (an individual's belief in their ability to succeed in doing something) (Yoo, 2016). Research in Kosovo found that professional development improves the quality of teaching, especially in acquiring new knowledge through the use of new methodologies in the learning process, enhancing teacher performance in the classroom, encouraging students' critical and logical thinking towards full and attentive understanding, and applying competency-based assessment approaches (Bicaj, 2014). More recent research found that teachers who follow the professional learning community and interdisciplinary science research have a positive impact on teacher scores on tests of pedagogical content knowledge. Likewise, the results of students' interdisciplinary science tests increased significantly (Yang, Liu, & Gardella Jr, 2018). Furthermore, a study in Iraq using structured questionnaires involving 58 teachers showed a strong effect of training and development on teacher productivity (Khan & Abdullah, 2019).

Indonesia

Although the increased effort in improving teacher professionalism has been carried out, the application of professionalism still experiences various kinds of constraints that result in educators being unable to implement the knowledge they obtain related to that professionalism. Suryana (2017) outlines problems that are persistent and do not seem to end related to teachers in Indonesia. The first is inadequate teacher education which has an impact on the teacher's quality and competencies. This is very unfortunate considering Indonesia's future can be said to be dependent on teachers who provide the best education. The second is the system of recruitment or appointment of teachers. The third is the inappropriate distribution of teachers resulting in the uneven number of teachers in each region, especially in remote areas, so that facilitators in providing knowledge are limited. The fourth is the problem of developing competencies and careers that are not running as intended. Some teachers graduated from educational institutions do not increase their competencies. The fifth is the problem of teacher's rights, in which teachers feel that the work they carry out optimally is not well compensated.

However, the Indonesian government pays serious attention to teacher professionalism as it has a direct relationship with the quality of teaching and learning. The government's attention to professionalism in education is manifested in Law No. 14 of 2005, which regulates the professionalism of Indonesian teachers in article 7, namely:

(a) have talent, interest, soul calling, and idealism; (b) have a commitment to improving the quality of education, faith, piety, and noble character; (c) have academic qualifications and educational background in accordance with the

field of duty; (d) have the competencies needed in accordance with the task field; (e) have responsibility for carrying out professionalism duties; (f) obtain income determined according to work performance; (g) have the opportunity to develop professionalism on an ongoing basis with lifelong learning; (h) has a guarantee of legal protection in carrying out professional duties; and (i) have professional organizations that have the authority to regulate matters relating to teacher professionalism (Indonesian Govt, 2005).

This Law was then strengthened with government regulation No. 74 of 2008, which states that: (a) teachers as professional staff have a strategic role in realizing the vision of implementing learning according to the principle of professionalism, (b) to realize the professionalism of teachers, there is a need to improve teacher management, and (c) teachers need adjustments to accommodate the development of teacher management as professional educators (Indonesian Govt, 2017).

Professional teachers are an important requirement in creating quality education systems and practices. To make it work, all teachers in Indonesia must obtain a certificate in the form of an educator certificate. The Government of Indonesia has sought in-service teacher certification in line with the new field of assignments which is carried out through (a) Teacher Professional Education and Training Program (PLPG), (b) Teacher Professional Education (PPG), or (c) Education Undergraduate Program with Additional Authority (SKKT) from the tertiary institution appointed by the Minister of Education (MoEC, 2013). Teacher certification is the process of giving educator certificates to teachers who have graduated from one of these certification programs (Muslich, 2007, p. 2). Teacher certification aims to determine the level of feasibility in carrying out tasks as an agent of

school learning and at the same time providing education certification for teachers who have met the requirements and passed the certification test (Samani, 2006, p. 27). In addition to improving the quality of services and education, the certification also aims to provide protection for the teaching profession, build a positive image in the community, and the important thing is to raise the dignity of the teacher (Zulaekha, 2011).

However, many of Indonesian teachers under the Ministry of Education and Culture (MoEC) and those under the Ministry of Religious Affairs (MoRA) have not been certified (see Table 1).

Table 1. *Certified Teachers Based on Ministry per 2019*

Ministry	Level	Total	Certified (%)
MoEC ^a	Primary	1,464,747	45,77
	Junior Secondary	635,424	48,44
	Senior Secondary	310,91	41,09
	Vocational	300,11	28,49
	Total	1,246,444	
MoRA ^b	Pre-Primary	112.094	N/A
	Primary	286.980	N/A
	Junior Secondary	283.643	N/A
	Senior Secondary	144.579	N/A
	Total	827.296	43,87

Sources.

^aadapted from Data Centre and Statistics of Education (MoEC, 2019)

^badapted from MoRA E-MIS (MoRA, 2019)

Until late 2019, MoEC documented less than 50% of certified teachers, being the majority of certified teachers are the Junior High School teachers (48,44%), followed by Primary School teachers (45,77%) and Vocational School teachers (28,49%) (Jayani, 2019). MoEC allocated professional teacher allowances (TPG) of IDR56.9 trillion, up from IRD55.1 trillion in the previous two years (JPNN, 2019). Similarly, by January 2019, only 43,87% of 827.296 Madrasah teachers were certified (Nursalikah,

2019). MoRA allocates IDR10.2 trillion for madrasah (MI, MTs and MA) teacher professional allowances, but this still includes a lack of professional allowances for non-PNS teachers of IDR329.1 billion (Marsyaf, 2019). The average yearly salary of starting teachers with certification incentive is around IDR54.952.800.

The benefits of certification include quality control and quality assurance. Quality control serves as identification and determination of certain competencies, directives for developing competencies continuously, increasing professionalism, and professional training. The quality assurance is related to evaluating teacher performance, providing information for users of professional services, and improving teacher welfare (Muflihini, 2012). A professional certification institute (LPS, 2017) suggests the benefits for someone who holds a competency certificate (including teachers), among others the clarity of expertise that has an impact on increasing self-confidence, recognition of society, added value, successful career, wide access to professional development, and increased productivity. Teachers express their views on the benefits of participating in professional certification, including ownership of a degree in accordance with their profession, acceptance of professional allowances, competency development opportunities, opportunities for registration as a frontline teacher, and the extent of professional networks (Pnsdanguru.info, 2016).

Several studies have been conducted to examine the relationship or influence of certification to teachers with mixed results, some showing positive effects and some being less positive. Research found that certified teachers increase their professionalism especially in the discipline and use of contemporary methods in the learning process (Abubakar, 2016; Badrun, 2016). Most recent study with 43 teachers in

Pesantren Darul Abror Kedungjati Purbalingga found that training increased teacher professionalism (Yuliana, Haryadi, & Anggraeni, 2019).

However, a study found that certification has not significantly impacted on improving the quality of teaching, for example in the clarity of material delivery, the use of varied learning media, the ability to innovate, and the low adaptation expected in the development of science and technology (Siswandari & Susilaningih, 2013). Similarly, research by Syafmen (2014) at Jambi City Junior High School shows that certification did not affect students' Mathematics learning outcomes. Research by Muamar, Darmoko, Srifariyati, & Muntoha (2017) found that the certification allowances received by teachers had a positive and significant effect on the performance of SMP/MTs (secondary school) teachers, but did not affect the performance of SD / MI (elementary school) teachers. Finally, research in high schools, MAs, and vocational schools in Sukoharjo found that professional development in the form of participating in professional education has not fully boosted the ability of teachers to understand and write scientific work (Sumardjoko & Prasetyo, 2016).

Although doubts remain exist about the positive impact of teacher certification (as evidence of professional teachers), people still believe that professionalism is very important in improving the quality of student learning. Until now there are still many academic activities such as seminars and conferences conducted in order to boost teacher professionalism. The Indonesian government also constantly strives to improve teacher professionalism through certification programs and the continuing professionalism development and the accompanying impact, namely the provision of professional allowances for teachers who have received professional educator certificates.

Malaysia

In Malaysia, education is one of the priority aspects to be developed, for example by providing support for teacher professional development and increasing the welfare of teachers. However, Malaysian teachers still face some challenging issues related to their profession. These include teaching and management skills (Omar, Rashid, Mohamad, & Yusof, 2017); demands of using English for science teachers (Mahmud, Nasri, Samsudin, & Halim, 2018); being less respected despite higher expectation and increased workload (Wafi, 2019); lacking in the knowledge and professional skill for teachers in the inclusive education (Rice, 2019, p. 139); and teachers' ability and competency to teach English as second language (Sani, 2019). In addressing teacher professionalism, in 1995, the Ministry of Education of Malaysia established a Committee to study teacher professionalization, professionalism and professional development for teachers in Malaysia as a means to improve the teaching profession. The Committee recommends that teachers be strongly encouraged to take in-service courses and continue their education. The Teacher Center is given trust to facilitate the teacher professional development to improve their teaching skills. Since it was officially established, the Teacher Center can be categorized as educational institutions that meet the continuing education needs of teachers, where needs are determined by authorized officials or by teachers themselves.

Malaysia has the principle that the development of teacher professionalism is a necessity as an effort to strengthen the performance of PPP (Education Officials) to carry out their duties efficiently and effectively at various career levels. Malaysia has a Master Plan of Professional Teaching Development (PIPPK) as a document to assist educators in developing careers and continuing professional

development. In addition, PPIK also provides guidance to improve self-competency in accordance with trends and requirements in order to maintain the best performance. It is noted that PIPPK is the main reference document in the implementation of sustainable professional development that has several cores (MOE Malaysia, 2016).

Furthermore, the PIPPK document has five core fields. The first core is related to the discussion of teachers as professional careers that emphasize knowledge, skills and professional values. The second core contains the training path that must be followed by the teacher as well as the job description and determination of recommendations which are categorized into five basic development competencies, specific policies / requirements, complementary and choices. The third core is the need to develop competencies so that teachers are required to be competent in accordance with their field of expertise, which in the future teacher performance will be measured through Integrated Assessment of Education Service Officers (PBPPP). The fourth core is that professionalism is used as a frame of reference to implement effectiveness in institutions. The fifth core is about the management of teacher professionalism, the role of the Human Resource Management Panel (PPSM) as well as the role of the Staff Development Parent Office (JIPS) which as the committee is responsible for ensuring that training policies can be implemented effectively and successfully (MOE Malaysia, 2016).

Increasing teacher professionalism is also handled through various activities designed to improve the quality of teaching and learning in the classroom and their management skills. Several in-service training programs for primary and secondary school teachers to enhance professional skills and academic and professional competencies in their respective fields, include (1) continuous professional development (CPD)

for teachers in universities, (2) continuous short-term training and development programs (the duration of the course ranges from one to five days), (3) continuous training and short-term development programs for critical subject teachers, namely Science, Mathematics, ICT and English, (4) postgraduate programs specifically for teacher trainers, namely master and doctoral levels, (5) instructor development programs (14-week courses for professional development; these courses are tailored to upgrade primary and secondary school teachers and there are 20 elective courses), (6) specialized degree courses for non-graduate teachers (one-year courses in ITE and two years of university studies), (7) degrees for non-graduate teachers through distance learning mode (Open Malaysian universities), (8) special degree courses for foreign language teachers (currently TED offers French degree programs), (9) specialist programs for teachers that take about one year, offered to primary school teachers with three years of experience, emphasizing academic content in ICT, (10) a 4-week course to increase professionalism for teachers in customary schools, and (11) an in-service course to improve teacher professionalism in rural schools (MOE Malaysia, 2012).

The Malaysian government is committed to achieving the target of 25% of teachers in primary schools and 100% of secondary school teachers with undergraduate qualifications. Since the beginning of 2004 the Ministry of Education of Malaysia has enacted a program to improve the quality of basic education, in the hope of developing its teachers professionally. For this reason, teachers are encouraged to improve their teaching qualifications through further education and in-service training at local or foreign universities, which are under a continuous professional development program (OECD, 2019a). For example, for Mathematics and Science teachers include the following types: one

year specialist teacher courses; Graduate program; 14 weeks professional development program; degree program for non-graduate teachers; degree program for foreign language teachers; professional upgrade courses for teachers in traditional schools, remote schools, and smart schools (schools focused on information and communication technology, or ICT); and Malaysian educator development programs. Professional development programs in mathematics and science provide teachers with a sound foundation in knowledge of subject content, pedagogical skills, information technology, and moral values. The aim of this program is to produce knowledgeable and skilled teachers who are able to teach effectively, deliver effective curriculum, and engage students in the learning process where teachers act as facilitators rather than information providers. Overall, the national education policy aims to produce a group of professionals who can meet the current needs of a changing education system because of the challenges of globalization. The design of this program is collaborated with universities and related professional institutions.

Malaysia allocates a very fantastic budget, amounting of MYR60.24 billion for school and education in 2019, because the government wants future generations to have more knowledge (Leng, 2018). This allocation includes support for teachers in increasing their professionalism and salary to improve the welfare of teachers, so that teachers are expected to do their job properly. In 2019, teachers in Malaysia on average earn a salary of MYR8,201, the lowest is MYR3,970 and the highest is MYR13,556 per month, consisting of housing, transportation and other benefits (salaryexplorer.com, 2019).

Some studies investigate the nature of CPDs conducted in Malaysia. In their qualitative study using interviews with Early Childhood Care and Education (ECCE) teachers, Dhamotharan,

Vijayan, & Loh (2019) found that the ECCE teachers perceived training as crucial in enhancing quality teaching and that knowledge from the training boosted their motivation to teach. Joining an online CPD also increases teachers work satisfaction due to its efficiency (Rahman, Sheng, Daud, & Ensima, 2019). Another report suggested that English teachers participating in the in-service training learned better pedagogical skills and then resulted in the increase in the students national average pass level in English subject (Azizi, 2019). Research in higher education sector also found the positive effect of CPD on lecturers' evaluation, that is lecturers who were rated excellent are those attended CPD programs regularly (Abdullah, Shamsuddin, Wahab, & Muazu, 2018). However, the in-service primary school ESL teachers find it challenging to complete their continuing education on a part-time basis due to job commitments, family commitments, health mental issue and time management (Omar, Ab. Rashid, & Mohamad, 2019).

Malaysia has changed its country's policies by improving teacher welfare through the provision of space to produce quality education. Quality teachers are the foundation for Malaysia to realize the vision of making its citizens knowledgeable and have high-income. In addition, in the past five years Malaysia has also facilitated the improvement of teacher professionalism including the recruitment of teachers with intellectual and personality qualities. All teachers are required to take part in training in the form of educational seminars of around 40 hours per year. For self-development, many Malaysian teachers have created and actively engaged in the Professional Learning Community (PLC) where they can do peer coaching and collaborative research (Saad, Walsh, Mallaburn, & Brundrett, 2017). Teachers who develop their potential will be given awards in the form of increasing career

paths and increasing incentives. The training provided influences the development of teacher learning, teachers begin to change the way they teach to be more creative and innovative. To support the improvement of professionalism in education, the Malaysian government also budgeted national education funds of 22 to 24 percent of the total national budget. In addition, Malaysia also distributes teaching staff in remote areas in order to continue to get the same educational facilities as those in cities (Marwan, Sumintono, & Mislana, 2012, p. 30). With programs to improve the quality of education, Malaysia's competitiveness at the global level is in the 25th position from 137 countries in 2018 (Schwab, 2017, p. ix).

New Zealand

The New Zealand people hope that teachers in the school to have standards of integrity, behavior, competence and effective teaching practices. Yet, there exist issues faced by teachers, e.g. work overload hampering their professional classroom activities (O'Connor, 2018) and feeling of poor payment (Roy, 2019). A recent report by Tomorrow's Schools Independent Taskforce of New Zealand Ministry of Education outlines six important issues related to teachers in New Zealand, including the recruitment, preparation, and support of new teachers, the professional support mechanism for teachers, the biased implementation of professional development, the insufficient incentive and mechanism to support teachers to collaborate for their career paths, and the limitation of their professional role in schools (Tomorrow's Schools Independent Taskforce, 2019).

Despite these current issues related to teachers, New Zealand has had provided teachers the opportunity to further study and continuous professional development and assessed annually.

There are a number of pathways to becoming teachers in New Zealand including undergraduate education or postgraduate certificate programs after graduating. The minimum requirement for teachers is a three- or four-year degree, or a diploma program one to two years after receiving a bachelor's degree in another field. Middle school teachers must have specific knowledge in at least one, but sometimes as many as three subjects. This program generally requires applicants to have a strong academic achievement index and express interest in working with children. Beginning teachers must meet the nationally recognized Teacher Graduation Standards, before obtaining a teacher's license, and when already teachers, they have access to a number of support systems, including being assigned to work with senior teachers during the first year of work. A large amount of teacher time at the beginning of the career year is dedicated to professional development (NCEE, 2015).

The majority (98%) of teachers in New Zealand have participated in some kind in-service training and the most popular type of professional development taken by teachers are attending courses and seminars (OECD, 2019b). Reading relevant literature, observing colleagues while practicing, and the opportunity to meet with colleagues is all forms of professional development. The New Zealand Minister of Education is responsible for teacher professional development, including (1) funding the providers of professional development programs; (2) providing school operational funds, some of which can be used for the professional development of their teachers; (3) funding other types of professional development - for example, School Improvement initiative providing scholarship for teachers; (4) supervising professional development providers and evaluating development initiatives; and (5) compile and provide evidence of the effectiveness

of professional development (Office of the Auditor-General, 2008, p. 17). The most current approaches to teacher development programs offered by the Ministry include ESOL professional development, Principal job shadow exchanges, Scholarships awards, and Study and sabbatical leave (New Zealand Govt, 2019b).

To strengthen teacher professionalism, the Government of New Zealand through the Teaching Board in 2017 issued The Code of Professional Responsibility and Standards for the Teaching Profession (Education Council, 2017). This Code of Conduct is initiated by teachers, leaders and learning experts to articulate the expectations and aspirations of the teaching profession. The Code of Ethics sets high standards for the ethical behavior expected of each teacher; Standards describe effective teaching practices. Overall, the standard sets what it is, and what it means, to become a teacher in New Zealand. The Code of Ethics and Standards applies to all certified and not certified teachers. The Code of Ethics relates to professional responsibility containing four main commitments, namely commitment to the teaching profession, commitment to students, commitment to parents of students, and commitment to the wider community.

Furthermore, the teacher professional standard consists of six important points, namely (1) understanding and recognition of the uniqueness of the indigenous people of New Zealand; (2) professional learning: the use of inquiry learning and collaborative problem solving to enhance professional abilities which later will impact on learning and achievement of all students; (3) professional relations: building and maintaining relationships and professional behavior that focuses on learning and the well-being of each student; (4) culture-focused learning: developing a culture focused on learning, and characterized by respect, inclusion, empathy, collaboration and security; (5) learning

design based on curriculum and pedagogy, assessment information and understanding of each student's strengths, interests, needs, identity, language and culture; and (6) teaching: teaching and responding to students in a knowledgeable and adaptive way to advance their learning at the right depth and speed.

In 2019, the New Zealand government allocated funding of \$95 million for training 2480 additional new teachers. This initiative will support 3280 teachers over the next four years, including incentives such as scholarships and living costs for students. The 2019 budget funds 2480 additional new teachers through: (a) 1860 TeachNZ- school fees and living expenses for trainees who study difficult areas for staff; (b) 300 Teach First NZ vacancies to recruit undergraduates and professionals to 1/9 low secondary schools where they teach while completing graduate programs; (c) 240 new workplaces based on teacher education programs for secondary school teachers; (d) 80 scholarships for indigenous tribes. This fund also supports 800 more beginner teachers to their initial role through the National Beginner Teacher Grant and the expansion of the Voluntary Bond Scheme (Cheng, 2019). In 2018 the starting salary of elementary school teachers was \$36,692 per year and the starting salary for secondary school teachers reached \$51,200 per year (New Zealand Govt, 2019a).

Several researchers have investigated the impact of teacher professional development in New Zealand. The most recent report shows that generally professional development followed by teachers has a positive effect of their teaching practice and increases their self-efficacy and job satisfaction (OECD, 2019b). An earlier study involving secondary school teachers in New Zealand found a positive impact on professional development on student achievement, classroom practices, and perceptions of teachers and students (Hynds et al., 2016). Research that

explores the effects of the three-week Chinese language strengthening program and pedagogy found a substantial impact on teaching beliefs and teaching practices, especially on the use of target language and teaching methodologies (Biebricher, 2015). Research using multi-methods including teacher surveys and school case studies reveals a positive relationship between professional development and teacher involvement in setting priorities for professional development. Other positive impacts are network strengthening, adjusting learning to the conditions of students and schools, and strengthening the skills of facilitators (Starkey et al., 2009).

New Zealand sets high standards for teachers recruited to teach in schools. Starting to enter, the teachers are grafted on to senior teachers to get guidance so that their professionalism develops. Teacher professional development is provided on an ongoing basis so that teachers are always able to adapt to the current needs of students. To ensure that teachers remain professional, New Zealand applies an annual appraisal to teachers to see the results and impacts produced from the learning process (MOE New Zealand, 2010; Timperley, Wilson, Barrar, & Fung, 2007).

Results and Discussion

In relation to teacher professionalism, Indonesia, Malaysia and New Zealand share similarities and differences whose summary is depicted in the Table 2. The comparison is focused on qualification requirements for teaching, teacher development programs, the kinds of teacher development commonly done by teachers, government funding support for teacher development, and the effects of professional program both for teachers and students.

Table 2. Teacher Professionalism in Indonesia, Malaysia, and New Zealand

Categories	Country		
	Indonesia	Malaysia	New Zealand
Statutory	Nationally regulated	Nationally regulated	Nationally regulated with school initiatives
Entry to teaching profession	Bachelor degree in Education or non-education training	<ul style="list-style-type: none"> Bachelor degree in Education Following or one- or two-year program for those non education study background 	<ul style="list-style-type: none"> Three- or four-year degree, or a diploma program one to two years after receiving a bachelor's degree in another field. Beginning teachers must meet Teacher Graduation Standards, before getting license (3 years)
Development Programs	<ul style="list-style-type: none"> Teacher Professional Education and Training Program (PLPG), Teacher Professional Education (PPG) Education undergraduate Program with Additional Authority Specified training (irregular basis) 	<ul style="list-style-type: none"> Continuing education, Short courses, Short-term programs for critical subjects, Postgraduate programs, Instructor programs, Specialized degree courses, Specialized program 	<ul style="list-style-type: none"> Work with senior teachers during the first year of work. ESOL Certificate (online) Principal job shadow exchanges, Scholarships awards, Study and sabbatical leave
Self-Development Practices	<ul style="list-style-type: none"> Seminars, Conferences, Specified training, Teacher Working Group Continuing Education 	<ul style="list-style-type: none"> Educational seminars and conferences, Professional Learning Community (PLC) Peer coaching, Collaborative research. 	<ul style="list-style-type: none"> Attending courses and seminars Reading relevant literature Observing colleagues while practicing Opportunity to meet with colleagues Professional Learning Community (PLC)
Govt. fund support	<ul style="list-style-type: none"> Certification IDR67.1 trillion for certified teachers. Average yearly earning of a certified teacher is around \$3.894 	<ul style="list-style-type: none"> MYR60.24 billion for school and education, including support for increasing teachers' professionalism. Average yearly earning of a certified teacher is round \$23.549 	<ul style="list-style-type: none"> \$95 million for training 2480 additional new teachers (scholarships and living costs), school fund and teacher professional development Average yearly earning of a certified teacher is round \$33.695
Certification	In-service process	Certified before appointment	Certified before appointment
Impact	Mixed results	Generally positive results	Mostly positive results

Note. Adapted from various available information

According to Table 2, the three sample countries in this study have laws or regulations governing matters relating to teacher professionalism, from entering teaching profession to professional development.

Basically, the requirements for entering the teaching profession in the three countries are

similar, namely having an undergraduate education in accordance with a particular field, especially for prospective teachers with teacher education backgrounds. However, in Malaysia and New Zealand, those who are educated in the nonteaching education are required to take teacher education for a year or two before they are legally registered as teachers. Whereas in

Indonesia many teachers are employed in schools without teaching qualification. However, if they want to become professional teachers and receive government benefits, they must attend a teacher education program. In New Zealand, novice teachers are required to attend the pre-certification program at their schools for three years and if they meet the graduation standards, they are given a license which indicates that they are eligible to be appointed as teachers, whereas in Indonesia and Malaysia there is no similar process.

All countries want to have professional teachers. For this reason, three countries develop programs that are mandatory or need to be followed by teachers so that they are more professional in teaching. In Indonesia, in order to boost the number of professional teachers in accordance with the mandate of the law, the government provides Teacher Professional Education and Training (PLPG). Then a new policy emerged, the non-education teachers could become professional teachers with the condition that they take Teacher Professional Education (PPG) for one year. Malaysia offers several programs to improve the quality of the teaching profession according to their respective targets, including special teachers. New Zealand is more comprehensive, in addition to providing a mentoring program for novice teachers for a year, teachers are given the choice to take a professional development program. English teachers for non-English speakers can take the ESOL certified program online. Teachers who are preparing to become school principals are provided with the Principal Shadow Work Exchange program, where teachers can practice being principals. In addition, teachers are also provided with study and sabbatical leave, and when they get this scholarship, they still receive a full salary. Study leave is offered for teachers who want to improve their qualifications or teachers who want to teach other subjects. Sabbatical

leave is given for teachers who want to do research for a maximum of 10 weeks.

Teachers in three countries are jointly developing their professionalism independently by attending seminars, short-term trainings, teacher working groups or Professional Learning Community. However, in Malaysia and New Zealand, there has been a developing process of peer training among teachers, for example by observing a teacher while teaching. In Indonesia, many teachers continue postgraduate education for different needs.

The government of the three countries have been committed to support teacher professionalism by providing budget which increases every year. The education amount in these countries may not be compared based on its amount. Yet, clearly New Zealand teachers are paid better than those in Malaysia and Indonesia.

Malaysia and New Zealand impose tighter controls on the status of the teaching profession. Therefore, teachers in these two countries have not been able to teach independently before they were certified as professional teachers. Whereas in Indonesia, many teachers teach in (especially) private schools without educational qualifications, and moreover have professional teacher licenses. They take teacher certification after they have been teachers for a long time.

The results of several studies in Indonesia show that the professional development undertaken by teachers had less positive impact on the quality of education, for example changes in teacher behavior in learning and student learning outcomes. While in Malaysia in general it can be said that professional development has a positive impact on improving the quality of education in schools. Whereas in New Zealand, most studies have found a positive impact on teacher professional development on student learning.

Conclusion

Indonesia, Malaysia and New Zealand emphasize the importance of quality education for their students. To realize this effort teachers are seen as one of the most determinant elements. Therefore, these three countries encourage educators to become professionals and maintain their professionalism. Strengthening teacher professionalism is sanctioned through legislation and regulations issued by each government. Continuous professional development is carried out by encouraging teachers to pursue further education, seminars, workshops, strengthening peer discussion groups, and independent learning. The in-service training programs are run and funded by government, and are implemented in collaboration with service provider institutions, such as universities and other training institutions.

Professional development carried out by the government and independently by the teacher has had a positive impact on the learning process in the classroom, for example, in the use of contemporary learning methods, strengthening student satisfaction, improving teacher motivation in teaching, strengthening professional networks, and specifically in Indonesia, improving teachers' welfare.

Some differences include the professional development funding systems, compensations, and professional qualification standards. New Zealand fund overall ongoing professional development for teachers, while in Indonesia it is supported with subsidy. Malaysia fully supports training and seminars attended by teachers, while in Indonesia educators still do not get the same facilities. Teacher salary and other incentives are also different in three countries. Teachers in Malaysia get housing, while in Indonesia and New Zealand no. New Zealand sets a higher standard of professional

qualifications compared to Malaysia and Indonesia, so that it is logical that the New Zealand is counted as one of the countries with the best teacher professionalism in the world.

Many of the larger studies and worldwide, such as OECD (2019b) and UNESCO (2012) concerning education have not specifically and directly comparing teacher professionalism in Indonesia, Malaysia and New Zealand. Even though these studies provide valuable information about comparative education in general, they lead us to a less focused conclusion about teaching profession. In addition, in the international comparative studies, the depiction of teaching profession in Indonesia is comparably less than that in Malaysia and New Zealand, lending us to have little knowledge about the Indonesian teacher professionalism. Furthermore, comparing the impact of teacher professional development on the quality education is rarely conducted especially within these sample countries. Thus, this study has overall provided a more focused analysis about teacher professionalism in Indonesia as compared to Malaysia and New Zealand. Then, it has supplied a more detail depiction of the nature of teaching profession in Indonesia compared to other two country samples. Finally, it has provided a more qualitative comparison i.e., the impact of professional development on education quality in three countries.

This study suggests that a further study with more country samples and focusing on the qualitative comparative analysis would provide better understanding about the nature of teaching profession and its impact on quality education, and thus offering better ground for reflection in developing education policy.

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