

Professional Development System of Elementary School English Teachers in Indonesia

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Abstract

Indonesia has various teachers' professional development programs from the pre-service English teacher up to in-service English teacher managed by the government in order to boost the teachers' professional development effectively. In fact, English teachers particularly in the elementary level keep struggling in the terms of skill and knowledge. Therefore, by carrying out the literature review, this paper analyzed the current system and what is happening with the elementary English teacher in Indonesia. The results showed that the elementary English teachers' professional development system in Indonesia is very well-planned and systematic, which starts from each teacher education institutions through their courses and continues to the PPG program. In the in-service program supervision, KKG, and PPGJ/ Certification are the three big programs which are mandated by the MOEC and MORA. It is also found that Indonesia has long process and tortuous certification program, powerful and rooted Professional Learning Communities (PLCs), non-independent teachers' law, and unspecific pre-service education' program. Even though not all of the teacher development programs in Indonesia are presented in this present study, the researchers suggest that there should be more specific program for the English elementary teacher in Indonesia's pre-service education. It is also suggested to all educational practitioners in Indonesia and other Asian countries to form more professional learning communities (PLCs) since teachers can gain more knowledge through learning together.

Keywords: elementary English teacher, teacher professional development (TPD), education system, Indonesia

I. Introduction

Professional development is a very essential matter that needs to be noticed consciously by every teacher in order to improve students' learning and achievement. Indonesia, as other countries, pays attention to the English teacher's development and even starts it from the beginning in the teacher education when the students are still in pre-service education until become in-service teachers. In order to keep them growing and evolving their skills and knowledge, the Indonesian government provide several programs, which are enormous and various every year. The government did not downgrade the requirements related to the elementary teacher qualification even though English becomes an extra-curricular subject now after the new Curriculum 2013 is implemented Sahiruddin (2013). The English teachers have to have an undergraduate degree from pre-service institution because the government continues to keep the law of The Decree of Minister of National Education Republic of Indonesia no. 16/2007 on Standards of Teachers' Academic Qualification and Competence and Law of Republic Indonesia No.20/2005 on National Standard on Education (Zein, 2014:1). Thus, the government conducts many teachers' professional development programs in systematic ways to enhance their professional development.

Unfortunately, the English teachers still encounter many shortcomings in conducting their classrooms in relations with skills and knowledge especially after the changing of the curriculum. Is the system set by the government effective enough? An analysis towards the present situation of the elementary English teachers' professional development system is crucially desired. Hence, this study presents the system of English teachers' professional development that is running in Indonesia. Consequently, the government, scholars and teachers could learn a lot of lesson and figure out what is happening with the elementary English teacher professional development system.

Lots of studies related to this system have been conducted (e.g. Adnyani, 2015; Hoseanto, n.d; Supriadi, 2009; Zein, 2014; Zein, 2015), which investigated the policy of elementary English teacher in Indonesia and the English teacher professional development. However, the studies are more about the pre-service education than the in-service program one. In this present paper, the researcher will present both pre-service and in-service education system of elementary English teacher in Indonesia including the professional development program for them. In attempting to do this, the research questions are asked: 1) what is the system of elementary English teacher

professional development system in Indonesia like? 2) What is the current situation of elementary English teacher professional development?

II. Methodology

A systematic literature review based on the rationale of Indonesian elementary English teacher professional development system was carried out. The review processes comprise three phases: planning, paraphrasing and reporting (Suprpto & Pai, 2015). During the planning phase, a logical-review protocol was developed and the method by which researcher should work and interact to conduct the review was decided. This protocol defines the procedure for choosing the suitable resources (paper, books, etc.) and includes the main problem, data collection and methods of analysis. The second phase focused on creating arguments and best practices based on the planning process. As a final point, the purpose of the last phase was to elaborate the final report.

III. Findings

1. The Education System

The education system of Indonesia is very tremendous. It has almost 4 million teachers, over 60 million students, and 340,000 educational institutions. Ministry of Education and Culture (MOEC) and Ministry of Religious Affair (MORA) are the important ministries that are responsible for the management of education in Indonesia. Since Indonesia has a very diverse people, a huge population, and large regions, the government tries to accommodate those different needs in order to provide equitable education. Under MOEC and MORA, the education starts from the early childhood education, basic education, secondary education, to higher education as shown in the table 1. With a huge number of Moslem citizenships in Indonesia, many schools and universities were built as Islamic schools. Besides, other religions schools like Christian and Buddhist schools were also built in Indonesia as private schools. The primary and junior high schools are important education stages for all children in Indonesia because the government requires parents to send their children to school for at least 9 years, which is also known as Program Wajib Belajar 9 Tahun (9 Year Compulsory Program).

Table 1. The Indonesian Education System

Source: OECD/ADB (2015):73

Age	School Year	Education Level	Education Delivery	
			Decentralized	Centralized
	23 22 21 20 19	Higher Education		Doctoral (includes general & Islamic, and vocational, academic & professional)
Above 22	18 17 16 15			Master (includes general & Islamic, and vocational, academic & professional)
22 21 20 19				Undergraduate (includes general & Islamic, and vocational & academic)
18 17 16	14 13 12	Secondary Education	General senior secondary & vocational senior secondary (SMA & SMK)	Islamic general senior secondary & Islamic vocational senior secondary (MA & MAK)
15 14 13	11 10 9		Junior secondary	Islamic junior secondary (MTs)
12 11 10 9 8 7	8 7 6 5 4 3	Basic Education	Primary (SD)	Islamic primary (MI)
6 5	2 1		Kindergarten (TK)	Islamic kindergarten (RA)
		Early Childhood		

In Indonesia, English was firstly included in the elementary school timetable in 1993 due to the demands of globalization are increased. However, the small number of English teacher leads to the lack of English teacher in elementary school, especially when the government under president Muhammad Soeharto sent out a presidential instruction to build primary school, which was called *Sekolah Dasar Instruksi Presiden* (SD-INPRES) (Amorim&Hydait, 2012). More than 61,000 new elementary schools were built within a period of six years and it was the most rapid school construction program at that time (Duflo, 2001, as cited in Amorim & Hydait, 2012, p.20).

The elementary English teachers in Indonesia come from three streams: School for Teacher Education/ SPG (Sekolah Pendidikan Guru), Primary School Teacher Education (PSTE) or normally called Pendidikan Guru Sekolah Dasar (PGSD), and English departments. SPG is equivalent to a high school level of education and the number of teachers who graduate from SPG is decreasing because they are the first generation of elementary teachers in Indonesia and this institution does not exist anymore in Indonesia. Thus, the development of the teachers who graduate from SPG was by sending them to the UT (Universitas Terbuka)/ Open University. After following the UT those teachers can follow any kind of professional development program offered by the school and government.

According to Zein (2015), PSTE offers the general education teaching that aims to produce qualified elementary teachers, to conduct research, and to conduct community service. Moreover, Suyanto (2010) stated that the student teacher learn the *English for University Students* course in two to four credit points per week to provide them basic English proficiency. So, the graduates of PSTE are qualified to teach English since they have basic English proficiency.

The English departments in Indonesia are divided into two programs; English Language Education Program and English Study Program. English Language Education Program offers four-year study time and the graduates are conferred with a Bachelor of Education in English Language. Zein (2015) described that this program usually offered in the institutions for Education and Teacher Education (Lembaga Pendidikan Tenaga Keguruan, (LPTK)), the main form of pre-service teacher education for English teachers, which are run in public and private universities in Indonesia. The purposes of LPTK programs are to prepare its graduates to be English teachers in junior and senior high schools, not in elementary schools (Cahyono, 2006). But, since the graduates had the *English for Young Learners* course in their curriculum, they are also hoped to be qualified to teach the elementary students. The English Study Program is a four-year undergraduate degree, the graduates of which are conferred with Bachelor of Arts in English that consists of 146 credit points. The students in this program are not the prospective teacher because they are prepared and expected to have strong skill and foundation in English linguistics, English literature, and translation.

2. Professional Development of Elementary English Teacher

The Law on Teachers and Lectures No.14 2005 confirmed that teaching is a profession in Indonesia (OECD, 2015). It is clear that a profession needs continuous

learning in order to be called as a profession. Thus, the elementary English teachers have to build and grow their professionalism through many programs. The development could be started from prospective teachers during their education in teacher institution, until they become qualified as English teachers. The process of that development will be presented in two stages: pre-service program and in-service program.

1. Pre-service Program

According to OECD (2015), Indonesia has 374 LPTK and 32 of them are public institutions and 342 are private institutions. While Gofur, A (January 11, 2014) in LAMPOST.CO reported that there are 415 LPTK in Indonesia. Those institutes mostly develop twin programs where one faculty offers the specific educational program and the other faculty offers the regular program. As has already been mentioned earlier, the example of educational program is English Language Education Program, and the example of the regular program is English Study Program.

Based on Indonesian Government Regulation No.19 2005 about National Standard of Education, the elementary teachers have to have four competencies: pedagogic competence, personal competence, professional competence, and social competence (Kementerian Agama/ MORA, n.d.). Therefore, the institutions usually offer the curriculum for the pre-service teachers related with the four competencies, but they have privilege to choose the courses they want to offer in their faculty. For example, the requirement for PSTE programs in State University of Malang (the best teacher institutes based on Ministry of Research and Technology of Indonesian Directorate General of Higher Education 2015) is 144 credits, and for the English language education the curriculum credits total is 146 credits.

Since each institutions manages their own curriculum, the researcher wants to present the top five teacher education institutions' curriculum of PSTE and English Language Education in Indonesia based on Ministry of Research and Technology of Indonesian Directorate General of Higher Education 2015 in table 2 below, which were compiled from the universities website.

Table 2 Teacher Education Institutes Curriculum

University	PSTE curriculum and Courses	Total credits	English Language education	Total credits	Location
UPI/ Indonesia University	MKU/ General Courses, MKKF/Faculty Core	148	MKU/General Courses, MKP/ Profession Courses, MKK/ Skill	144	West Java Province, Bandung

of Education	Courses, MKK/ Science and Skill Courses, Prodi/ Education Program courses, Compulsory Courses		Courses, MKPP/ Deepening Extensions Courses, MKKT/ Additional Skills Courses, MKPB/ Elective Courses		
UNJ/ Jakarta State University	MKU/ General Courses, MKDK/ Basic Education Courses, MKBK/ Field of Study and Expertise Courses, MKKPP/ Learning Process Skills Courses	146	MKU/ General Courses, MKDK/ Basic Education Courses, MKBK/ Field of Study and Expertise Courses, MKP/ Supporting Courses	155	DKI Jakarta Province, Jakarta
UNIMED/ State University of Medan	MKU/ General Courses, MKDK/ Basic Education Courses, MKBK/ Field of Study and Expertise Courses, MKKPP/ Learning Process Skills Courses	150	MKU/General Courses, MKDK/ Basic Education Courses, MKBK/ Field of Study and Expertise Courses, MKP/ Supporting Courses	150	North Sumatera Province, Medan
UM/ State University of Malang	MPK/ Personal Development Courses, MKK/ Science and Skill Courses, MKB/ Expertise Work Courses, MPB/ Behavior Work Courses, MBB/ Society Life Courses, MPW/ Compulsory Elective Courses	144	MPK/ Personal Development Courses, MKK/ Science and Skill Courses, MKB/ Expertise Work Courses, MPW/ Compulsory Elective Courses (English Language Skills, English Linguistics, English Literature, English Language Teaching, Research Components) MPB/ Behavior Work Courses, MBB/ Society Life Courses	146	East Java Province, Malang

Source: UPI (2013), UNJ (2015), UNIMED (2009), UM (2009)

The four competences that are required by the government are applied well in five institutes' curriculum above. However, not all institutes are successful in preparing their graduates. Zein (2014) found five problems in PSTE and English language education program from seven provinces in Indonesia (Banten, DKI Jakarta, Central Java, East Java, Bali, West Nusa Tenggara and North Sulawesi), which are the inadequacy of pre-service education, the lack of specificity of English department, the

lack of specificity in PSTE, the lack of quality educators in English departments, and examination of the pre-service education.

All institutions require their students to follow the teaching training in the 7th semester based on their curriculum. Based on the researcher's experience, the teacher training is held in one full semester and the prospective teachers will be spread to the elementary schools, junior high schools, and senior high schools. Their position during the training is as a teacher. So, they will be advised by the subject teachers in their training school and they have to teach the materials given by the advisor. At the end of the semester, they will be examined by the subject teachers and the lecturers from the institute. Through this training, it is hoped that all the prospective teachers can apply and practice all the competences they get during their education in their institutions

2. Professional Development Program

The professional development program for the pre-service teacher is called PPG (Pendidikan Profesi Guru/ Teacher Professional Education). According to OECD (2015), PPG is a one-year postgraduate program, which aims to make sure that the new teachers have pedagogical knowledge, which are planning, delivering, and evaluating their teaching. Moreover, based on the Regulation of Minister of Education No. 87(2013), PPG is a professional development program for pre-service teacher to prepare graduates who hold bachelor degrees from education and non-education university, in order to be able to obtain certificate of professional educators.

According to Education Minister's Decision No. 126 2010, Teacher Professional Education program is the responsibility of LPTK. They have to organize this program and recruit the pre-service teacher based on the quota that has been determined by the MOEC. So, from 2010 this program has been conducting in teacher education institutes in Indonesia.

Margi et al. (2013) stated that PPG has two cores: first, giving training and education for the pre-service teacher who has graduated from the higher education/undergraduate program so that they can be qualified as professional teachers (the certification for teachers is not needed anymore); second, to give training and education for the non-educational program pre-service teachers from higher education or even lower. The requirements for the non-educational program to join this program are regulated by the MOEC. There are five requirements: (1) the participants number must be adapted to the supply and demand principle so that no graduates become unemployed, (2) the quality of the participants are determined by the ability to pass the

minimum score using the reference benchmark (only the best candidates are acceptable), (3) to meet the two principles above, the acceptance of the participants need a collaboration from the local educational minister as a stakeholder regarding the number of candidates and skills in accordance with the needed or important subjects, (4) the admission process should be conducted in a fair, open, and accountable responsibility to obtain the high quality participants, (5) the recruitments is done by the selection of administration, the selection of mastery of subject area, academic potential test (Test Potensi Akademik/ TPA), English language skills test, talents search, and personality tests (Direktorat Ketenagaan, Direktorat Jendral Pendidikan Tinggi, Departemen Pendidikan Nasional, 2008: 3).

According to Adnyani (2015), there are two types of PPG programs for pre-service teachers: PPG-SM3T and PPG regular. They still have the same management but they have some differences. PPG-SM3T participants are the graduates of university of education and they can follow the program without any fee but they are required to join the SM3T (a program from the government to teach at schools in underdeveloped regions, border regions and the country's outermost regions) for one year in advance with the boarding program. During the boarding program the participants will stay in a region (boarding place) and do their responsibility as teachers for one year. For the graduates from non-PSTE/ non-education program the duration of the PPG will be 1 year (semester) and for the graduates from PSTE will be 1 semester only. While the PPG regular participants are the graduates of education or non-education university who do not need to teach first in the boarding program but have to pay the fee and have to join one-year matriculation program in advance but without boarding program.

The PPG-SM3T and PPG regular have the same curriculum, which are workshop, micro teaching, peer teaching, field teaching practice and subject enrichment program (Adnyani, 2015). However, this program can limit the opportunities of the potential output educational program pre-service teachers even though it could also expand the competition to produce high quality teachers (Margi & Atmaja, 2013). Hence, to conquer the challenge, the teacher education institutes probably have to prepare the prospective teacher with creativity, innovation, characters and other skills regarding their teaching career after completing their education.

3. In-service Program

In Indonesia, before PPG program is established, teachers can start teaching at school after they graduate from the teacher training institutes or education universities.

There is no examination to get the teaching certificate since each teacher institutes provide them with a teaching certificate once they finish their study and graduate from the program, which was called Akta IV. However, Akta IV is not used anymore since the law about teacher and lecturer No. 14 2005 has been published.

According to The World Bank (2010), there are three types of teachers in Indonesia: civil servant (PNS), contract teachers, and school-hired teachers. Once teachers can pass the national recruitment examination to be a civil servant, they will receive a training provided by LPTK for one year. There will be one to two years trial until they get their contract and at the end of their trial they will have a test. If the result is satisfactory, the teachers can get their contract as civil servant teacher and finish the trial time. To the contrary, if the result is unsatisfactory, their trial will be extended. Mostly the contract teachers and school-hired teachers are developed by the schools. However, their learning will never finish as long as they are teachers and they have to develop themselves continuously.

a. Education Supervision

The teachers' professional development can be conducted by the principal together with the supervisor through a supervision program. In the elementary level, the supervisor is responsible for giving a professional service for teachers and principals and one of the strategies is teaching technical supervision (Supriadi, 2009). The technical supervision aims to improve the teaching and learning process like doing class visits, personal meetings, teacher council meetings, visits between class, and visits between school, professional newsletter publication, upgrading, working group meetings, teacher model utilization, and official visits out of the working area (Ahmad, 1995). Those techniques can be conducted by the principals and the supervisor to develop the teachers based on the teachers' needs and conditions. Beside the technical supervision, the teachers' professional development can also be built in a community or network.

b. Professional Learning Communities

The government also makes efforts to develop the teachers' professionalism by using a network within and across schools. The community for the elementary teachers is called KKG (Kelompok Kerja Guru/ teacher working group) and for the secondary school is called MGMP (Musyawarah Guru Mata Pelajaran/ deliberation subject

teacher). OECD (2015) stated that these groups are widespread and have a long history since 30 years ago and these groups are also valuable for the teachers because teachers can get the practical knowledge for the real situations instead of getting the theory.

Alwi (2009) defined KKG as a forum to discuss, to ask and answer, and to cultivate the primary teachers with guidance from principals, supervisor, and other education builders in a group or cluster. KKG was built based on the Education Ministry Decree (Keputusan Mendikbud RI) No.0478 of 1982 on elementary school and the General Director of Primary and Secondary Education Decree (Keputusan Dirjen Dikdasmen) No. 079 / C/ Kep./ 1/ 1993 on guidelines for the teacher professional development system through establishing the elementary school clusters in order to improve and promote the professionalism of elementary teachers through teacher work group (KKG) (Depdiknas, 1997).

Operationally, KKG can be divided into smaller clusters which are based on the class level and the subject (English teachers KKG), and on its organization, KKG consists of administrative builder (sub-district education minister), technical builder (supervisor), group chairman, secretary, and exchequer. The meeting in KKG should be conducted once or twice a week so that teachers can get the professional assistance 52 times a year or at least 26 times a year. The scope of activities in the KKG based on the Petunjuk teknis KKG book (1997), as cited in Martiningsih (2008):36 are: (1) solving the problem in the learning activities, (2) solving the student's difficulties in learning, (3) solving the problems relate with the parents' demands, (4) formulating the learning objectives, (5) preparation of teaching materials, (6) tools of distributing the factual information, and (7) upgrading of transmission result. Therefore, the English teachers mostly do the activities in KKG collaboratively in their group. What teachers can learn from the KKG is various, and the result of their development after attending the KKG according to OECD (2015) are competency based-curriculum (78 %), teaching methods (62 %), new/interesting teaching model (62 %), evaluation tools for group study (56 %), teaching materials and skills (50 %) and research of classroom activities (33 %)

Martiningsih (2008) in her research in Pekalongan (Central Java Province) showed that the more teacher participate in KKG the higher the teachers' professional competences they have. In line with that, Berlian (2014) also conducted a study about the effect of KKG toward 18 teachers and it shows that there is an improvement on the teachers' competences. Thus, KKG has been taking a huge and effective part for the

teachers' professional development since 1982, and even become the "spearhead" of the supervision because it directly relates with the teachers' competences and the quality of the education at school.

c. Professional Development Program-Certification

The professional development program for the in-service teacher is called PPGJ (Pendidikan Profesi Guru dalam Jabatan/ In-service Teacher Professional Education). The law No.14 2005 about teacher and lecturer stated that teachers have to have teaching certificate/ educator's certificate. So, the implementation of the law has been started since 2007 through certifications pattern (Pedoman Penetapan Peserta Sertifikasi Guru melalui PPGJ, 2015). Moreover, the MOEC published regulation for certification program in Peraturan Mendiknas No.18 2007 about certification for in-service teacher, and revised the implementation in Education Minister Regulation No. 10 2009 about in-service teacher certifications. Furthermore, it was stated in the regulation that PPGJ is an education program to get teaching certificate which is held to prepare teachers so that they can master the competences intact based on the national education standard (Permendiknas, 2010).

There some changes in the execution of this program year by year and according to Pedoman Penetapan Peserta Pendidikan Profesi Guru Dalam Jabatan (2015), in 2015 the procedures to join PPGJ and to be certified are:

- (1) The candidate participants have to join the administrative selection, which is held by the education minister in province/ regency/sub-district.
- (2) The candidates who pass the administrative selection have to join the academic selection, which are UKA (Uji Kompetensi Awal/ Initial Competency Test) and UKG (Uji Kompetensi Guru/ Teacher Competency Test).
- (3) Those who can pass the academic selection will compile the RPL (Rekognisi Pengalaman Lampau/ experience preparing recognition).
- (4) Those whose RPL are equal to 10 credits or more will be appointed as the workshop participants and if it less than 7 credits, they have to fulfill it in 20 days.
- (5) The workshop will be conducted for 16 days which consists of deepening material activities, developing learning devices, classroom action research, peer teaching, and formative test.

- (6) The participants who can pass the test will join the monitoring teaching abilities program for 2 months which consists of making lesson plan activities, implementing the learning process, implementing the classroom action research, conducting research, coaching, and other activities.
- (7) After this monitoring program the participants will be tested based on their performance and the national examination.
- (8) Those who can pass the examination will get the teacher certificate.

In the past, the salaries of teachers in Indonesia were relatively low and this certification program is one of the ways to improve the teachers' welfare that can guarantee the certified teacher to get the professional allowance which is equal to their basic payment and to equalize the teachers' competencies at the same time. Afrianto (2014) mentioned that by 2015, the government targets to certify 2.8 million public and private teachers in Indonesia.

Beside KKG and PPGJ, the in-service English teachers still can conduct their own professional development personally since the professional development model consists of organizational partnership model, small group and individual model. For example, as reported by Rahman et al. (2015), 47 English teachers in Sumatera Island who develop themselves through teacher-based scaffolding has the greatest score in content knowledge compared with other teachers with other development models (regular scaffolding and regular training). However, in Indonesia, the government program seems to dominate the professional development for teachers rather than the school program or individual professional development. Therefore, the English teacher in the elementary level should seek more opportunities to develop their competences in order to be professional English teachers.

4. Teacher's Law

The existence of the teacher's law is very essential in the teachers' teaching career. The law for the teacher in Indonesia is regulated in the Law of Teacher and Lecturer No.14 2005 (Undang-Undang tentang Guru dan Dosen, which consists of many rules and regulations for teachers and lecturers or professors). This law consists of 8 chapters with a total of 84 articles. The first chapter is the general provisions of teachers and lectures; the second chapter is about the position, function, and purpose of teachers and lectures; the third is about the principle of professionalism; the fourth

chapter has 9 parts, which are about teachers qualification, competence, certification, rights, responsibilities, compulsory work and agency bonds, removal, placement, shifting, dismissal, protection, leave, organization profession, ethic code; the fifth chapter is about lectures (has 8 parts); the sixth chapter is about sanction; the seventh is transitional provisions; and the last one is about closing provisions.

Beside this law, teachers also have their own ethic code, which was established by the Teachers Association of the Republic Indonesia National Board/ Persatuan Guru Republik Indonesia (PGRI). All teachers in Indonesia are under this organization. The current ethic code (2013 ethic code) is the revised version from 2008 ethic code. It has 8 articles with two parts; the first is about the general responsibilities; the second is about the teachers' responsibilities to the students, teachers' responsibilities to students' parents/ guardian, teachers' responsibilities to their colleagues, teachers' responsibilities to their profession, teachers' responsibilities to the profession organization, and teachers' responsibilities to the government (Keputusan Kongres XXI PGRI, 2013)

The teachers' law and the ethical code protect the teachers' rights and emphasize their responsibilities in their work field. Those laws also aim to improve the quality of teacher in Indonesia as a profession. In article 1, chapter 1, it is stated that teacher in Indonesia is the learning agent; thus, their rights and responsibilities are crucial to be protected.

IV. Discussion

The elementary English teacher professional development in Indonesia through the literature review from theses, journals, documents, and reports results some findings. As the research question "What is the system of elementary English teacher professional development system in Indonesia like?" is asked, the researchers present the findings based on the data obtained, which are:

1. Diverse social, cultural, geographical, and educational system

The diversity of the social, cultural, geographical, and the educational system in Indonesia are connected each other. The geographic location of Indonesia is very strategic to get many influences from other nations and countries that make people in Indonesia have rich cultures, religions, and various social life. However, this

geographical situation and that diversity also bring obstacles to the government to give equal education for the students as well as to the teachers. The inequities of the education in the remote and distant area are commonly happened until now in Indonesia.

To overcome this, PPG-SM3T program is one of the government efforts to provide a better education by sending many teachers to the outlying and border areas of Indonesia. As has been mentioned previously, the students of PPG-SM3T have to spend one year teaching in those outer most part areas so that they can develop themselves by following the PPG courses offered by the government for free. The government also protects the social part by pointing MORA to be responsible for all Islamic schools in Indonesia since the biggest Moslem number in this world is Indonesia. As Nozhin (n.d) mentioned that the culture and social aspects take an important part in education especially in cultivating the people, the government in Indonesia makes use of those differences to keep developing the society without neglecting the social aspect. In another word, the existence of the culture, social, and geographical aspects influence the educational system in Indonesia.

2. Well-planned and systematic English teacher development system

After the teacher education institutes were transformed to be universities and more teachers were generated, the government issued many new regulations in order to keep the quality of teachers and to improve their professionalism. The current teacher development regulations and system are managed well by the government even though there are still many dilemmas and obstacles in practice.

The system of the elementary English teachers' development is started from the pre-service education or teacher education institution through English department program and PSTE program since SPG does not exist anymore. The English department and PSTE have their own courses to be offered in order to prepare their students to be able to teach English in the elementary level. After graduated from the teacher education program, the teacher can continue to develop their professionalism through PPG program. If they are accepted as contract teachers, school-hired teachers or civil servants they can join KKG in the schools where they are working. Under the supervision of the principals and the supervisor, they will also receive supervision service in their schools. Moreover, if their teaching experience has been qualified to follow the PPG-J, they can be certified and get more allowance from the government.

Moreover, for the civil servant teachers they will get some additional training from LPTK. The system of the development is described in the figure 2.

3. Long process and tortuous certification program

As the most “trending topic” among teachers in Indonesia, certification program also bring some dilemmas. The law No.14 2005 about teacher and lecturer that requires teachers have to have teaching certificate/ educator’s certificate bring dilemma for elementary teachers since the new curriculum excludes English subject from the primary which make them loose their teaching hours and make them hard to fulfill the requirements of the teaching certificate for sure.

Certification brings not only the teaching hour’s dilemma but also some complicated procedures that teachers encounter when they join the program. The selections and the tests are continuously conducted until they officially pass the national examination and get the certificate. The newest procedures require 4 kinds of test include the national test and 2 kinds of selections. After getting the certification, teachers also need to report their progress and even follow another test when the government assigned them to be tested. To continue receive the incentive, they also have to submit their weekly teaching hours as the requirement of the incentive. If teachers failed to fulfill the requirement, they might not be able to get the incentive anymore.

4. Powerful and rooted Professional Learning Communities (PLCs)

Taking a long part for 30 years in the elementary teachers' development makes KKG as a powerful forum as well as community in every elementary school in Indonesia. This teacher working group has been effectively helping elementary teachers cultivate their professionalism. The result of their development after continuously attending KKG is enhanced particularly in the competency based-curriculum development and design (OECD, 2015).

When teachers get together and learn from each other in a community, they can get more insights through the sharing. According to Hord (1997) Professional Learning Communities (PLCs) are groups of teachers and administrators (professionals) who learn and work together and take actions based on what they have learned in order to improve their instructional effectiveness for their students. PLCs is one well worth thing to be pursued as a method for advancing school and system-wide capacity building for sustainable improvement and pupil learning (Bolam et al, 2005). Until this present time Indonesia keeps conducting KKG in the elementary school level in the clusters/groups which are based on the class level or the subject.

5. Non-independent teachers' law

The teachers in Indonesia do not have their own law like "Teachers' Act" in other countries. The law that has been set up to protect and regulate the teachers' rights and obligations, which is called Undang-undang Guru dan Dosen/ Teachers and Lecturers Law, is not the same with other countries Teachers' Act like in Taiwan. Those laws are mixed with lecturers' law while the teachers' ethical code is not included yet because it was established by the Teachers Association of the Republic Indonesia National Board. Taiwan has 39 articles on the teachers' act that has been promulgated since 1995 (MOE, 2014), while Indonesia promote the Teachers and Lecturers Law in 2005.

6. Unspecific pre-service education' program

Zein (2014) reported that 22 elementary English teachers from seven provinces in Indonesia are not well-prepared by their pre-service education to successfully teach English in the elementary level. The knowledge and skill to teach in the elementary level is difficult since teachers have to deal with the young learners. If the knowledge

that the teachers obtained from the pre-service education is insufficient, they will have difficulties in delivering the materials and easily get frustrated. The English department and the PSTE programs are not specific as well. English department offers very few courses for the young learners, which makes teachers feel the gap between the theory and the classroom realities, while in the PSTE program, they offer very few courses to teach English because they are prepared to become classroom teachers. Even though they have taken the courses to teach English, their proficiency is low because they are not prepared well to have good English proficiency. The low abilities of the pre-service education to produce qualified teachers are a challenge that needs to be addressed and solved.

V. Conclusion and Suggestions

The teachers' development is a crucial agenda in every country, which drives the government and the educational practitioner to establish their own system and programs. Presenting the elementary teachers' development system in Indonesia is the goal of this present study in order to make the reader understand about the current situation in Indonesia as well as introduce the system which has been conducted. Due to the diversity of the cultural, social, and geographical, as well as the needs of high quality teachers in Indonesia the educational system also get affected. This leads to the changing, adjusting, and the improvement of the teacher education system, the teachers' development system, and the teachers' regulations from the pre-service education to the in-service education. However the programs of pre-service and in-service education presented in this paper are general and limited. But how is the elementary teachers' development system look like? The system and the regulations are very well-planned and systematic even though many complicated procedures and unsolved obstacles in its practice. Thus, there are three suggestions for the future for Indonesia and other Asian countries provided by the researchers:

1. For the educational practice, teachers, administrators, and principles in other Asian countries, they could form their own learning community like KKG in Indonesia for the elementary teachers, and utilize this community to develop teachers continuously since it significantly improves the teachers' professionalism.

2. The government in Indonesia should specify the program of pre-service education or enrich the program in order to equip the students with enough knowledge and skills to teach the young learners so that the result of the learning can be better and reduce the teachers' burden.
3. The government could provide or establish an independent Teachers' Act for teachers in Indonesia.
4. Further research could investigate the teachers' development system in junior and senior high school by utilizing different approach from this present paper to dig and get more the data.

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