



Comparative Study of Professional Competence of Indonesian and Thailand Teachers

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ABSTRACT

The quality of education is very dependent on the professional competence of teachers. This study aims to compare professional competence between teachers in Indonesia and Thailand. This research uses a qualitative approach, emphasizing comparative descriptive research. Data were collected through in-depth interviews with 6 teachers (3 from Indonesia and 3 from Thailand) representing various levels of education. Data analysis was carried out using comparative analysis. The results showed significant differences in professional competence between the two countries. Teachers in Indonesia tend to focus on mastering subject matter and implementing the national curriculum, while teachers in Thailand place more emphasis on developing interpersonal skills, classroom management skills, and the use of technology in learning. Factors that influence these differences include different education systems, educational policies, and the culture and social values of society. This research provides valuable insights for education stakeholders in both countries in designing policies and teacher training programs that meet the demands of the times. In addition, this research also contributes to further understanding of the comparison of education systems and teaching practices between Indonesia and Thailand

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1. INTRODUCTION

Teacher professional competence has a very important role in ensuring the quality of education in a country. Competent teachers not only have knowledge and skills in teaching, but are also able to inspire, guide and shape future generations well. Therefore, comparisons of teacher professional competence between various countries can provide valuable insights in efforts to improve education systems globally. Education is a process of increasing human dignity, and applies throughout life, which can be done anywhere, whether at school, the family environment, and the community environment (Azisi & Qotrunnada, 2021).

Since Indonesia's Independence in 1945 until now 2024, Indonesia has implemented a national education system, but the impact has not been significant in Indonesian education. The 1945 Constitution of Indonesia's education vision mandates that the essence of the national education vision is "to create complete Indonesian people" (Supendi, 2016). Ignatius G. Saksono (2010) details several problems that must be resolved by education, including the problem of national survival, a culture of corruption, injustice that causes poverty, consumerism and materialistic culture,

environmental damage, the dangers of drugs, the decline in the quality of formal education results, and the rise of commercialization. education (Hidayat & Patras, 2013). Education in Indonesia is regulated by the central and regional governments with various policies and regulations aimed at improving the quality of Indonesian education.

Indonesia has three education systems consisting of primary, secondary and higher education. Education in Indonesia starts at the age of six and applies a length of study of 12 years, namely six years of elementary school (Primary School), three years of SMP (Junior Middle School), and three years of SMA (Senior High School). The education curriculum is adapted to the Merdeka Belajar curriculum which aims to liberate education by being free to think and free to innovate (Vhalery, R., Setyastanto, A. M., & Leksono, 2022).

The education system in Thailand is similar to that implemented in Indonesia, starting from early childhood education to tertiary education, without any fundamental differences. Thailand's current education system is based on educational reforms regulated according to the National Education Law of 1999 (Adyatama, 2013). Since 2002, the Thai Ministry of Education has implemented the 2001 basic education curriculum. However, the results of the evaluation of the 2001 curriculum show a number of weaknesses related to the curriculum, including its implementation, the implementation process, and the difficulties teachers have in preparing their school curriculum. Based on these findings, the Office of Basic Education Commission (OBEC), under the supervision of the Basic Education Commission, took action to revise the 2001 Basic Education Curriculum to prepare the 2008 Basic Education Core Curriculum (Hilmin, Dwi Noviani, & Lisdaleni, 2023).

The education system in Thailand is divided into 3, namely: formal education, non-formal education and informal education. The formal education system consists of basic education and higher education, while the non-formal education system consists of: vocational certificate programs, short course vocational school programs and interest group programs (Hilmin, Dwi Noviani, Lisdaleni, 2023). Thailand also implements 9 years of compulsory education, like in Indonesia, but free education is provided until the end of high school, quality assurance at the primary and secondary education levels is carried out through national examinations. The National Examination (UN) in Thailand is coordinated by the Bureau of Education Testing Office of the Basic Education Commission which uses the Ordinary National Education Test (O-net) system (Hilmin, Dwi Noviani, & Lisdaleni, 2023). However, the results of the national exam in Thailand do not decide whether a student will graduate from school or not. Students' graduation from school is determined more by school exams. National exam results only show the academic achievements of students from all provinces, which are used as a reference for policies to improve the quality of education (Yunardi, 2014).

A significant difference in education in Thailand lies in vocational education. In Thailand, vocational education applies a study period of five years, so that graduates are equivalent to graduates of a two-year diploma program in Indonesia. Meanwhile, in Indonesia, vocational education only lasts for three years. Because of these differences, Thailand does not have Polytechnic higher education institutions like those in Indonesia. Polytechnics in Thailand serve as centers for lifelong learning or as certification providers for specific skills, such as welding or sewing. Thailand also implements a nine-year study obligation

2. RESEARCH METHOD

This is qualitative research with an emphasis on comparative descriptive research, where researchers will compare the professional competence of teachers between Indonesia and Thailand. The data collection techniques that researchers used were interview techniques and literature studies. The types of data or information used in this research were taken from primary data and secondary data. Primary data was obtained from interviews and documentation, secondary data was obtained from theories, journals, literature books and the internet. The data sources used in this research were obtained from informants and documents. Our informants came from teachers in Thailand and Indonesia. We obtained supporting documents for this research through journals, literature books and the internet. The data analysis technique that researchers use is comparative analysis technique, where researchers

compare data about teacher competency from Indonesia and Thailand to identify differences and similarities in certain aspects.

3. RESULTS AND DISCUSSIONS

Improving the quality of education is the main focus in educational development in Indonesia. Kristiawan & Rahmat (2018) argue that professionalism is a need that cannot be postponed any longer, as educational competition increases in the era of globalization, it is necessary to further increase the professionalism of a teacher. Professional is often defined as a technical skill possessed by a person. To be able to carry out a job professionally or have professionalism, of course a certain set of knowledge, attitudes and skills are needed (Anisa Pitriani, 2022). Professionalism is the attitude of a professional, meaning that every job must be done by someone who has expertise in a field or profession, according to (Hall, 1968) the concept of professionalism can be seen by how professionals view their profession which is reflected in their attitudes and behavior (Nurqomah, 2021). In the National Education Standards, Article 28 paragraph (3) point c explains that what is meant by professional competence is the ability to master learning material broadly and in depth which makes it possible to guide students in meeting the competency standards set out in the National Education Standards (Dudung, 2018).

Teacher professionalism is needed to advance and improve the quality of Indonesian education, because professionalism means that you already have the ability and authority as a teacher who will carry out your teaching profession, meaning that you can carry out your profession as a competent and professional teacher (Nurqomah, 2021). Quality education can become a reality if the world of education is handled by professional staff (Sepriyanti, 2012). According to the Law, teachers and lecturers must have professional principles as stated in Article 5 paragraph 1, namely; "The teaching and lecturer profession is a special field of work that requires the following professional principles: a) Having talent, interests, a calling and idealism; b) Have educational qualifications and educational background in accordance with the field of work; c) Have the required competencies according to their field of work; d) Comply with the professional code of ethics; e) Have rights and obligations in carrying out duties; f) Receive income determined according to work performance; g) Have the opportunity to develop their profession in a sustainable manner; h) Obtain legal protection in carrying out their professional duties; and i) Having a professional organization that is a legal entity" (Cahyana, 2010). The professional principles stated in the Teacher and Lecturer Law emphasize the importance of aspects such as talent, interest, calling and idealism in carrying out duties as a teacher or lecturer.

Arifin (2000) also believes that professional teachers in Indonesia must have the following three requirements: (1) A strong scientific foundation as the embodiment of technical and scientific circles in the 21st century. (2) Mastery of professional skills originates from the study and practice of education, namely education as a practical science, not just perception. Education is a system that takes place on site and is scientific in nature. Educational studies must be aimed at the educational practices of the Indonesian people. (3) Prolonged development of professional competence. The teaching profession is a profession that continues to increase between LPTK and educational practice (Risdiyani, 2021). Becoming a Professional Teacher means the teacher's ability to carry out the main tasks as an educator and teacher as stated in Pancasila, the Preamble to the 1945 Constitution, UUSPN Number 20 of 2003, and UUGD Number 14 of 2005: It is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education (Darmadi, 2015). Meanwhile, in the Republic of Indonesia Minister of National Education Regulation no. 16 of 2007 concerning teacher competency standards states that teacher professional competence is: (1) mastering the material, structure, concepts and scientific mindset that supports the subjects being taught, (2) mastering the competency standards and basic competencies of the subjects being taught, (3) developing learning materials that are taught creatively, (4) developing professionalism continuously by carrying out reflective actions, and (5) utilizing information and communication technology to develop oneself, and also according to Mulyasa (2008) teacher character is assessed in terms of professional competence is "(a) able to develop responsibility well; (b) able to carry out their

roles and functions well; (c) able to work to realize school educational goals; (d) able to carry out their roles and functions in classroom learning (Asyarah et al., 2024).

Meanwhile, teacher professional competency in Thailand involves completing seven training courses, both domestically and abroad, as preparation before teaching. These trainings are: (1) Development of a Five Year Pre-Service Education Program. This program requires prospective teachers to complete a five-year bachelor's degree before serving as a teacher or being accepted as a teacher, which consists of four years of college and one year of teaching training at a specified school. Graduates from outside the teacher education department who want to become teachers must take a one-year certification program before being certified to become teachers. (2) Training for permanent English teachers. A number of agencies, including the Office of the Vocational Education Commission, carry out training activities for English teachers under the supervision of these agencies. Meanwhile at the Basic Education Commission Office, teachers under the directorate are trained based on the Strategic Plan for Reforming the English Learning Process for Accelerating National Competitive Abilities which was approved by the Thai Council of Ministers in 2006 and this program has been implemented since 2007. According to this Strategic Plan, the English Language Institute established by the Office of the Basic Education Commission is responsible for establishing English teacher training criteria through collaboration with other institutions, especially with the English Resource and Instructional Centers (ERIC) throughout Thailand and the British Council and American University Alumni (AUA), with funding assistance from the Government. This training activity focuses on five categories of national standards for English teacher abilities which include linguistic competence, communication competence, theoretical knowledge of foreign language teaching, ability to organize learning consistent with the syllabus, and continuous professional development. The English Language Institute aims to enter the Advanced Level category. In its implementation, this institution collaborates with education offices throughout Thailand. On average, every year this institution provides training to around 30-40 thousand English teachers. (3) Permanent Mathematics and Science Teacher Training Institute for the Promotion of Science and Technology Teaching, an independent institution under the supervision of the Ministry of Education, is one of the organizations appointed by the Government to carry out teacher development, as well as to become supervisors and administrative staff in the fields of science, mathematics and information Technology. (4) Completion of a Bachelor of Education for Permanent Teachers. According to the 1999 National Education Law, professional teaching certification is mandatory for permanent teachers and school directors, where to obtain this certificate prospective teachers must have a minimum qualification of a bachelor's degree in the field of education. The university has implemented this special program for teachers who do not have a bachelor's qualification since 2003. Based on a report from the Ministry of Education in 2008, all teachers in Thailand have met the minimum bachelor's qualification. (5) Certificate and Postgraduate Programs constitute education. Teachers whose undergraduate qualifications are not from the field of education are encouraged to take part in certificate or postgraduate education programs. (6) Certified program for Administrative Personnel, namely Educational Administrative Personnel must have a certificate. To obtain this certificate, a person must have a bachelor's qualification or Post-Graduate Certificate in the field of Educational Administration, if the bachelor's degree is not from the field of education. Rajabhat University of Education has a certification program for school administrative staff. This program is implemented in schools, so that administrative staff from various schools in one area can take part in this certificate program without having to leave the workplace. (7) Master's program for administrative staff, namely educational administrative staff who have a bachelor's degree are encouraged to continue their education to postgraduate level in their field (Yunardi, 2014).

With the existence of various training and development programs for teachers and educational administration staff in Thailand, there are significant differences in the approach and preparation of teacher professional competence between Indonesia and Thailand. Differences in teacher professional competence between Indonesia and Thailand can be influenced by several factors,

including the education system, curriculum, teacher training, and educational culture in the two countries.

From the results of interviews we have conducted with teachers in Thailand, the results show that these teachers have strong professional competence. They show awareness of the importance of self-development, satisfaction in work, and attention to holistic student development. By continuing to implement best practices in education, both teachers in Thailand and Indonesia can continue to be agents of positive change in producing a generation that is skilled, intelligent and has good personalities.

4. CONCLUSION

Teachers have strong professional competence. They show awareness of the importance of self-development, satisfaction in work, and attention to holistic student development. By continuing to implement best practices in education, both teachers in Thailand and Indonesia can continue to be agents of positive change in producing a generation that is skilled, intelligent and has good personalities.

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