



Comparative Study of Primary School Teacher Competency in Malaysia and Indonesia

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Abstract. The competence of Malaysian and Indonesian teachers and primary school teachers has undergone significant changes from year to year. Both countries have made efforts to improve the quality of their education and teacher skills. In this article, we will compare how the competence of primary school teachers has evolved in Malaysia and Indonesia. This research uses a descriptive qualitative method with a comparative study approach. The location and object of research are based on elementary schools in Surakarta and teacher competency literature studies in Malaysia. Reporting from the moe.my page as a website that provides education information in Malaysia revealed that the Malaysian Ministry of Education initiated a program called SGM (Standard Guru Malaysia). The competency dimension consists of four domains: scientific orientation, instructional, community engagement, and personal qualities. Teachers must improve their calibre and competency as professionals. Efforts made by the Ministry of Education and Culture to raise the calibre of teachers through the use of a competitive participation model. Competencies as learning agents, or the capacity to function as facilitators, motivators, boosters, and inspirations of student learning, are competency credentials that educators must possess. These include pedagogical competency (a), personality competence (b), professional competence (c), and social competence (d). Both Malaysia and Indonesia have worked hard to raise the calibre of instruction and the expertise of their elementary school instructors. Both countries have implemented teacher certification programs and programs that provide training and support to teachers. Although the focus of the program differs slightly between the two countries, the overall goal is the same, to improve the quality of education and equip students with competent and qualified teachers.

Keywords: Comparative Study, Teacher Competency.

1 Introduction

Education is one of the main pillars in building the future of a nation. Teachers, as the spearhead of education, have an important role in forming competent and competitive next generations. Therefore, it is important to study and understand the competence of teachers as the key to the success of the education system.

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The comparative study of primary school teacher competencies in Malaysia and Indonesia aims to analyze and purchase the competencies needed and possessed by teachers in both countries. This study will examine the curricula, training programs, pedagogic techniques, and evaluation systems used in basic education in Malaysia and Indonesia to understand differences and differences in teacher competence.

1.1 Problem Statement

Malaysia and Indonesia are two countries in Southeast Asia that have many similarities in various aspects, such as similarities in cultural background and socio-economic conditions making them suitable for comparison in terms of teacher competencies. Both countries place a strong emphasis on education and have significant investment in developing their education systems, particularly at the primary level.

The study will delve into various aspects of primary school teacher competency, including subject knowledge, teaching methods, class-room management skills, assessment strategies, and professional development opportunities. By examining the similarities and differences in these areas, the research will provide valuable insights into the strengths and weaknesses of primary school teacher competencies in Malaysia and Indonesia.

Additionally, the study may explore the impact of cultural, societal, and policy factors on teacher competencies in both countries. This analysis can uncover unique challenges and opportunities faced by teachers in each nation, helping policymakers and educators make informed decisions to improve the quality of primary education.

The findings from this comparative study can have implications for teacher education programs, professional development initiatives, and curriculum reform.

1.2 Related Research

The earlier study, *Comparative Study on the Relationships between Teacher Learning and Teacher Professional Development in Indonesia and Malaysia*, was carried out by Taufani C. Kurniatun, et al. (2020). This study investigates the function of professional development and learning for teachers in both nations. There is no discernible difference (real) between the average value of teacher professional development in Indonesia and Malaysia, which is in the sufficient category, according to the comparison of Indonesia-Malaysia data using Weight Mean Score (WMS).

1.3 Research Objective

The purpose of this study is to provide valuable insights into the strengths and weaknesses of primary school teacher competencies in Malaysia and Indonesia

2 Literature Review

Primary education teachers play a crucial role in shaping the educational journey of young learners. The effectiveness of primary education largely depends on the competence and skills of the teachers in this level. This literature review examines key studies and research papers that explore various aspects of primary education teacher competence, including their knowledge, skills, attitudes, and the impact of their competence on student outcomes.

Teacher Competence and Student Achievement: Research has consistently shown a positive correlation between primary education teacher competence and student achievement. A meta-analysis by Darling-Hammond (2000) found that teachers with a higher level of competence significantly impact students' academic progress. Competent teachers are better equipped to design appropriate learning experiences, manage classroom dynamics effectively, and provide targeted support to students with diverse learning needs.

Pedagogical Content Knowledge (PCK) and Primary Education: Shulman's concept of Pedagogical Content Knowledge (PCK) emphasizes the importance of teachers' understanding of subject matter in the context of teaching and learning. A study by Magnusson et al. (2016) highlights that primary education teachers with strong PCK demonstrate higher levels of competence in delivering engaging and meaningful lessons, fostering conceptual understanding, and promoting critical thinking among their students.

Continuous Professional Development (CPD) for Primary Teachers: Effective teacher competence is not static but evolves over time. Continuous Professional Development (CPD) is essential for enhancing and updating primary education teachers' skills. Studies like Borko et al. (2015) stress the significance of ongoing training programs and support to equip teachers with the latest teaching methodologies, assessment techniques, and classroom management strategies.

Teacher Self-Efficacy and Competence: Teacher self-efficacy, or the belief in one's ability to perform specific teaching tasks, has a significant impact on teacher competence. Tschannen-Moran and Woolfolk Hoy (2001) found a positive relationship between teacher self-efficacy and their competence in managing challenging classroom situations, fostering student engagement, and adapting teaching strategies to meet individual needs.

Teacher-Student Interactions and Competence: The quality of teacher-student interactions is critical to student learning. A research synthesis by Hamre and Pianta (2010) reveals that teachers with high competence foster positive relationships, provide constructive feedback, and create a supportive learning environment, leading to improved academic and social outcomes for their students.

Primary education teacher competence is a multifaceted concept that encompasses various dimensions, including pedagogical content knowledge, continuous professional development, teacher self-efficacy, and the ability to cater to diverse student needs. Competent teachers have a positive impact on student achievement, engagement, and overall educational experiences. Therefore, investing in the development of primary education teachers' competence is crucial for ensuring high-quality educa-

tion and successful student outcomes. Further research in this area can help identify effective strategies for enhancing primary education teacher competence and ultimately improving the overall education system.

3 Method

Descriptive and qualitative research methods were used. Qualitative research is defined as research that depends on data collecting, according to Johnson and Christensen (2007:15). According to Sugiyono (2015), qualitative research is a planned activity that analyzes events in order to fully characterize and illuminate their significance. By analyzing what occurred and summarizing it using the scientific method, descriptive analysis is applied in this study. Descriptive qualitative research, or the research approach, involves the procedure of assessing meaning in a social setting by employing a novel method, in order to gather comprehensive and insightful data (Surendra, 2018). In order to pinpoint the problem's location, preliminary study interviews and first observations were performed to gather the data. Teachers and schools are the main sources of data for this study.

The instruments used in data collection are (1) Preliminary study interviews, which are one method of gathering data by asking open-ended and semi-structured questions orally to obtain various data from the intended respondents (Sugiyono, 2015); (2) Initial observations to identify the problem's location; this study used a purposive sampling technique with four principals because they were thought to have knowledge of the study's objectives. This study employs data analysis methods, namely Miles and Huberman's interactive model adaptation. In this study, data reduction, data presentation, and data inference were employed as data analysis techniques (Miles & Huberman, 1994).

4 Results and Discussion

4.1 The Evolution of Malaysian Primary School Teacher Competency

Malaysia's Ministry of Education has introduced various initiatives to improve the skills and competencies of primary school teachers. The Government has made it mandatory for all teachers to obtain teaching certification before they can teach in schools. Certification programs aim at equipping teachers with the knowledge and skills necessary to teach effectively.

The Malaysian Government has also implemented a School-Based Assessment (SBA) program to improve teachers' assessment and evaluation skills. SBA programs provide teachers with the training and resources to develop effective assessment tools and techniques. The program also encourages teachers to use student-centered teaching methods that encourage active learning. The Malaysian Government has implemented a Professional Upgrading Program (PUP) for teachers who wish to continue their studies. PUPs allow teachers to pursue further education and training in their area of specialization. The program has contributed significantly to the development of competent and qualified teachers in Malaysia.

Reporting from the moe.my page as a website that provides education information in Malaysia revealed that the Malaysian Ministry of Education initiated a program called SGM (Malaysian Teacher Standard). SGM (Standard Guru Malaysia) is a program related to the competencies that need to be achieved by teachers and ethics that need to be imbued, practiced, and demonstrated by teachers in Malaysia. SGM consists of two components, namely, the dimension of competence and teacher ethics. The competency dimension describes the competencies that teachers need to have. The competency dimension consists of four domains, including scientific orientation, instructional, community engagement, and personal qualities. The expertise possessed by professional teachers is the expertise obtained through a specially programmed training and education process.

This expertise receives formal recognition in the form of certification. One of the main requirements to become a professional teacher is to have sufficient abilities. Competence as a learning agent at primary, secondary, and early childhood education includes pedagogic, personal, professional, and social competence, according to Article 28 Paragraph 3 of Government Regulation Number 19 of 2005 (Sari & Zafri, 2021). The Malaysian Teacher Standards set the stage of achievement of professional competence that teachers must achieve, in accordance with the Malaysian Education Development Plan 2013–2025 to provide high-quality education to current and future Malaysians (Ministry of Education Malaysia, 2013). According to the Malaysian Ministry of Education, teacher competence must be emphasized to produce a quality teaching and learning process. Implementing professional considerations requiring teacher competence include knowledge, skills, and attitudes. Competent teachers contribute aspects of professionalism in education (Zamri & Hamzah,

2019). Components of teacher professional-ism competencies that need to be considered include:

Curriculum competencies

Curriculum competence can be reviewed through the way teachers master the subject matter, learning methods, preparation for exams, and student learning needs by standards provided by the state. Criteria or indicators of curriculum competence are the level of assignment, teacher performance standards, and curriculum document standards in elementary school standards. Teachers must have extensive knowledge of the subject matter to be taught to students per the applicable curriculum. The teacher must have the basic concept and scheme of learning activities to be implemented. Thus, curriculum competence in teaching and learning activities can be achieved properly. This aims to improve learning for teachers and students (Zamri & Hamzah, 2019).

Pedagogical competence

Pedagogical competence is a competency that must be possessed by teachers and can affect all processes of teaching and learning activities in the classroom. Effective classroom learning needs to involve applying various learning methods to increase learners' knowledge and develop learners' skills. Learning activity plans must be prepared systematically so that learning can be carried out correctly. Effective learning can succeed if teachers plan carefully and appropriately. Therefore, teachers need to prepare to implement effective teaching through various applications of learning strategies. Thus, pedagogical competence can be achieved well (Zamri & Hamzah, 2019).

Professional development competencies

Competence in professional development is the ability of teachers to be actively involved in professional development activities. Competent teachers contribute to aspects of professionalism in education, including knowledge and behavior. Therefore, teachers should always try to improve self-esteem through professional responsibilities set by the ministry. Teachers need to contribute to providing knowledge and skills to the teacher community. In the teacher community, teachers must always be ready and willing to help other teachers in educational matters. (Zamri & Hamzah, 2019).

Assessment competencies

Assessment competence is evaluating learners' work and analyzing data collected through various assessment methods. In this case, the teacher acts as an assessor and facilitator. The standard for teacher quality as an assessor is that teachers can conduct assessments systematically. Teachers need to use various assessment methods, carry out rehabilitation and enrichment, assign assignments to students, and reflect and review students' work to achieve the desired evaluation standards. Teachers who fo-

cus on the needs of learners and reinforce practice effectively can achieve rigorous evaluation standards. Learner learning and achievement can improve when teachers engage in practical assessments that focus on the skills teachers need to address learners' learning challenges. Thus, with active teacher involvement, it can help the implementation of assessment competencies properly (Zamri & Hamzah, 2019).

In order to meet the educational objectives stated by the Malaysian Ministry of Education, competence is a crucial component. To execute new policies and existing policies for improvement, competence is needed. The new policy of the ministry is an effort to develop top-notch education. Teachers that are skilled at administering tests will be able to accomplish assessment objectives to raise student accomplishment. To enhance their performance and guarantee that all pupils achieve, teachers must learn new skills and work out challenges. Students are impacted by assessment changes (Zamri & Hamzah, 2019).

4.2 The Evolution of Indonesian Elementary School Teacher Competencies

Teachers as professionals must develop their quality and competence. Efforts to improve the quality of teachers by using a competition participation model organized by the Ministry of Education and Culture. The teacher competition, a program organized by the Government through the Ministry of Education and Culture, is the basis for improving teacher competence that teachers should appreciate (Hambali & Luthfi, 2017).

The Indonesian Government is taking steps to improve the skills and competencies of primary school teachers. In 2005, the Government implemented a program called "Teacher Certification" to enhance the quality of teachers in the country. The certification program aims to improve teachers' knowledge and skills in their subject areas and teaching methods (Depdiknas, 2005).

According to PP No.19 of 2005 concerning National Education Standards, article 28 states that "educators must have academic qualifications and competence as learning agents, be physically healthy and mentally, and have the ability to realize national education goals." An academic qualification is the minimum level of education that an educator must meet, as evidenced by a relevant diploma or certificate of expertise corresponding to the field of study in which the main task is taken. Therefore, an educator at least has (a) academic qualifications as low as undergraduate (S1) or Diploma IV, (b) educational background by the main duties, and (c) professional certificates. Suppose the person concerned does not have the required diploma or certificate but has recognized and necessary special skills. In that case, the person concerned can be appointed as an educator after passing the feasibility and equality test (Depdiknas, 2005).

Competencies as learning agents, or the capacity to function as facilitators, motivators, boosters, and inspirations of student learning, are competency credentials that educators must possess. These include pedagogical competency (a), personality competence (b), professional competence (c), and social competence (d). The capacity to manage student learning, which involves knowing students, planning and imple-

menting instruction, assessing learning outcomes, and nurturing individuals to realise their potential, is known as pedagogic competence. Personality competency is the capacity of an individual to be stable, mature, and honourable, and to be able to set a good example for others. Professional competence refers to a person's capacity to thoroughly understand the subject matter under study so that they can help pupils achieve the competency standards outlined in the National Education Standards. At the same time, social competence is a person's ability to communicate and get along effectively with students, educators, education staff, parents/guardians of students, and the surrounding community (Depdiknas, 2001).

The Indonesian Government has implemented a program called "Program Guru Penggerak" (PGP), with other words translates as "Frontline Teachers". This program aims to improve the quality of education in remote and underdeveloped areas in Indonesia. The PGP program provides training and support to teachers working in this field to enhance their teaching skills and knowledge. In addition, the Indonesian Government has implemented a program called "Pedagogic Competency Test," designed to evaluate teachers' pedagogic knowledge and skills. This test ensures that all teachers have the necessary competencies to teach effectively (Harlita et al., 2021). According to Government Regulation Number 74 of 2008 concerning Teachers Article 3, a teacher must possess competencies, namely pedagogic competence, personality competence, social competence, and professional competence. Pedagogic competence discusses the management of learning. Personality competence discusses the personality that a teacher must possess. Social competence discusses teachers as part of society. Professional competence discusses the ability of teachers to master the fields of science, technology, art, and culture through the subjects taught to students. Professional competence means that teachers master subjects broadly and deeply by the standards of educational unit programs, topics, and groups of lessons taught to students (Khotimah, 2016). To achieve academic goals, a teacher must possess these four competencies. When these four competencies are combined, teacher performance will be crucial. Educators' competence greatly determines a teacher's professional duties, so their performance will look better than teachers who do not have these competencies. Competence is a component that can affect a person's performance, and this responsibility must be borne by all teachers (Sari & Zafri, 2021).

4.3 Comparison of Competency Development of Malaysian and Indonesian Primary School Teachers.

Both Malaysia and Indonesia have made significant efforts to improve the quality of education and skills of their primary school teachers. Both countries have implemented teacher certification programs to equip teachers with the knowledge and skills to teach effectively. In addition, both countries have implemented programs that provide training and support to teachers to improve their teaching skills and knowledge.

Through the PGP program, Indonesia has emphasized improving education in remote and disadvantaged areas. The program provides training and support to teachers working in this field to enhance their teaching skills and knowledge. On the other hand, Malaysia has implemented the PUP program, which provides opportunities for

teachers to pursue education and training in their areas of specialization. Malaysia and Indonesia both have competencies that a teacher must achieve. There are four competencies that a Malaysian teacher must possess, including curriculum competencies, pedagogy, professional development, and assessment. Meanwhile, a teacher in Indonesia must possess pedagogic, personality, professional, and social competencies.

5 Conclusion

There are five conclusion about teachers' competence between Indonesia and Malaysia. First, Subject Knowledge, both Indonesia and Malaysia expect primary education teachers to have a strong understanding of the subjects they teach. This includes having a deep knowledge of the curriculum content and being able to effectively communicate that knowledge to students. Second, Pedagogical Skills: Primary education teachers in both countries are expected to have effective pedagogical skills. This includes being able to use a variety of teaching strategies to engage students, promote active learning, and differentiate instruction to meet the diverse needs of students. Third, Classroom Management: Teachers in both Indonesia and Malaysia should have a solid understanding of classroom management techniques. This involves creating a positive and inclusive learning environment, maintaining discipline, and managing classroom behavior effectively. Fourth, Assessment and Evaluation: Primary education teachers in both countries should possess the ability to design and implement appropriate assessments to evaluate student learning. This includes being able to analyze assessment data to inform instruction and provide feedback to students on their progress. Fifth, Technological Competence: In today's digital age, it is important for teachers to be technologically competent. This includes being able to use educational technology effectively to enhance teaching and learning, as well as to promote digital.

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