



# THE IMPLEMENTATION OF THE REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY NUMBER 19 OF 2024 ON TEACHER PROFESSIONAL EDUCATION IN IMPROVING TEACHER COMPETENCE AT SMK SWASTA GBKP KABANJAHE

Sedar Baru<sup>1</sup>, Yanhar Jamaluddin<sup>2</sup>, Maksum Syahri Lubis<sup>3</sup>

<sup>1,2,3</sup>University of Medan Area, Medan, Indonesia

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## ABSTRACT

This study aims to identify and analyze the implementation of the Teacher Professional Education (Pendidikan Profesi Guru/PPG) policy based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 in improving teacher competence at SMK Swasta GBKP Kabanjahe, Karo Regency. In addition, this study seeks to identify the supporting and inhibiting factors in the implementation of policies related to the development of teacher professionalism. This research is motivated by the existence of a gap between national education policies and their implementation in private schools, particularly with regard to teacher participation in the PPG program and limitations in supporting resources. This study employed a qualitative approach with a descriptive method. Data were collected through observation, in-depth interviews, and documentation, and were analyzed using the interactive model proposed by Miles and Huberman. The results indicate that the implementation of the PPG policy has been carried out, but has not yet been optimal. Supporting factors include the commitment of some teachers and school leaders, the existence of clear regulations, and the positive impact of the PPG program on improving teachers' pedagogical and professional competencies. Meanwhile, inhibiting factors include uneven policy communication, limited financial and technological resources, high teacher workloads, and a complex bureaucratic structure.

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## Corresponding Author:

Sedar Baru  
University of Medan Area  
[Sedarbarocz@gmail.com](mailto:Sedarbarocz@gmail.com)

## 1. INTRODUCTION

Education is a strategic instrument in the development of human resources and plays a crucial role in determining the quality of individuals, society, and the nation. Through education, human potential can be optimally developed in terms of knowledge, skills, attitudes, and character. Therefore, improving the quality of education is a state responsibility realized through well-planned and sustainable national education policies.

Education policy is an integral part of public policy formulated by the government as a guideline for the implementation of education. Assegaf (2005) defines education policy as a set of strategic decisions established by the government to regulate and direct the education system in order to achieve national goals [1]. The education policy process includes agenda setting, policy formulation, implementation, and evaluation stages

(Tilaar, 2006) [7]. The success of a policy is not only determined by the quality of its formulation but is highly dependent on its implementation in practice.

One of the strategic policies in the education sector is the policy on teacher professional development. Teachers play a central role as the main actors in the learning process and as key determinants of educational quality. Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess academic qualifications, competencies, and educator certification as professional recognition. In line with this regulation, the government has established the Teacher Professional Education (Pendidikan Profesi Guru/PPG) program as the primary instrument for improving teachers' pedagogical, professional, social, and personal competencies.

As an effort to refine previous policies, the government issued the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 concerning the Implementation of Teacher Professional Education. This regulation replaces Permendikbudristek Number 54 of 2022 and emphasizes the importance of improving teacher quality through structured, practice-based professional education oriented toward the demands of 21st-century learning. This policy is expected to address educational challenges in the digital era and the Industrial Revolution 4.0.

Nevertheless, the implementation of the PPG policy in practice still faces various challenges, particularly in private schools. Based on preliminary observations at SMK Swasta GBKP Kabanjahe, there are still teachers who have not participated in the PPG program and do not yet hold educator certification. This condition affects the limited mastery of pedagogical and professional competencies, especially in the implementation of industry-based learning, the use of digital technology, and the supervision of industrial work practices (Praktik Kerja Lapangan/PKL).

In the context of Vocational High Schools (Sekolah Menengah Kejuruan/SMK), the demands on teacher competence are more complex, as teachers are required not only to master pedagogical competencies but also vocational competencies relevant to the needs of business and industry (Dunia Usaha dan Dunia Industri/DUDI). Limited budget support, high teacher workloads, and restricted access to professional training constitute inhibiting factors in the development of teacher professionalism in private schools.

The success of education policy implementation can be analyzed using Edward III's policy implementation theory. According to Edward III, policy implementation is influenced by four main variables: communication, resources, implementers' disposition, and bureaucratic structure [3]. Policy communication must be conveyed clearly and consistently so that it can be well understood by implementers. Resources include the availability of adequate funding, facilities, and human resources. Implementers' disposition relates to the attitudes, commitment, and motivation of policy implementers. Meanwhile, bureaucratic structure refers to procedures and organizational mechanisms that support policy implementation.

Several previous studies indicate that the implementation of policies aimed at improving teacher competence continues to face challenges. A study by Acep Supriadi (2011) found that communication, resources, implementers' disposition, and bureaucratic structure are key factors in the implementation of teacher competency improvement policies. Research by Muharnis and Fadriati (2023) emphasized that the success of national education policies is largely determined by effective implementation involving communication, resources, and bureaucratic coordination [5]. Meanwhile, studies by Widya Ningsih (2023) and the FKIP Unisri research team (2024) showed that teachers who participated in the PPG program experienced significant improvements in pedagogical and professional competencies [6].

Based on the above discussion, it can be concluded that although the PPG policy has a strong regulatory foundation, its implementation in private schools still encounters various obstacles. Therefore, a study on the Implementation of the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 concerning Teacher Professional Education in Improving Teacher Competence at SMK Swasta GBKP Kabanjahe is important to conduct in order to analyze the policy implementation process and to comprehensively identify its supporting and inhibiting factors.

## 2. RESEARCH METHODS

This study employed a qualitative approach with a descriptive method to analyze the implementation of the Teacher Professional Education (Pendidikan Profesi Guru/PPG) policy based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 in improving teacher competence at SMK Swasta GBKP Kabanjahe, Karo Regency. The research was conducted in 2024 at SMK Swasta GBKP Kabanjahe.

The research informants were selected using purposive sampling and consisted of the school principal, teachers who had participated in and those who had not participated in the PPG program, as well as relevant parties who had an understanding of the policy implementation. Data were collected through observation, in-depth interviews, and documentation.

Data analysis was carried out using the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation to maintain the credibility of the research findings.

### **3. RESULT AND ANALYSIS**

#### **Implementation of the National Education Policy Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 At SMK Swasta GBKP Kabanjahe**

The implementation of the Teacher Professional Education (Pendidikan Profesi Guru/PPG) policy based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 at SMK Swasta GBKP Kabanjahe represents the government's effort to improve teacher competence and professionalism through a structured professional education program. Based on the research findings, this policy has been implemented within the school environment; however, it has not yet been fully optimized. This is indicated by the fact that several teachers have not participated in the PPG program and by limitations in supporting resources that affect the overall implementation of the policy.

In the context of national education, the implementation of this policy aims to ensure that teachers possess pedagogical and professional competencies that meet the demands of vocational education. Nevertheless, its implementation in private schools still faces various structural and administrative constraints that influence the effectiveness of the policy. Policy Implementation Based on George Edward III's Indicators:

#### **Communication**

According to George Edward III 1998, communication is a crucial factor in policy implementation, as it relates to the clarity, consistency, and accuracy of policy information conveyed to policy implementers. Effective communication ensures that policy objectives, procedures, and mechanisms are well understood by all parties involved [3].

The findings show that communication regarding the PPG policy at SMK Swasta GBKP Kabanjahe has not been evenly distributed. Information related to procedures, requirements, and implementation mechanisms has not been fully understood by all teachers. Policy socialization remains limited and is often obtained through indirect sources, resulting in differing levels of understanding among teachers regarding the implementation of the PPG policy.

#### **Resources**

George Edward III 1998 explains that resources include human resources, financial resources, and supporting facilities and infrastructure required for policy implementation[3]. The availability of adequate resources is a key determinant of successful policy implementation.

The research findings indicate that resources for implementing the PPG policy at SMK Swasta GBKP Kabanjahe are still limited. Constraints related to school funding, access to technological facilities, and the time available for teachers constitute major challenges. In addition, high teacher workloads affect teachers' readiness to participate optimally in the PPG program.

#### **Supporting and Inhibiting Factors in the Implementation of the National Education Policy**

##### **Supporting Factors**

The supporting factors in the implementation of the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 at SMK Swasta GBKP Kabanjahe include the existence of clear regulations as a legal foundation for the implementation of the PPG program, the commitment of school leadership to encouraging teacher competence development, and the motivation of some teachers to enhance their professionalism through participation in the PPG program. Furthermore, teachers who have participated in the PPG program demonstrate improvements in pedagogical and professional competencies in classroom practice.

##### **Inhibiting Factors**

Meanwhile, inhibiting factors include suboptimal policy communication, limited financial and technological resources, high teacher workloads, and complex bureaucratic procedures in the implementation of the PPG program. These conditions result in not all teachers being able to participate in the PPG program in accordance with established regulations, thereby limiting the achievement of the policy's intended objectives

#### 4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the Teacher Professional Education (Pendidikan Profesi Guru/PPG) policy based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 19 of 2024 at SMK Swasta GBKP Kabanjahe has been carried out, but has not yet been fully optimal. This policy has contributed positively to improving the pedagogical and professional competencies of teachers who have participated in the PPG program, particularly in teaching practices and professional development.

Viewed from the policy implementation indicators proposed by George Edward III, the implementation of the PPG policy still encounters several challenges. In terms of communication, policy information has not been evenly disseminated, resulting in incomplete understanding among teachers regarding the procedures and mechanisms of the PPG program. In terms of resources, limitations in funding, technological facilities, and the high workload of teachers constitute the main factors affecting the effectiveness of policy implementation.

The supporting factors for policy implementation include the existence of clear regulations as a legal foundation for the PPG program, the commitment of school leadership to encouraging teacher competence development, and the motivation of some teachers to participate in the PPG program. Meanwhile, inhibiting factors include suboptimal policy communication, limited financial and technological resources, bureaucratic complexity, and limited teacher availability due to high workloads.

Therefore, strengthening policy communication, increasing resource support, and simplifying implementation mechanisms are necessary to ensure that the PPG policy can be implemented more effectively in improving the quality of vocational education in private schools.

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