

## Implementation of Teacher Certification and Teacher Professional Education (PPG) and Challenges in Developing the Quality of Islamic Education

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### ABSTRACT

To ensure the quality of education, the Indonesian government has taken various measures through a range of programs, both educational and non-educational. However, the strategies implemented have not been fully integrated, so special programs are considered necessary to strengthen teacher professionalism. This study aims to analyze regulations, government policies, and literature related to teacher certification and PPG to explain their role in improving teachers' professional competence, especially in developing the quality of Islamic education. This study applies a qualitative literature review approach in examining various laws and regulations as well as relevant academic literature. It analyzes regulations, academic literature, and government policies related to teacher certification and PPG. The results of the study explain that the certification and PPG programs have an important role in increasing the professional competencies that teachers should have. This can be done through strengthening the curriculum, competent human resources, teaching and learning facilities and infrastructure, and field experience. The implementation of PPG has proven to be able to produce competent, certified, and competitive teachers, thereby contributing significantly to the development of education quality, especially Islamic education in Indonesia.

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## INTRODUCTION

Quality education stems from the role and competence of mature teachers who are professional, have integrity, and possess a sense of security. To achieve this, learning approaches and methods need to be carefully designed so that quality education can be achieved. To support this, Almost all countries in the world have policies to develop a quality teacher system. In some countries, these policies directly affect the quality of education, for example in Singapore, South Korea, Japan, and the United States, which have developed existing teachers to take competency tests to obtain professional teaching certificates (Hanum & Handayani, 2025). Meanwhile, Indonesia's education system faces significant challenges in filling the increasing number of teaching vacancies, which has an impact on the quality of education as well as the stability and development of the education system as a whole (Setiadi & Muhafidin, 2024).

Regulations concerning the national education system can be found in Article 39 of Law Number 20 of 2003, which states that teachers are professionals in the field of education who are responsible for planning student learning and implementing the teaching and learning process in the classroom, as well as assessing student learning outcomes in the classroom (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, 2003). A professional teacher is also defined as a teacher whose teaching system is able to demonstrate their abilities to students in various aspects. This can generally be observed through their mastery of academic abilities related to education and skills in fields of study that are in line with their discipline. To achieve optimal learning outcomes, a competent teacher must be able to

manage all stages of activities in an effective classroom learning process (Hamid, 2017). Based on this, teachers' abilities and competencies are used as benchmarks in teacher professionalism. Furthermore, provisions related to the national education system are contained in Article 39 of Law Number 20 of 2003, which explains the abilities that a teacher should have. Some of these include social skills, personality traits, and professionalism, which can be obtained through professional education (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, 2005).

In light of this, the government offers professional development for teachers in a continuous program related to teacher self-development, which is part of the process of changing the teaching profession. This program is known as the Teacher Professional Education Program (PPG). This idea was initiated by the government as a way to prepare competent professional teachers. The program is aimed at graduates with a Bachelor's degree in Education and a Bachelor's degree in a non-education field who are interested in becoming teachers. Professional educators administratively hold a national educator certificate, which aims to measure competencies in accordance with national education standards. To obtain a professional educator certificate, participants are required to complete the PPG program (Jenderal et al., 2018). Through the Teacher Professional Education Program (PPG), teachers are able to improve their ability to master teaching and learning activities, including creating, implementing, and producing high-quality learning (Wardani & Z., 2022).

The Ministry of Religious Affairs of the Republic of Indonesia (RI), through its Research and Development and Training Agency, has conducted research related to teacher certification, including the unit cost of teacher certification in seven provinces in Indonesia. This research aims to map the funding needs for the certification of madrasah teachers and Islamic Religious Education (PAI) teachers in schools in various regions and to track the funding needs of all institutions involved in certification services, including the Ministry of Religious Affairs (Kemenag) at the district/city level and the Provincial Ministry of Religious Affairs (Asnandar Abubakar, 2018).

Certification refers to the stage at which the government issues recognized and accredited certificates after teachers have completed professional education or training and passed the required exams. This process is completed after taking the educator competency exam for members, which is generally taken by teachers. Certification for teachers who are already in office is obtained by participating in professional education at LPTK. Referring to the Regulation of the Minister of National Education Number 18 of 2007, portfolio collection is one of the requirements for the teacher certification process in office. The legal sources for this policy refer to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards. In addition, there are also further regulations that refer to Regulation of the Minister of National Education Number 16 of 2005 concerning Qualification and Competency Standards for Educators, Fatwa or Legal Opinion of the Minister of Law and Human Rights Number I.U.M.01.02-253, and Regulation of the Minister of National Education Number 18 of 2007. regarding Teacher Certification in Office, and Permendiknas No. 10 of 2009 relating to Teacher Certification in Office.

According to Hasibuan (Hasibuan & P., 2020) The key to developing educational standards is teachers. Therefore, with the enactment of Law No. 14 of 2005 on Teachers and Lecturers, followed by other regulations, it is not surprising that in recent times, recognition and appreciation for teachers has increased. Legislation related to teaching covers professional positions, thus teachers are required to be able to carry out their duties professionally. A person can be considered professional when they are able to carry out their duties in accordance with professional ethics, accompanied by an independent attitude, and work efficiently and effectively, with efficiency, innovation, and the principle of service quality, professional rights based on good knowledge through theoretical aspects, community acceptance, and a functioning code of ethics (Siahan, 2017).

Previous research explains that professional teachers are produced through Academic Education (S1) and Teacher Professional Education (PPG). Government teacher professional development programs are seen as an important way to improve the quality of educators, through research on curriculum, facilities and infrastructure, human resources, and field experience programs, to produce quality teachers with educator competencies and certification. The PPG program initiated by the government will produce professional teachers who have high graduate competencies and are able to compete (Nika & Rahayu, 2024). This is in line with the objective of PPG, which is to improve the professionalism of teachers in planning, implementing, and evaluating learning, with the hope of improving the overall quality of education (Nugroho et al., 2024).

To ensure the quality of the education system, professional teachers are needed. Certificates will be awarded to teachers after they pass a competency test conducted by a certification agency (Andi Ati, 2025). Teacher performance assessments are conducted based on four core competency indicators: pedagogical competence, personal competence, social competence, and professional competence, which are considered useful in improving the performance of madrasah teachers, particularly in the direct assessment process, which will affect the effectiveness of teachers in the learning process, including student learning outcomes, teacher motivation in developing innovative teaching methods, and the overall quality of the education system (Huriyah et al., 2025).

In Indonesia, the implementation of the teacher certification process often encounters a number of problems, both in administration and in its application in the field. An example of this is in administration, where the teacher certification process is complicated and the number of certifications each year is limited, which often causes conflict among teachers. This is regulated in the 2022 Draft Law on the National Education System in Article 109 on capacity issues. Paragraph (1) states that individuals who wish to become teachers must undergo professional teacher training. Paragraph (2) states that the Ministry of Education, Culture, Research, and Technology, as the representative of the central government, is responsible for ensuring the availability of professional teacher training. Approximately 1.6 million of the 3.1 million teachers in Indonesia are not yet certified. Certification should improve the performance of PAI teachers through curriculum strengthening and field experience, but reality shows that the impact is limited due to the mandatory 24-hour teaching load, neglected administration, and divisions between certified and non-certified teachers. The novelty of this study then refers to the fact that certified teachers are indeed superior in terms of learning quality and motivation, but the quality of madrasah aliyah remains low due to a lack of continuing training and minimal access to IT, where initial data shows that only 40% of PAI teachers are proactive. In addition, the lack of policy integration also opens up new space in this issue. This study aims to prove that even though teacher certification and PPG have been widely implemented, the quality of Islamic education remains low due to unresolved post-certification factors, such as the lack of continuing education and technology integration. This creates a gap between formal certification and competitive Islamic education outcomes. Based on the above problems, a more in-depth analysis is needed regarding the government's efforts to promote teacher professionalism and the role of PPG in improving the quality of education. Therefore, the PPG program is considered beneficial to be developed in order to improve the professionalism of teachers.

## **RESEARCH METHODOLOGY**

The research method includes library research using a qualitative approach. Library research is defined as a type of research that examines and analyzes various relevant literature with the aim of obtaining data and information that supports the discussion (Hadi & Afandi, 2021). Which is then described in qualitative terms using established theory. This method was chosen because the topic of teacher certification and Teacher Professional Education (PPG) implementation can be studied in depth through regulations,

government policies, and previous research results documented in books, journals, and legislation. This study divides the data into several sections, including:

1. Primary data, sourced from various laws and regulations, such as Government Regulation No. 74 of 2008 concerning Teachers, Law No. 14 of 2005 concerning Teachers and Lecturers, and Law No. 20 of 2003 concerning the National Education System. In addition, Ministry of Education, Culture, Research, and Technology Regulation No. 19 of 2024 concerning Teacher Professional Education with policies in 2025 emphasizes the obligation of certification (PPG) for all teachers, simplification of the PPG Daljab (Specific Teachers) curriculum to be more flexible, and integration of technology in selection and learning. Data sekunder, dapat di ambil dari buku, jurnal ilmiah, laporan penelitian, dengan bahasan tema sertifikasi guru, PPG, serta mutu pendidikan Islam.
2. Data collection was conducted using the Publish or Perish application to gather data and information relevant to this study. The documents were then reviewed and selected based on their relevance to the research theme and the credibility of the sources. The next stage was to analyze the collected data using content analysis, which involved identifying, interpreting, and synthesizing various opinions, theories, and policies found (Sukmadinata, 2012). The analysis was conducted using descriptive qualitative methods with the aim of providing a comprehensive understanding of the implementation of teacher certification and PPG in the development of Islamic education quality.

## RESULTS AND DISCUSSION

### Purpose and Benefits of Certification

One of Indonesia's strategic policies in the field of education is teacher certification, which has substantive objectives and uses as an effort to improve the quality of national education. In essence, this certification program is designed not merely as an administrative instrument, but as a comprehensive mechanism to ensure the quality and professionalism of educators. The implementation of teacher certification reflects the government's commitment to actualizing the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers, which states that the teaching profession requires formal legality, qualifications, and abilities. The benefits of teacher certification are also reflected in the strengthening of the professional capacity of educators. Certified teachers have a formal legal basis as professionals whose competence is recognized by the state. This recognition is not only symbolic, but also accompanied by material benefits in the form of a professional allowance equivalent to one month's basic salary. This financial reward is an implementation of the principle of meritocracy in the teaching profession, where qualifications and competencies that have been verified through the certification mechanism receive proportional appreciation.

The teacher certification process is a comprehensive and structured series of evaluative procedures to assess the eligibility of an educator to hold professional status. This systemic certification is not merely an administrative formality, but rather a quality assurance mechanism that aims to verify the overall competence and qualifications of teachers. Based on the latest regulations, the Teacher Professional Education Program (PPG), a manifestation of Law Number 14 of 2005, allows for the training and testing of educators' competencies.

In improving the quality of education, it is also necessary to improve teacher competence through certification programs. It is rational that if teachers are of good quality and receive decent salaries, then their work results should also be good. Good teaching and learning activities can produce quality education. Teachers who have met the requirements are entitled to obtain an educator certificate, as stated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers as a regulatory rule. The regulation states that a profession is a field of work qualification based on the following principles: a. having competencies in accordance with science, having a great desire to become a professional teacher, a calling, and idealism b. planning to improve the quality of education, faith, piety, and noble character c. having an

educational background followed by academic qualifications and appropriate education, d. having abilities that are in line with the field of work e. having full responsibility for the implementation of tasks in accordance with the profession

Ministry of Education and Culture Regulation No. 5 of 2012 stipulates that educators, namely teachers, are assessed to have met the specified requirements. Therefore, there are several teacher certification pathways available, including Direct Issuance of Educator Certificates (PSPL), portfolios (PF), Teacher Professional Education and Training (PLPG), and Teacher Professional Education (PPG). Teacher certification in office through PPG is specifically regulated in a separate guidebook (Nuraeni, 2017).

### **Teacher Professional Education Program (PPG)**

Law No. 12 of 2012 regulates the teaching profession, and Article 17 explains the definition of professional education, which is defined as higher education conducted after a bachelor's degree program as an effort to prepare students for jobs that require special expertise (Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, 2012). Professionalism is also defined as performing work in accordance with one's abilities. In carrying out their work, a professional must always be equipped with professional skills. Profession is the initial concept, but teachers are required to have a professional attitude to support the competencies that educators must have, which can be used as a foundation for carrying out professional duties in the world of education (Pangestika & a., 2015).

PPG, or commonly known as the Teacher Professional Education Program, is a form of education program for graduates of Stara 1 in the field of education and non-education through formal education channels who are working as teachers. This program was launched with two targets: Pre-service Teacher Professional Education Program and In-service Teacher Professional Education Program, targeting both civil servant and non-civil servant teachers (Jenderal et al., 2018).

The main objective of this program is to produce professional teachers who are competent in their fields. The development mode used is individual-based, which was chosen to emphasize the improvement of competencies that each teacher must have in order to obtain a teacher certification allowance. (Prasojo et al., 2017). In the field of Islamic education, Blended Learning is the system chosen for this PPG program. This system is defined as an online learning system that utilizes online networks and face-to-face learning in the classroom. In its implementation, the PPG program uses materials that cover personality, pedagogical, social, and professional aspects. In Riau itself, the PPG for PAI teachers in Riau is as follows:

Civil servant Islamic education teachers: 2,449 people with a budget of Rp 21.2 billion, PPPK Islamic education teachers: 928 people with a budget of Rp 5.9 billion, non-civil servant Islamic education teachers: 322 people with a budget of Rp 1,181,763,800.

### **The Concept of Professional Teachers in PAI**

As professional teachers, they must uphold professionalism, which can be seen in their duties, roles, and responsibilities in observing, understanding, and appreciating their profession. In carrying out their duties, teachers are required to have a variety of abilities, knowledge, and expertise as required by the teaching profession. Muhibbin Syah explains that professionalism is defined as the qualities and specific actions of a person that characterize their professional attitude. (Ash-Shiddieqy & Warohmah, 2025). The regulations governing the definition of a profession state that a job can be done by a person with the aim of earning a living, which in the process requires excellent ability in meeting certain quality standards or rules. The work of a professional teacher is based on seven things: These criteria include having talent, interest, a calling, and idealism; demonstrating commitment to improving the quality of education, faith, piety, and noble character; having academic and professional qualifications appropriate to the field of work; mastering the required competencies; and being responsible in carrying out duties (Usa, 2005).

Professionalism is a term that refers to a person's mental attitude as one of the commitments of members of a profession who continuously maintain and improve their professional abilities as teachers,

which is essentially defined as the ability to carry out the main duties and functions of a teacher professionally. (Retoliah, 2014). The researcher explains that the meaning of teacher professionalism is the ability of each teacher and their readiness to carry out their duties, as well as their commitment to improving the quality of their profession. Discussing teacher professionalism is closely related to the ability of teachers as professional educators. Theoretically, teachers have abilities that are basically divided into mastery of pedagogical, emotional, and social aspects, and teachers are expected to be professional educators. This is regulated in the relevant National Education Standards, namely Government Regulation Number 19 of 2005. Likewise, the core competencies of Islamic Education (PAI) teachers can be detailed into the following points:

First, pedagogical competence is the main foundation for teachers. This competence includes mastery of effective learning systems. This is characterized by educators who are able to deeply understand the characteristics of their students. Typically, this competency covers the following aspects: a) expertise in various characteristics of students, including physical, moral, social, cultural, emotional, and intellectual aspects; b) expertise in various learning theories and principles that support learning; c) understanding the curriculum in accordance with the subjects taught and conducting further development; d) having expertise in carrying out educational development activities, and e) making good use of innovations such as information and communication technology in carrying out activities..

Second, personal competence is also a key foundation for educators. This competence reflects the moral integrity and emotional stability of teachers. Teachers demonstrate discipline, exemplary behavior, and broad-mindedness. The expected outcome is the creation of a conducive learning process. This includes: a) behaving in accordance with the religious, legal, social, and cultural norms of Indonesian society; and b) demonstrating positive attitudes towards oneself, such as honesty, good character, and being a role model for students. c) having a sense of responsibility and enthusiasm in carrying out tasks, enjoying being an educator, and being confident in one's abilities as a steadfast person who displays a stable, mature, wise, and authoritative attitude;. e) complying with the educator's code of ethics.

Third, social competence is key to teachers' interactions with their environment. This competence includes the ability to communicate effectively and empathize. Teachers are able to build harmonious relationships with students, colleagues, and the community. Thus, the educational process becomes more inclusive and supportive. This competency is reflected in a) being open-minded, acting objectively, and not discriminating based on appearance, race, religion, gender, physical condition, family background, or socioeconomic status. b) Having the ability to communicate effectively and empathetically, and to uphold good manners with fellow educators, educational staff, parents, and the community. c) Being able to socialize with diverse work environments in various regions of Indonesia. d) Communicating with professional and pro communities.

Fourth, professional competence is the main pillar of teacher expertise. This competence includes in-depth mastery of subject matter. Teachers are able to implement the curriculum and evaluate student activities and learning outcomes. In this way, education is effective and competency-oriented. This competency includes: a) Mastery of learning is carried out in a structured, conceptualized manner and has a scientific mindset that is relevant to the subject being taught; b) mastery of competency standards and basic competencies in the subject or field of development; c) and the ability to develop learning creatively. d) Reflective actions to continuously develop professionalism; and e) Using information technology in communication and the development of knowledge and skills (Nasir, 2013).

Professional Islamic Education (PAI) teachers have a good command of their subject area and extensive knowledge. In carrying out their duties, they need to understand their students, develop lesson plans, implement learning strategies, and assess the learning process and outcomes. Recent research from international journals confirms that teacher certification significantly encourages the creativity of Islamic Education (PAI) teachers in madrasah ibtidaiyah (MI), with an average increase of up to 22% in designing

innovative learning. This improvement is mainly driven by a deeper mastery of subject matter and a habit of continuous self-reflection, enabling teachers to be more agile in adapting teaching methods to suit the characteristics of their students. However, real challenges remain, such as limited information technology literacy among PAI teachers, with only about 40% actively utilizing it in their daily teaching processes (Tanjung & Mahariah, 2025). This shows that Islamic Education teachers often face various challenges in the field, usually in the form of a lack of professional training, limited access to IT, and the dynamics of ever-changing curriculum policies. Based on the results of several studies that the author has compiled, 65% of Islamic Education teachers find it difficult to attend training due to limited quotas. (Rohman, 2023). In addition, adapting to advances in learning technology remains a major challenge for many teachers. Research (Rohman, 2023) revealed that only 40% of Islamic Education teachers proactively use IT in their teaching process

Several strategic innovations have been identified to address these issues. First, there is a possibility that the use of technology in digital-based learning can improve the quality of education. It has been proven that online training programs are more flexible because they are easily accessible, thereby enhancing teachers' pedagogical skills, which can then be significantly improved through the strengthening of professional communities (Udin, 2021). Furthermore, performance evaluations of Islamic education teachers have proven crucial in building intrinsic motivation and harmonious professional relationships within madrasahs. This study highlights how competency-based evaluation not only increases accountability but also strengthens collaboration between teachers, parents, and the community, which ultimately has a positive impact on the overall quality of education. Thus, certification is not merely a formality but a sustainable foundation for a more adaptive and inclusive transformation of Islamic education.

### **Implementation of PPG for Teacher Certification**

Implementation is often defined as the act of carrying out and applying (Nasional, 2005). Various experts describe implementation as the process of carrying out new activities to achieve set goals through a network of trusted organizers. To achieve specific goals, pre-designed programs must be implemented (Safira et al., 2015). In the context of policy, implementation is the process of executing previously established new policies (Daulay, 2012).

The 2016 teacher certification procedure consists of several main stages. The first stage involves preparing and checking the data of prospective participants, including disseminating information, verification, validation, and determining fields of study. The second stage is determining the certification pattern, namely through a portfolio pattern or Teacher Professional Education and Training (PLPG). In the portfolio pattern, participants are required to prepare complete documents such as identity, proof of academic competence, and work experience. Meanwhile, for the PLPG pattern, participants must attach various administrative documents such as Form A1, legalized diploma, appointment and teaching decree, study permit, integrity pact, and health certificate. The third stage is the compilation and verification of certification files, which is carried out by schools, education offices, and LPMP before being sent to LPTK. The fourth stage is the implementation of certification at LPTK, which follows Standard Operating Procedures (SOP) at each institution. This entire process demonstrates the administrative complexity of teacher certification, which is part of efforts to improve the professionalism of educators (Nurhayati, 2025). The certification stages are designed to ensure that the process is conducted in an orderly, efficient manner and in accordance with regulations.

### **Challenges in implementing PPG Certification**

Based on data from the Directorate of PPG, Ministry of Education and Culture in 2024, the pre-service PPG quota at the national level was only given to around 40,000 participants, while the Ministry of Religious Affairs received 10,000 quotas for madrasah and PAI (Islamic Religious Education) teachers. This situation has resulted in many long-serving teachers not yet having teaching certificates, creating an

imbalance in the achievement of certification goals that are supposed to ensure equal quality and professionalism among teachers. For teachers who are not yet certified, this limitation is an obstacle to career development and professional competence. In addition, the new policy through Circular Letter Number 5 of 2025, which requires the possession of a Serdik (Teacher Certificate) as a condition for obtaining a Teacher Registration Certificate (STRG), further exacerbates the situation, especially for PAI teachers due to administrative obstacles, lack of institutional support, and PPG requirements that are quite complex and challenging to fulfill (Hanafi et al., 2025). The challenges related to limited quotas and administrative barriers in the PPG program are further reinforced by empirical study findings, which reveal that only 65% of Islamic Education (PAI) teachers successfully pass the PPG due to complicated registration procedures, convoluted file verification, and limited facilities at organizing institutions such as LPTK. This situation not only causes an imbalance in the quality of education in madrasahs—where certified teachers are concentrated in big cities while remote areas lack professional staff—but also triggers unfair access, especially for non-civil servant teachers and non-education graduates, who face high costs (Rahmi Pertiwi et al., 2024)

To overcome these obstacles, researchers recommend innovative solutions such as more flexible blended learning-based digital training, simplification of administrative SOPs through integrated online platforms, and an increase in PPG quotas with special allocations for PAI teachers in 3T (frontier, outermost, and disadvantaged) areas. This approach has proven effective in similar studies, where the adoption of digital technology increased graduation rates by up to 20% while reducing administrative burdens, thereby accelerating the equalization of teacher professionalism and the quality of Islamic education nationwide. Researchers propose simplifying procedures, strengthening technology, and providing ongoing teacher training as key solutions (Ragil et al., 2025).

### **The Role of PPG in Improving the Profession of Islamic Education Teachers**

The Teacher Professional Education Program (PPG) plays a central role in shaping a quality education ecosystem, as evidenced by Scopus analysis of various international studies showing that effective teacher certification policies reduce the teacher crisis in Indonesia by increasing professional competence by up to 28%, particularly in the field of Islamic education. This effectiveness is evident in how PPG not only verifies initial qualifications (S1/D4), but also equips teachers with adaptive skills such as blended learning and technology mastery, enabling them to address the shortage of PAI teachers in madrasahs, where 1.6 million people are not yet fully certified. In facing challenges in the field of Islamic education, efforts must be made to enhance the professional capabilities of educators. This includes teacher qualification certification, which is regulated by Law No. 14 of 2005 and Government Regulation No. 74 of 2008 on teacher and lecturer certification.

Teacher certification refers to the granting of educational accreditation to a teacher signed by a university. This certificate is proof of recognition of the teacher as a professional and is issued by an education program accredited by the government and the community. (Haryanto, 2018). Based on the Regulation of the Minister of National Education Number 16 of 2007 concerning academic qualification standards and teacher competencies, the following are the professional competency standards for teachers:

1. Have an understanding of the form of ideas and scientific thinking that supports the subjects taught. Menguasai standar kompetensi dan kompetensi dasar sebagai landasan dalam menyusun pembelajaran untuk mata pelajaran atau bidang pengembangan yang diajarkan Mengembangkan materi pembelajaran yang diampu secara kreatif.
2. Consistently improve professional skills through reflection.
3. Communicating in self-development through technological innovation (Herlianto et al., 2018).

## CONCLUSION

The PPG program and teacher certification serve as the cornerstone of professional excellence, integrating academic qualifications with continuous development to produce educators who are both competitive and adaptable to 21st-century challenges. Guided by Law Number 14 of 2005, these initiatives aim to sharpen the four essential competencies—pedagogical, personal, social, and professional—ensuring teachers can design creative, tech-driven learning environments. While the program has significantly improved national education quality and expanded access to remote areas, it remains a vital catalyst for empowering teachers to become self-aware, independent, and effective leaders in the classroom.

From a research perspective, these findings enrich educational literature and provide a roadmap for more integrated government policies and adaptive PPG curricula. However, since this study relies on library research, it faces limitations regarding direct field data and regional disparities in 3T (frontier, outermost, and disadvantaged) areas. Future research should ideally employ a mixed-method approach, involving a larger sample of teachers and rigorous quantitative analysis to more accurately measure the causal relationship between certification programs and the overall improvement of madrasah quality.

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