Determining the Influence of Teacher Quality toward Teacher Readiness in Implementing Indonesian Education Policy

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ARTICLE INFO	ABSTRACT
	Purpose: The Indonesian education system aims to produce a well-educated generation of young people to face the present and future challenges. This requires quality teachers who express a high level of readiness to implement the Indonesian education policies. A quality teacher with utmost readiness requires an uncluttered mind, ready to engage with the learning material in innovative ways. **Research Methodology:** This study investigates the correlation between teacher quality (as independent variable) and teacher readiness (as dependent variable) to test the hypothesis that teacher quality exerts a significant influence on teacher readiness in implementing education policy.

Total respondents consisted of 250 teachers from Indonesian schools selected by simple random technique of sampling. Data was collected through observation, questionnaires, and documentation. Current study utilized the Partial Least Square Structural Equation Modelling (PLS-SEM) technique for the data analysis. This technique usually used for testing the hypothesis, numerical and statistical analysis. **Findings:** The results showed that: there is a significant influence of teacher quality toward teacher readiness in implementing education policy. **Implications to Research and Practice:** The study recommends that teachers must continue to develop their quality and prepare themselves to face future challenges; secondly, future research can explore how the quality of teachers and teacher readiness can be tested on specific qualities as well as specific policy formulations

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Introduction

Education in Indonesia is the nation's legacy. Stracke, (2019) asserted that the Indonesian education was created to be a decisive force in building a nation based on the ideals of a nation in accordance with the mandate of the Five Principles (*Pancasila*). The constitution of 1945 is the evidence to this matter and proves that the direction of education developed in Indonesia is education which is not only producing human resources who are not only intellectually intelligent but also who possess social, personal, and spiritual intelligence. Undoubtedly this has helped in achieving the quality of education. The educational quality is often termed as a benchmark of development of a country (Stracke, 2019). The Ministry of Education and Culture (MoEC) in Indonesia continues to make efforts to improve the quality of education in the country. There are multiple factors that can determine the quality of education and one of the most important factors is deploying qualified teachers. Teachers have a major role in achieving the goals of national education. Teachers are in direct contact with students and therefore are central to all supporting components of national education system. Teachers are also individuals who are entrusted the task of building an educational institution from kindergarten to senior secondary school. They get wages and various allowances to make ends meet but their work is not confined only to teaching (Allegretto & Mishel, 2020). They are also responsible as second parents for students in the school while as professionals they play the important role of building the national character (Cheng, 2020; Abulela & Harwell, 2020; Elbay, 2020; Karyankoya et al., 2020; Balbay, 2020; Akpur, 2020).

The quality of teachers until now has remained an important issue because it will have a good impact on the quality of education in Indonesia. Teachers play a much broader role. They are not only transmitters of knowledge but also directors and facilitators of learning. Teachers are the key to improving the quality of education and they are at the center of educational reform efforts directed at qualitative changes. Therefore, every effort to improve the quality of teachers through curriculum changes, teaching methods, providing facilities, infrastructure, and other educational activities requires involvement of teachers. Qualified teachers are needed to implement good teaching and learning activities (Mäkinen, Liebkind, Jasinskaja-Lahti, & Renvik, 2019). In addition, teachers are the spearhead of success of the entire education process. To strengthen this factor, local governments at the provincial and district levels carry out various activities to encourage the improvement of teacher quality such as training and provision of school facilities (Garzon Artacho, Martínez, Ortega Martin, Marin Marin, & Gomez Garcia, 2020). This has definitely improved teacher performance in carrying out teaching and learning tasks.

As a constitutional state, Indonesia has largely focused on education to develop the country. Indonesia has engaged in policy after policy formulations which is like dismantling the argument to produce optimal quality education. The results are still far from what stakeholders expect (Harahap, Maipita, & Rahmadana, 2020). Policies taken with respect to the world of education are also part of public policy products. However, it is often argued that policy is essentially related to the idea of managing an organization using a formal pattern equally accepted by the government or related

institutions so that all parties try to pursue the achievement of the stated goals (Smith & Hope, 2020). In another context, it is explained that policies do not only regulate the operational system internally, but it also regulates matters related to conceptual functions between systems (Garris, Ahlers, & Driskell, 2017). Quality is undoubtedly one of these functions.

Quality therefore appears in line with the operational level of the implementation of the Indonesian education system. In order to achieve quality, the government considered it necessary to update national education standards with the issuance of Government Regulation Number 32 of 2013 concerning National Education Standards In lieu of Regulation of the Ministry of Education No 19 of 2005. In response to the government's policy in the national education standards, Ministry of Education and Culture (MoEC) stressed upon the need to build a new curriculum. Hence, the MoEC Regulations Number 64 and 70 of 2013 modified the 2006 curriculum into the 2013 curriculum. The government Regulation Number 74 of 2008 was also strengthened to improve the quality of teachers. This regulation states that improving the quality of teachers in Indonesia can certainly be achieved in various ways and efforts. One of them was to encourage teachers develop their personal and pedagogical competencies.

It is true that there are a number of teachers in Indonesia who lack the competency standards stipulated by the Law of the Republic of Indonesia (Asrial, Syahrial, Kurniawan, Subandiyo, & Amalina, 2019). As a result, they cannot teach in accordance with the discipline they have majored. This shows that the quality and commitment of teachers in teaching are not satisfactory and significant due to their own low levels of competence. Teacher competence is the teacher's ability to have a set of knowledge, skills, values and attitudes that determine their performance and attaining the learning outcomes. Performance is reflected in the habit of thinking and acting in carrying out the profession responsibly and properly (Weng, Liu, & Chuang, 2019). Having accounted for placing quality teachers for improving teaching and learning in schools, it is also important to determine teacher's readiness to improve their quality (Mukhamadovna, Sharipovna, & Supkhonovna, 2020). One of the most influential factors to improve readiness among teachers is their own competence. Only professional teachers or who are ordained with professionalism can build competences and a qualitative educational scenario for students. Hence, it is emphasized that education must be delivered by professional teachers, or those who are willing and ready to be trained and grow into mature teachers. In other words, they should have the positive attitude toward the teaching profession and are able to build up a mature educational system. There is always a positive effect of teachers' attitudes and their readiness to mature into this profession or those who create innovative instructional practices associated with teaching quality (Moreno-Guerrero, Rodríguez-Jiménez, Gómez-García, & Ramos Navas-Parejo, 2020). The current study aimed to analyze the variable of teacher's quality in consonance with the variable of teacher readiness. The objective of this study is to determine the influence of teacher quality toward teacher readiness and the extent to which their correlation influences the national education policy.

Problem statement

The quality of teachers has tended to decline in this modern era. As technology and information develop, teachers tend to be less active in developing enthusiasm for learning and learning methods (Cooper, 2019). They tend to often imitate other people's learning methods. The low quality of teachers is quite disturbing as most teachers do not even have adequate professionalism to carry out their duties (Clarke & McFlynn, 2019) as referred to in Article 39, Law Number 20 of 2003 and Government Regulation Number 32 of 2013. These two regulations had required teachers to plan and carry out learning in a most professional manner; to assess learning outcomes, to provide class guidance, to deliver training, and to conduct educational research for community service.

The decline in the teacher quality can be due to several factors, viz., lack of knowledge about technology, no time discipline, and negative impact of globalization (Palmer, Burke, & Aubusson, 2017). The first factor of lacking technological knowledge is usually seen in senior teachers above 40 years of age as they are less ready to adapt themselves to the changes. The second factor of not maintain time discipline is in the form of arriving late in classes, teaching without any new information, and returning home early. Such teachers are lethargic to the teaching professional and are least enthusiastic to pursue this as a profession. The third factor of the negative impact of globalization is mostly due to addiction to mobile gadgets, social media and virtual engagements. This has mostly affected young children and adolescents (students) though a few adults (teachers) have also been affected. It is evident from figure below that number of students seeks to go abroad for educational purpose is increasing 62% since 1998.

Figure 1: Indonesian Students Moving Abroad

Source: World Education System

These factors are indicators of the lack of teacher readiness and have resulted in low quality of learning in classes. A need is therefore felt to examine the correlation

between teacher quality and teacher readiness in order to find out how a robust national educational policy can be framed.

Literature Review

Quality education

Quality means doing the right thing at the right time. It also means to always strive for improvement, and always try to satisfy customers. In addition, quality is a dynamic condition related to products, services, people, processes, and the environment that meet or exceed expectations. Quality in education should also be seen in similar lines: first, quality in education includes efforts to meet or exceed students' expectations; second, quality includes providing products, services, processes, and the environment for teaching and learning; third, quality is an ever-changing condition, for example, what is considered good quality today may be considered less qualitative in future (Pharis, Wu, Sullivan, & Moore, 2019). Therefore, a continuous monitoring and improvement process is also a part of quality education.

Quality teachers are educators that determine the success of every educational effort. Quality teachers develop students' potential; they innovate teaching and learning, especially in curriculum design and teaching methodology. There are three important elements in the design of teacher education programs are required for producing good quality teachers (Desimone & Pak, 2017). The *first* is teacher education content or material given to students. This material must show how to integrate learning with real life practical events and make it meaningful. It should be competent enough to help students build a cognitive map by which they can see the relationship between the teacher's knowledge and its practical use, and eventually are motivated to learn. The *second* element is the learning process. This relates to the preparation of the curriculum in line with the readiness of both teachers and students. A good quality curriculum encourages a practical learning process and generates student understanding through active creativity in the classroom. The *last* element is the learning context which is concerned with the creation of a contextual learning process in order to develop students' practical skills. This learning context must be applied in both domains of teaching and learning in a school environment.

Quality teachers are human figures who play an important role in education (Akar, 2018). Therefore, teachers are expected to demonstrate professionalism in their teaching. To become professional teachers, they must master teaching and learning skills. They must also be able to improve and develop their own qualities so that when carrying out tasks are always in line with the demands and needs of the times. Teachers as professional educators must be able to manage themselves in carrying out their daily duties and have extensive knowledge in the field of education. They must also have high maturity, independence, strong commitment, vision, creativity, and innovation.

Quality education cannot be accomplished without the existence of qualified teachers. Effective teacher character improves the quality of education. If there are

good and quality teachers, qualified education is easily attainable (Looney, Cumming, van Der Kleij, & Harris, 2018). In line with this fact, efforts must be made to realize qualified education in order to improve teacher quality. Teachers ought to develop the quality of their teaching they deliver in schools as it will have an impact on improving the quality of graduates. This shows the existence of teachers' role and their competencies in the education world are highly taken into account.

Quality prerequisites and competencies

There are four prerequisites for a teacher to become a professional. These prerequisites include the abilities of designing and adapting the curriculum, linking curriculum materials with the environment, motivating students to learn on their own, and integrating various fields of study or subjects into a unified whole concept (Kulgemeyer & Riese, 2018). These four competencies are also fundamental in accordance with the Law of the Republic of Indonesia no. 14 of 2005 concerning the National Education System and Ministry of Education and Culture Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

Teacher competencies in Indonesia cover four things (Abdulhak, Djohar, & Wahyudin, 2018). The first is attaining mastery in the teaching subjects. This is also called substance mastery as it encompasses selection, arrangement, packaging, and presentation of the teaching material of the subjects taught according to the needs of students. The second is the understanding of students' conditions. A teacher must be aware of learner's internal and external conditions as every student is uniquely individual. A teacher therefore must be aware of difficulties faced by students and the disorders that are carried in the emotional, psychological and socio-cultural context of a family in a pluralistic community environment. The third is educational and dialogical learning to fulfill the needs of students. Learning management must be oriented towards students' needs. This kind of learning management is long-term reference and leads to the formation of independent learning abilities and the whole personality of students. The last one is personality and professional development. This is the outcome of the holistic teaching and learning pattern provided in a school environment.

Islam, Permzadian, Choudhury, Johnston, & Anderson, (2018) expand the domain of quality in education and emphasizes on two aspects of quality: teacher's personality and pedagogic competencies. Personality, according to him, includes faith and piety, morals and wisdom, honesty, and for teachers to act as a good role model for students (Islam, Permzadian, Choudhury, Johnston, & Anderson, 2018). The personality of a teacher has a very big influence on the development of students, because it determines whether a teacher is really a good educator and coaches well his students. Personality is a kind of personal quality where a teacher's abilities determine him or her to be a good teacher. On the other hand, pedagogic competencies include managing student learning, utilizing learning technology, developing a syllabus, and motivating students in developing their potential. These competencies are integrated with the educational system and require a teacher to act as a professional in order to develop

these competencies. This is consistent with the Indonesia Law no. 14 of 2005 on Teachers and Lecturers (Article 10) which states that teacher competencies include four aspects: first, pedagogical competence or the ability to manage student learning; second, personality competence signifying a noble character, wise, dignified, and a role model for students; third, professional competence is the mastery of subject matter broadly and deeply; and finally, social competence related to the teachers ability to communicate and interact effectively and efficiently with students, colleagues, parents, guardians, and community.

The researchers add to the requirements of competences by stating that there are four teacher functions in classroom leadership, for which all teachers must have adequate competencies. These functions are motivators, facilitators, stimulators, and inspirers. These roles determine the professional competence of teachers in creating quality learning and success of education as a whole (Leithwood, Harris, & Hopkins, 2020). Such roles are products of personal, pedagogical, and social competencies that teachers possess or eventually develop as continuous learning process. The study also highlights that these functionary roles must be viewed from two aspects, viz., process and results. Process requires competency components to make a big influence on teaching while results are evident in teachers' personalities, teaching tools, and classroom management.

Improving the quality of human resources and developing competencies must be done through a planned, directed, creative, effective, and efficient manner in the development process to deal with competition in the era of globalization. There are at least two groups of elements that affect teacher quality. The first group includes educational training and expertise, types of technology and production results, working conditions, health, physical and mental abilities. The second group includes attitudes towards duties, peers and supervisors, diversity of tasks, a system of wages and bonuses, job satisfaction, willingness to work, job security, and perspectives from ambition and promotion (Noaman, Ragab, Madbouly, Khedra, & Fayoumi, 2017).

Education and training can help improve teacher quality and competence. Training should include in-house training such as a teacher community program called *MGMP*, apprenticeship programs, school partnerships, distance learning, multi-tiered training, and specialized training, short courses at educational institutions, internal coaching by schools, and continuous education. Last, but not the least, researcher claims that, in order to become a qualified teacher, a teacher must have at least four competencies that are constantly being developed. They are pedagogical, personal, social, and professional competencies. Provided with these competencies, a teacher will always be able to develop students' potential in order to develop them as enlightening individuals. Good quality teachers must integrate these four competencies with intellectual, emotional, and spiritual intelligence (Abdulhak, Djohar, & Wahyudin, 2018).

The quality of the teaching and learning process is also implied in the quality of teaching activities implemented by the teacher and the quality of the learning activities performed by students in a classroom. The quality of teaching and learning process is

largely influenced by the quality of educators which is manifested through the preparation which both teachers and students make. The teacher's preparation for the teaching process is indicated by the achievement of the quality indicators of the process, and teaching and learning outcomes in the classroom, while the students' preparation is reflected in their attitude and readiness to take the exam. These indicators describe teachers' and students' actions in the teaching and learning process, and all of them are largely determined by individual preparation and levels of readiness (Islam et al., 2018).

Teacher's readiness

Readiness consists of three parts, emotive attitudinal, cognitive and behavioral readiness. Emotive attitudinal readiness consists of emotional readiness as a responsibility to perform a task, enthusiasm for a task, willingness to adapt to any time tasks, comfort and independence in carrying out tasks, and appreciating the intrinsic value in a task. Cognitive readiness is a cognitive skill and critical thinking that are important for performing the task, aware of their strengths and weaknesses, creating a connection between the task performed and the reality on the ground, aware of self-worth, and the willingness to carry out tasks and able to integrate concepts tools from various scientific disciplines. Meanwhile, behavioral readiness contains willingness to carry out a partnership function with their colleagues in work, and the ability to manage time to achieve goals based on their duties (Pharis et al., 2019).

Readiness can be defined as a type of competency. Someone who has competence means that he has sufficient readiness to do something. This readiness starts from understanding, mental, and the ability of the teacher that comes from within himself in performing teaching and learning activities. Indications of the low quality of learning in class are strongly influenced by the lack of teacher readiness regarding the four competencies they should have (Garzon Artacho et al., 2020). A teacher who is ready for learning in any condition will be able to improve teacher quality. Meanwhile, teachers who have readiness will readily carry out the learning process. They execute it by preparing planning, implementing, and evaluating learning. Then also follow up the process by considering several things that are considered important by the teacher. A conclusion from these various opinions is teacher readiness in preparing for learning is very important.

Readiness is the overall condition of an individual that makes him ready to respond or answer in a certain way to certain situations. Teacher readiness in the teaching process can also be interpreted as a teacher's condition for teaching. This condition can be in the form of the physical and emotional state of the teacher himself. In line with this, teacher readiness is a condition of a teacher that shows the harmony between physical, mental, and experiential maturity. This condition encourages him to have the ability to perform certain activities in relation to work. Teachers' readiness must be adjusted to the applicable curriculum so that the quality of education can create a generation of educated people (Petko, Prasse, & Cantieni, 2018).

Additionally, readiness means the willingness, desire or encouragement, and ability to be involved in some activities. Teachers must have the readiness to deliver

the learning process to achieve goals in carrying out the activities of the profession. Readiness is required for all professions, especially for teachers. The teacher is one of the critical success factors in learning activities. Therefore, a teacher must equip himself with various preparations before executing the learning process. Readiness is influenced by several factors, which are teacher work experience, teacher educational background, upgrading, and teacher training (Thien, 2019).

Based on the aforementioned studies and facts, the current study will analyze the two variables: teacher quality and teacher readiness, in order to determine the contribution of teacher quality toward teacher readiness in implementing education policy.

Based on the above literature review, following framework (Figure 2) and hypothesis is developed

H1: There is a significant influence of teacher quality toward teacher readiness in implementing education policy.

Teacher Quality	→	Teacher Readiness

Figure 2. Framework

Research Methodology

Research Design.

The structure of research is grounded on the quantitative model of research. This research design focusses objective measurements and mathematical, statistical or numerical data analysis. Data may be collected through surveys, questionnaires and polls, or pre-existing data can be manipulated through multiple computational techniques. To determine the strength of the hypothesized relationship among the dependent and independent variables researcher used survey method and cross sectional research design (Sheikh, Islam, Rana, Hameed, & Saeed, 2017).

Research Sample

The population of current research is Indonesian school teachers. The teachers were selected through simple random sampling technique (Basheer, Hameed, Sabir, & Jehangir, 2019). In this method of sampling each subject has an equal chance of being selected. This sampling method is the simplest of all the probability sampling methodologies. Because it involves the sole random selection and needs little advance knowledge about population under study. Any research performed on the random sampling technique have high external and internal validity because it utilizes randomization. This study selected 400 school teachers in Indonesia (Comrey & Lee, 2013).

Research Instrument and procedure

Questionnaire established by utilizing well developed scales. Five Likert scale was used to record the response of the respondents i.e., 1=Disagree and 5=Agree. The questionnaires were distributed among the school teachers of Indonesia. The study employed survey-based methodology for the data collection (Jabeen et al., 2020; Basheer et al., 2018). Respondents consisted of 400 teachers from Indonesian schools selected by simple random technique of sampling. The sample size of 400 selected following the research of Corney and Lee (2013). 280-questionaairs were returned and 250 questionnaires were used for the data analysis. The response rate is 62.5% that is sufficient to get the reliable results (Sekaran & Bougie, 2016).

Data Analysis

The data analysis was done through SEM-PLS technique as suggested by (Basheer, Hussain, Hussan, & Javed, 2015). This approach is an alternate approach for the structural equation modelling, for instance, CSA-SEM, that is popular to be the first regression-based approach, because it uses minimized covariance matrix to estimates parameters of SEM. Alternatively, PLS-SEM partially determines the existing relationships of the model, therefore, it is a second- generation approach. With the help of partial least square successions these relationships are measured. Therefore, PLS-SEM is supposed to be appropriate for the models which deviate the multi-variant assumptions of normality (Hair, Sarstedt, Ringle, & Mena, 2012). Therefore, to accomplish the familiarity assumptions researcher chosen PLS-SEM. Furthermore, it highlights prediction with the help of non-parametric valuation and re-sampling process to analyze an organization's incomplete model competence.

Results and Discussion

This study used PLS 3 for the analysis purpose. There are two stages of analysis through PLS. the first stage is known as measurement model assessment whereas second stage is the structural model evaluation. Measurement model assessment evaluates the factor loading, convergent validity and discriminant validity of the data.
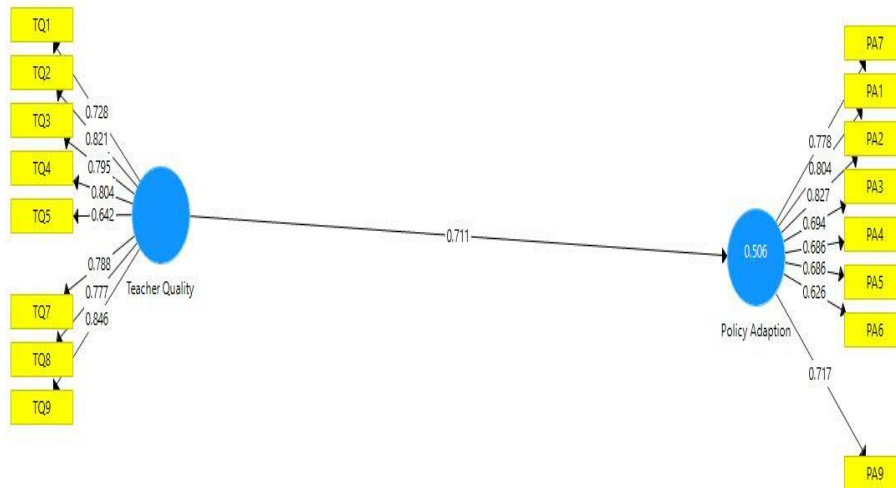
Figure 3: Measurement Model

Before testing of proposed hypothesis, it is important to assess the measurement model of the study. Therefore, present study assessed the factor loading as the first step of measurement model. As proposed by Hair et al., (2010) all of the factors having loading more than 0.50 was retained. Rest of the items were dropped. It is evident from Table 1 and Figure 3 as well

Table 1

Factor Loading

	PA	TQ
PA1	0.804	
PA2	0.827	
PA3	0.694	
PA4	0.686	
PA5	0.686	
PA6	0.626	
PA7	0.778	
PA9	0.717	
TQ1		0.728
TQ2		0.821
TQ3		0.795
TQ4		0.804

TQ5	0.642
TQ7	0.788
TQ8	0.777
TQ9	0.846

The next stage of measurement model is to evaluate the reliability and validity of the data. For this purpose, the composite reliability and Cronbach Alpha of the items must be more than 0.70 (Trigueros et al., 2019). It is evident from Table 3 that this criterion is fulfilled in present study as well. On the other hand, it is also critical to assess the convergent validity to establish measurement model of the research. For this purpose, present research evaluated AVE as well. According to Hair et al., (2016) the benchmark value of AVE must be more than 0.50 as mentioned in Table 2.

Table 2

Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
PA	0.876	0.901	0.533
TQ	0.905	0.924	0.604

The last stage of measurement model is the assessment of discriminant validity. In order to establish the measurement model, assessment of discriminant validity is the key. According to (Carragher et al., 2016), discriminant validity reflects that there exist differences among the items of the study. In present study, discriminant validity was established on the basis of criteria mentioned by Fornell and Larcker (1981) which emphasizes that the square root of AVE placed in the diagonal must be more than the remaining values. According to the values of discriminant validity in Table 3, this criterion is fulfilled as well.

Table 3

Discriminant validity

	PA	TQ
PA	0.730	
TQ	0.711	0.777

After establishing measurement model, establishment of structure model is the next stage. In this step, the proposed direct relationships of the present study are assessed. for this purpose, 5000 subsamples were run by using bootstrapping procedure. The statistical significance of the model was assessed through t- values. Values mentioned in Table 4 and Figure 4 reflect the results of direct relationship proposed in Table 4.

Table 4

Direct Relationships

HYP		Beta	SD	T value	P Values	Decision
H1	TQ -> PA	0.711	0.048	14.929	**0.000**	Support

As mentioned in table 5, there exist significant positive relationship among teacher quality and teacher readiness in implementing education policy (Beta=0.711, t= 14.929).
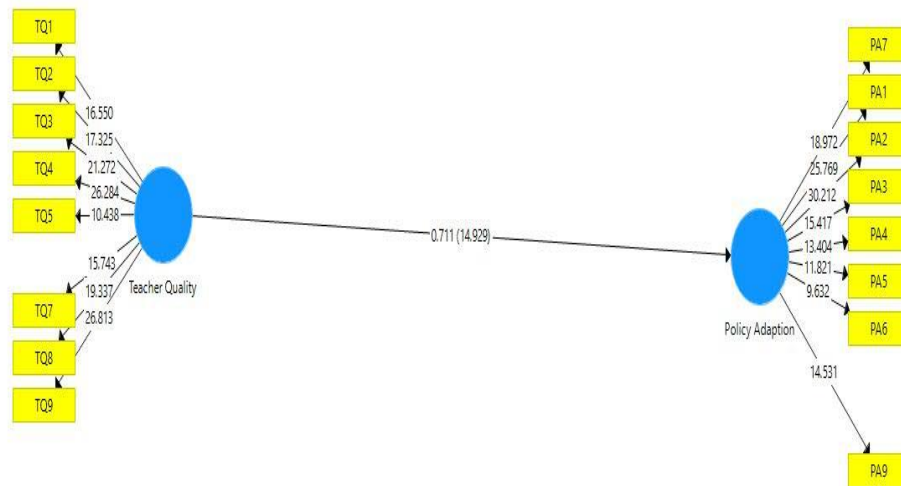

Figure 4. Structural Model

In order to assess the structural model of the study, one of the important criteria is to assess the R square value which is also termed as coefficient of determination (Joe F Hair et al., 2012). It is the values which reflect the effect of independent variables on the dependent variables and explain the future as well. According to (Elliott, 2020) value of R square indicates the variation created by independent variables on the dependent variables. However,, one must keep in view that the context of research plays important role to determine the value of R square. In this context, the minimum acceptable value of R square must be more than 0.10. As mentioned the value of R square below, this criteria is fulfilled in present study as well.

Table 5

R Square Value

	R Square
PA	0.506

Thus, the conclusion is that the existence of the teacher quality variable can strengthen or increase the variable of teacher readiness. Under the hypothesis testing of teacher quality on teacher readiness, the results hence prove that: There is a significant influence of teacher quality toward teacher readiness in implementing education policy.

These findings also indicate that there is also a need to streamline the national education policy as it is a strategic part in developing and improving the quality of education. In the Indonesian context, in the older order era as well as the new order until the reform era, education policy has always been used as a fulcrum in implementing development. Various educational problems in Indonesia have been overcome by improving the quality of human resources, improving the quality of the education structure, and improving the quality of the education culture (Stracke, 2019). A need is also felt to overhaul specific policies related to teacher education and eligibility criteria. For example, there is a policy to recruit a professional teacher with a minimum education of under-graduation and supported by governmental incentives. It is very risky if the teacher recruited is without the required readiness and positive attitude toward teaching profession, although he or she may be having the required prerequisite qualifications (Looney et al., 2018).

This study has practical implications. It has made felt the need for good quality teachers, as well as positive teacher education managers. This must be demonstrated by continuously improving the quality of the education programs offered. Improving the quality at the level of education will clearly have a positive impact on the creation of qualified teachers in the years to come.

Discussion, Conclusion and Recommendation

Indonesian education is the nation's legacy. Education in Indonesia was considered to be a decisive force in building a nation based on the ideals of a nation in accordance with the mandate of the Five Principles (*Pancasila*). But, the quality of teachers has tended to decline in this modern era. As technology and information develop, teachers tend to be less active in developing enthusiasm for learning and learning methods (Cooper, 2019). They tend to often imitate other people's learning methods. The low quality of teachers is quite disturbing as most teachers do not even have adequate professionalism to carry out their duties.

The study employed survey-based methodology for the data collection (Jabeen et al., 2020; Basheer et al., 2018). Respondents consisted of 250 teachers from Indonesian schools selected by simple random technique of sampling (Corney & Lee, 2013). The

data analysis was done was done through SEM-PLS technique as suggested by Baseer et al. (2015).

The results indicates that there is a significant influence of teacher quality toward teacher readiness in implementing education policy. The teachers' quality positively significantly effects the teachers' readiness to implement the government education policy with β=0.711 and t= 14.929. The results of current study are consistent with the studies of Lewis et al. (2012) and Kennedy (2016) . Quality teachers demonstrate the readiness in carrying out the teaching and learning process in the classroom. This is because the teachers are not just teaching the text or the learning material but also preparing students for the future challenges. They are developing students' personality and their competencies. By introducing quality teachers in the education system who also show readiness for this profession eventually build a qualified next generation. Under this study result, it shows that there is a significant influence of teacher quality toward teacher readiness in implementing educational policies.

These findings also indicate that there is also a need to streamline the national education policy as it is a strategic part in developing and improving the quality of education. In the Indonesian context, in the older order era as well as the new order until the reform era, education policy has always been used as a fulcrum in implementing development as suggested by Gore et al. (2017).

To sum up, today's education requires teachers to develop continuously and be future-oriented. Almost every year new policies are disseminated to improve education. Education basically aims to prepare individuals to be able to face the future so that they can live more prosperously in various circumstances. In accordance with technological improvement and rapid globalization, therefore. education must be balanced with technically qualified teachers. Eventually, a teacher's preparation for the teaching and learning process is fundamental because it is not only affecting the quality of teaching but also influencing students' behavior. Good teaching preparation will help in directing the behavior of students, both in response to the teaching material provided and to the atmosphere of ongoing learning. To produce good quality teachers, it can be done by implementing some educational programs. The program provides knowledge of various learning models and strategies, and the application of them, so that graduates can obtain theoretical concepts and a description of their application at once (Kulgemeyer & Riese, 2018). Qualified teachers are competent enough to realize this expectation.

The study recommends teachers to consistently develop their quality of teaching in multiple ways. They must upgrade their knowledge through training or continuous education so that they are better prepared to face future challenges. This research has certain limitation in analyzing the findings. Due to limited sample size, we can not generalize the results to a large population. Another limitation of current study is that it did not undertake the comparative analysis of national and international school teachers. Third, the current study did not consider the perception of government educational policy makers, as they are the key stakeholders in the assessments of the government educational policy implementation and effectiveness. Finally, this study

is conducted in Indonesia, it opens the doors to empirically examine the professional skills among school teachers in cross cultural context in European and Asian countries. In order to compare the skill differences and provide a valuable insight about the teacher's professionalism and the consequences on the quality of education. Further research may be carried out on specific qualities and competences that help teachers become quality teachers. It can also be explored how teacher quality and teacher readiness can help in framing and implementing educational policies. Future research can explore how the quality of teachers and teacher readiness can be tested on specific qualities as well as specific policy formulations.

Acknowledgment

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