

Analysis of the Influence of Teachers' Academic Qualification on Education in Indonesia: Evidence from a Systematic Literature Review and Relevance to Mechanical Engineering Vocational

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ABSTRACT

Teacher academic qualifications have become an important indicator of educational quality, yet findings regarding their contribution to educational improvement remain dispersed across various studies. This study aims to synthesize existing evidence on the influence of teachers' academic qualifications on education in Indonesia and identify the key factors associated with their effectiveness. A systematic Literature Review (SLR) was conducted using the PRISMA framework to ensure a transparent and structured review process. Ten relevant national and international studies published between 2020 and 2025 were selected and analyzed based on predefined inclusion and exclusion criteria. The findings indicate that teachers' academic qualifications contribute to educational improvement by strengthening pedagogical and professional competence, enhancing instructional effectiveness, supporting teacher professionalism, and improving student learning outcomes. The review also reveals that the impact of academic qualifications is shaped by multiple interconnected dimensions, including educational standards, professional development opportunities, certification, institutional support, and career-related considerations. These findings suggest that academic qualifications should be viewed not merely as formal requirements but as strategic resources that support teacher development and educational quality enhancement. This study provides a comprehensive synthesis of recent evidence and offers insights for policymakers and educational institutions in designing sustainable teacher qualification and professional development initiatives.

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1. INTRODUCTION

The quality of education can be influenced by the quality of teachers as supporters in the teaching and learning process (Ningsih, 2024). In this context, teachers' academic qualifications are a significant factor as they determine their professional and pedagogical competence, as well as their performance in the field (Hadiati, 2025). Teachers with appropriate and adequate backgrounds tend to be more effective in delivering material and



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guiding students to achieve optimal learning outcomes (Wardany & Rigianti, 2023). Therefore, academic qualifications are not merely a formality, but part of a strategic effort to improve the quality of national education.

The Indonesian government has established academic qualification standards for teachers in “UU No. 14 tahun 2005” regarding Teachers and Lecturers, as well as its derivative, “Peraturan Pemerintah No. 74 tahun 2008”, and “Permendiknas No. 16 tahun 2007” regarding Teacher Competence Standards. This standard covers the minimum level of education that teachers must have and the relevance of their studies to the subjects they teach (Ilhami, 2024). However, the implementation of these existing standards still faces several challenges in the field, ranging from unequal access to education to a lack of evenly distributed qualified teachers in various regions (Sagita & Jeni, 2025).

The law finally includes a requirement for educators to be able to pursue higher education (Ismatiah et al., 2024). Teacher qualifications are regulated in “Peraturan Pemerintah No. 19 tahun 2005” regarding National Education Standards in Chapter VI, Clause 28, in the second paragraph. The minimum level of education that educators must meet must be proven by a diploma and/or a relevant expertise certificate in accordance with applicable laws and regulations. Therefore, in several written regulations, questions arise that ultimately need to be investigated. Two research questions will emerge, and then some results can provide answers to these questions.

RQ 1. Do Teacher Academic Qualifications Affect Education in Indonesia?

RQ 2. Why can Teacher Academic Qualifications Affect Education?

This study examines in depth various scientific sources that discuss the relationship between teachers’ academic qualifications and their impact on the quality of education. This article aims to provide a more comprehensive and focused understanding of the topic discussed. The main focus of this study encompasses two key aspects: the qualifications standards established by the government, and the direct and indirect effects of these qualifications on education practice and outcomes. Numerous articles and journals discuss research on teacher academic qualifications. However, there has been no comprehensive synthesis that summarizes these research findings in the context of Indonesian education using a systematic literature review approach. This article consists of six sections: introduction, literature review, methods, results, discussion, and conclusion.

2. LITERATURE REVIEW

A teacher's academic qualifications are the level of formal education a teacher must possess as a minimum requirement to carry out their professional duties as an educator (Dirsa et al., 2022). Academic qualifications demonstrate the appropriateness of a teacher's educational background to their field of work and the subjects they teach, thereby ensuring mastery of the scientific competencies required in the learning process. According to "UU No 14 tahun 2005" concerning Teachers and Lecturers, article 8 states that teachers must possess academic qualifications, competencies, a teaching certificate, be physically and mentally healthy, and possess the ability to achieve national education goals. Furthermore, article 9 emphasizes that academic qualifications are obtained through accredited undergraduate (S1) or diploma 4 (D-IV) higher education programs.

Conceptually, academic qualifications are not only understood as possessing a formal diploma, but also reflect mastery of the theoretical, methodological, and substantive foundations of knowledge relevant to the field being taught (Zeidan et al., 2026). Therefore, academic qualifications are a crucial indicator in building teacher professionalism, serving as the foundation for developing pedagogical, professional, social, and personal competencies. Based on "*Peraturan Menteri Pendidikan Nasional Nomor 16 tahun 2007*" concerning Standards for Academic Qualifications and Teacher Competencies, teachers at the elementary and secondary education levels are required to possess a minimum academic qualification of a Bachelor's degree (S1) or Diploma IV (D-IV) from a study program relevant to the subjects they teach. Thus, it can be concluded that a teacher's academic qualification is the minimum level of formal education required for a teacher to obtain professional recognition and carry out educational tasks in accordance with the standards set by laws and regulations and the needs of the teaching profession.

Teacher academic qualifications are established as an instrument to ensure that teachers possess adequate scientific capacity, professional skill, and pedagogical readiness to carry out educational tasks. Academic qualifications serve not only as an administrative requirement but also as a standard for the quality of the teaching profession in order to improve the quality of national education. The purpose of teacher academic qualifications is to ensure teacher professionalism, improve teacher competence, ensure the quality of learning, realize the standardization of the teaching profession, support the achievement of national education goals, and serve as a basis for certification and career development.

From an education policy perspective, academic qualifications are a form of quality assurance designed to ensure that every teacher possesses the intellectual and professional

capacity appropriate to the demands of their profession. Competency and certification are further instruments that measure teachers' abilities in educational practice. Thus, academic qualifications require a high-quality, professional education system oriented toward improving Indonesia's human resources. Academic qualifications are one indicator of teacher professionalism, believed to improve the quality of learning implementation and educational outcomes.

3. METHOD

The study utilizes a descriptive-qualitative Systematic Literature Review approach. This method was chosen because it can systematically compile and analyse findings from previous studies, thereby providing a comprehensive picture of the influence of teachers' academic qualifications on the quality of education. This method also allows researchers to synthesize information from various sources to identify patterns, trends, and research gaps that have not been widely explored (Pongoh et al., 2024). Specifically, this study reviews literature from various national and international scientific journals relevant to the topic of teacher qualifications, professional education standards, and education policy. The literature was selected based on specific inclusion criteria, such as topic relevance, publication within the last seven years, and full access to data or research results (Ningsih et al., 2022).

Following the literature identification and selection process, researchers analysed each selected article to extract data related to the definition of teacher qualifications, national qualifications, national qualification standards, and the influence of qualifications on teacher performance (Yustiyati & Prihantini, 2025). Data collection included journal articles relevant to the topic. Researchers used the Publish or Perish application to utilize databases from Google Scholar and CrossRef. This research process followed the Preferred Reporting Items for Systematic Reviews and PRISMA process, which has four stages: identification, screening, eligibility, and inclusion. PRISMA was released in 2009 to assist researchers in transparently reporting data for systematic reviews, processes, and findings (Febrianti, 2024). These PRISMA stages use inclusion and exclusion criteria considered to be more relevant to current conditions. The authors used articles published between 2021-2025. The following are details of the inclusion and exclusion criteria in table 1 inclusion and exclusion criteria. This table model is obtained from (Nurholisoh et al., 2025).

Table 1. Inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Topic	The Impact of Teacher Academic Qualifications on Education in Indonesia	The Impact of Teacher Academic Qualifications at Pre-School, Elementary School, Middle School, and Madrasah Levels
Article type	Research articles and journals.	News, blogs, personal opinions
Year of publication	2020-2026	<2020
Language	Indonesian, English	Besides Indonesian or English
Access	Full text available	Abstract or introduction only

Then, here are the PRISMA stages that are carried out in figure 1 PRISMA flow diagram.

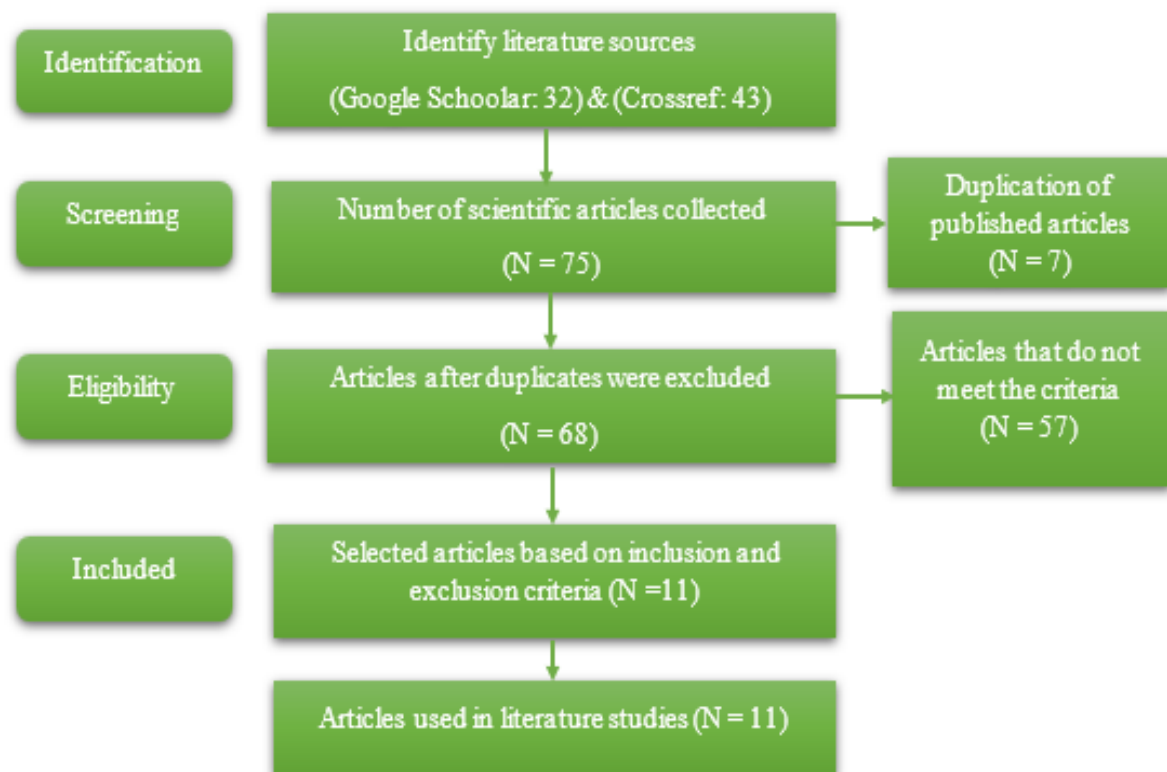


Figure 1. PRISMA flow diagram

4. RESULTS

This results and discussion section presents a synthesis of findings from various studies analysed to examine the influence of teacher academic qualifications on education in Indonesia (Taryana et al., 2023). The analysis was conducted descriptively and qualitatively, examining the research focus, key findings, and implications of each study for the quality of learning and teacher professionalism (Fajar et al., 2025). The synthesis

results are presented to provide a concise and systematic overview of the relationship between teachers' academic qualifications and educational quality. These findings are then discussed narratively to strengthen the understanding of the role of qualifications in the context of Indonesian education; the results are in table 2 research results of articles. This table template is obtained from (Nurholisoh et al., 2025).

Table 2. Research results of articles

Title	Writer, Year of Publication	Research results
The Influence of Teacher Performance and Academic Qualifications on the Quality of Education	(Nadirah et al., 2023)	The Influence of Teacher Performance and Academic Qualifications on the Quality of Education. Teachers' academic qualifications have a significant effect on the quality of education. This is evidenced by the calculated t-value, which is greater than the t-table, and a significance value below 0.05. Teachers' academic qualifications contribute 29.5% to the quality of education, indicating that teachers' educational background plays a significant role in improving the quality of educational processes and outcomes.
The Influence of Educational Qualifications on the Placement of State Civil Apparatus	(Fatmawati et al., 2021)	Academic qualifications are not yet fully recognized as the basis for civil servant (ASN) job placement, resulting in slow task completion and a lengthy adaptation period for employees. A mismatch between educational qualifications and the field of work can potentially reduce performance effectiveness, even though it can be supported by non-academic qualifications and the field of study can potentially reduce the quality of learning.
The Relation between Teacher Educational Qualifications and Teaching Competence and Teaching Outcomes	(Nurlaela & Aripin, 2025)	Teachers' academic qualifications have a consistent relation with their teaching competencies and impact student learning outcomes. Teachers with higher academic qualifications tend to have better pedagogical and professional skills in designing, implementing, and evaluating learning. Improved teaching competencies contribute to the quality of the learning process, which ultimately impacts student learning outcomes.
Increasing The Capacity of Teaching Staff Through Academic Qualifications In	(Dalail et al., 2024)	Academic qualifications are a key requirement for developing the capacity and professionalism of educators. Teachers with academic qualifications that meet national standards tend to have better success in managing the learning process. Improving academic qualifications also

Educational Institutions Evaluation of the Teacher Academic Qualification Improvement Program Through Teacher Training in Mataram City Education Office	(Simorangkir, 2022)	encourages more effective, student-centered learning. The research results show that improving teachers' academic qualifications is not merely administrative, but has real implications for the quality of the learning process and teacher competence. Teachers with higher academic qualifications tend to have better professional readiness to implement effective learning. These results also strengthen the view that the policy of improving teachers' academic qualifications is a significant strategy in efforts to improve the quality of national education. Improving teachers' academic qualifications is a significant strategy in efforts to improve the quality of national education. Improving teachers' academic qualifications serves as a foundation for building teacher competence, which ultimately impacts the quality of learning and student learning outcomes.
Standardization of Academic Qualifications in Improving Teacher Competence in Indonesia	(Rahmah, 2023)	The researchers' results show that appropriate teacher academic qualifications, specifically a minimum of a Bachelor's degree (S1/D4) and relevant to the teaching field, positively influence teacher competence. Teachers with appropriate academic qualifications tend to have good pedagogical, professional, social, and personal competencies.
The Role of Teacher Qualification and Competency Standards in Realized Quality Education	(Hadiati, 2025)	The Implementation of academic qualifications and teacher competencies plays a crucial role in achieving quality education in Indonesia. Teachers with a minimum academic qualification of a bachelor's degree (S1/D4) and adequate pedagogical, professional, social, and personality competencies tend to be able to design more focused learning, implement effective teaching and learning processes, and build positive interaction with students.
The Influence of Principal Transformational Leadership and Teacher Academic Qualifications on Work Ethic, which Impacts Teacher Performance	(Mariatie et al., 2022)	Teachers' academic qualifications have a positive and significant impact on their performance, both directly and indirectly through their work ethic. Teachers with standardized academic qualifications, particularly those with relevant S1/D4 degrees, tend to perform better in planning, implementing, and evaluating learning.

The Influence of Teacher Performance and Teacher Academic Qualifications on the Quality of Education	(Khadijah et al., 2022)	Based on the results of previous research analysed, teachers' academic qualifications have been shown to have a positive and significant influence on the quality of education. Teachers with better academic qualifications demonstrate higher professional abilities in planning, implementing, and evaluating learning, and are more adaptive to curriculum demands and educational developments
Teachers' Academic Qualification, Gender, and Teaching Experience as Correlate of Students' Academic Performance in Biology in Oyo State, Nigeria	(Babatunde et al., 2021)	Teachers' academic qualifications significantly influenced students' academic performance in Biology at the senior secondary school level. The results revealed a statistically significant relationship between teachers' qualification levels and students' achievement, indicating that students' taught by teachers with higher academic and professional qualifications tended to perform better academically. The difference in teachers' qualifications accounted for a substantial proportion of the variation in students' academic performance, emphasizing the importance of professional and pedagogical preparation in enhancing educational outcomes. These results suggest that advanced academic qualifications equip teachers with stronger subject knowledge and instructional competencies, thereby contributing to improved student learning and academic success in Biology.
The Role of Expertise Certification in Strengthening the Professional Competence of Vocational High School Teachers Specializing in Light Vehicle Engineering	(Pambayun et al., 2020)	Expertise certification plays an important role in strengthening the professional competence of vocational high school teachers in Light Vehicle Engineering (TKR). The results showed that expertise certification positively contributed to teachers' mastery of subject matter, technical skills, self-confidence, creativity in teaching, problem-solving abilities, and motivation for continuous professional development. Overall, the impact of certification on teachers' professional competence was categorized as very good, indicating that certification can support career advancement and competence improvement, although its contribution to career development and instructional innovation has not yet been fully optimized.

1. Academic Qualifications and Teacher Competence

Several studies indicate that teachers' academic qualifications play a significant role in improving teacher competence. Appropriate academic qualifications provide a strong foundation for developing pedagogical and professional competencies, enabling teachers to meet the demands of contemporary education. Furthermore, academic qualifications support teachers in performing their educational duties more effectively and professionally.

2. Academic Qualifications and Learning Quality

The reviewed studies consistently demonstrate that teachers' academic qualifications contribute to improving the quality of the learning process. Teachers with qualifications that align with their teaching fields tend to design and implement learning activities more effectively, resulting in better classroom management and instructional quality. Conversely, mismatches between academic qualifications and teaching assignments may hinder the achievement of learning objectives and reduce the effectiveness of the learning process.

3. Academic Qualifications and Educational Quality

The findings reveal that academic qualifications are among the key determinants of educational quality in Indonesia. Higher academic qualifications positively influence educational outcomes both directly and indirectly through enhanced teacher competence and improved instructional practice. Moreover, academic qualifications support the achievement of educational standards, strengthen assessment effectiveness, and contribute to overall school quality. Nevertheless, several studies emphasize that academic qualifications alone are insufficient and should be complemented by continuous professional development, training opportunities, and a supportive educational system.

4. Challenges in Enhancing Academic Qualifications

Despite the positive contributions of academic qualifications, several challenges remain. Some studies identify obstacles such as limited understanding of qualification standards, bureaucratic barriers in teacher certification processes, and inconsistencies between teachers' educational backgrounds and teaching assignments. These challenges may reduce the effectiveness of academic qualifications in improving educational quality and highlight the need for more comprehensive policy support.

5. Academic Qualification and Teaching Effectiveness

Teachers' academic qualifications constitute a significant factor influencing the effectiveness of oral skills instruction in public primary schools. A teacher with higher academic qualifications generally exhibits a stronger command of subject matter, which is

essential for facilitating effective oral language learning. Nevertheless, the study also revealed that advanced academic credentials alone were insufficient to ensure high-quality instructional practice. Despite possessing higher educational qualifications, a considerable proportion of teachers displayed limitations in oral lesson delivery and lesson preparation. Statistically significant differences were identified in the instructional practices employed by teachers across different qualification levels, suggesting that academic qualifications contribute to variations in teaching effectiveness.

6. Professional Certification and Teacher Competence

Emphasized the pivotal role of expertise certification in strengthening the professional competence of vocational high school teachers specializing in Light Vehicle Engineering. Expertise certification positively enhanced multiple dimensions of professional competence, including mastery of subject content, technical proficiency, self-efficacy, instructional creativity, problem-solving capability, and commitment to continuous professional development. The overall contribution of certification to teachers' professional competence was categorized as very high, indicating its effectiveness as a mechanism for improving professional standards and supporting career progression. Potential benefits of certification in promoting instructional innovation and maximizing career development opportunities have not yet been fully realized.

Based on the synthesis of the nine articles analysed, it can be underlined that teacher academic qualifications consistently influence education in Indonesia, both directly and indirectly (Taryana et al., 2023). Numerous studies show that teachers with appropriate academic qualifications, particularly S1/D4 degrees and those aligned with their teaching field, tend to have better pedagogical and professional competencies and performance (Fajar et al., 2025). Teachers' academic qualifications and certifications contribute to the quality of education by improving the learning process, teacher professionalism, assessment effectiveness, and the achievement of educational standards, especially in vocational high schools.

5. DISCUSSION

RQ 1. Do Teacher Academic Qualifications Affect Education in Indonesia?

The review identified. This influence is reflected in improvements in educational quality, teaching competence, professionalism, work ethic, and teacher performance in the learning process (Riadi et al., 2022). Teachers with academic qualifications that meet national

standards and are relevant to their teaching field tend to be able to systematically design learning, implement learning effectively, and conduct objective learning evaluations. Thus, teacher academic qualifications can be understood as a crucial factor determining the quality of education in Indonesia. The findings of this review indicate that teachers' academic qualifications in Indonesia are influenced by multiple interconnected dimensions rather than by a single determinant. This finding is consistent with international studies, which suggest that teacher qualification development is shaped by a combination of policy frameworks, institutional support, professional learning opportunities, and career-related motivation. Teacher quality and professional growth are closely associated with the broader educational environment in which teachers operate. The presence of multiple influencing factors identified in this review may be explained by the increasingly complex demand placed on teachers to meet professional standards, adapt to educational reforms, and continuously improve their competencies. In the Indonesian context, these demands are further reinforced by national regulations and professional expectations that encourage teachers to pursue higher qualifications and engage in lifelong learning. Therefore, the findings suggest that teachers' academic qualifications should be understood as the result of interactions among regulatory, institutional, and professional influences, highlighting the need for a comprehensive approach to teacher development rather than focusing on individual qualifications alone. The supporting factors will be listed below in figure 2 supporting factors influencing academic qualifications.

RQ 2. Why can Teacher Academic Qualifications affect Education? Teachers' academic qualifications influence education because they serve as the foundation for developing their competence, professionalism, and pedagogical readiness. Formal education equips teachers with scientific knowledge, pedagogical understanding, and reflective skills to navigate the complexities of learning. Teachers with adequate academic qualifications tend to be more adaptable to curriculum changes, apply appropriate learning methods, and possess professional awareness of continuous self-development (Masuwai et al., 2024). Conversely, a mismatch between academic qualifications and the field of study can hinder effective learning and undermine the achievement of educational goals. Therefore, it is necessary to pay attention to the academic qualifications held by the teachers. The influence of teachers' academic qualifications on education occurs due to several factors in figure 3 casuative factors influencing the academic qualifications.

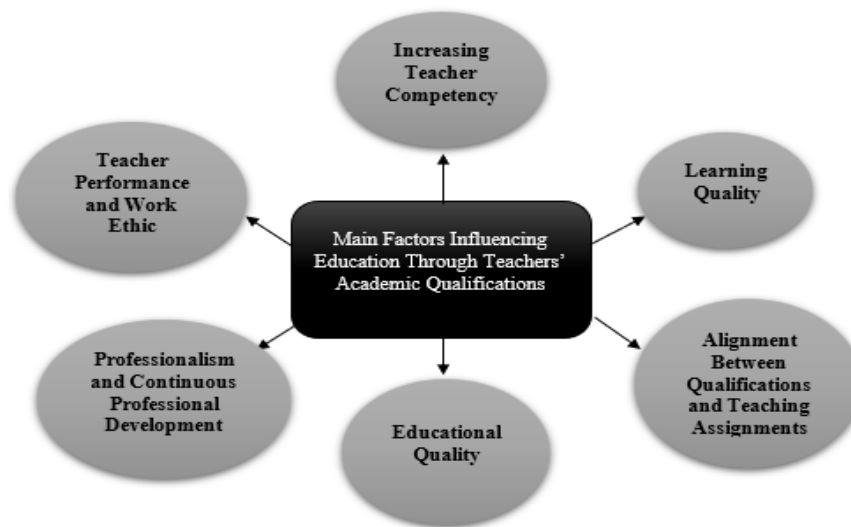


Figure 2. Supporting factors influencing academic qualifications

Overall, the synthesis and discussion indicate that teacher academic qualifications play a strategic role in determining the quality of education in Indonesia (Kawuryan, 2021). This influence is not only evident in the improvement of teacher competence, professionalism, and performance but also in the quality of the learning process and the achievement of educational standards (Riadi et al., 2022). These findings confirm that appropriate and relevant teacher academic qualifications are a crucial foundation for building quality education, although their effectiveness is highly dependent on the support of the education system and ongoing professional development. Therefore, improving and structuring teachers' academic qualifications must be understood as an integral part of efforts to continuously improve the quality of national education.



Figure 3. Casual factors influencing the academic qualifications

6. CONCLUSION

This study employed a Systematic Literature Review (SLR) using the PRISMA framework to examine the influence of teachers' academic qualifications on education in Indonesia. The findings indicate that teachers' academic qualifications significantly contribute to educational quality through their influence on teacher competence, professionalism, instructional effectiveness, and student learning outcomes. Teachers whose qualifications meet national standards and are aligned with their teaching fields tend to demonstrate stronger pedagogical and professional competencies, supporting more effective learning processes and improved educational outcomes.

The review further suggests that the effectiveness of academic qualifications is strengthened when supported by professional development opportunities, certification, and conducive educational environments. Therefore, improving teacher qualifications should be accompanied by continuous efforts to enhance professional competence and institutional support. Future research is recommended to investigate the interaction between academic qualifications and other factors, such as teaching experience, certification, and school leadership, particularly in vocational education contexts and across different educational regions in Indonesia.

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8. ARTIFICIAL INTELLIGENCE (AI) USE STATEMENT

The authors used artificial intelligence (AI) tools solely to assist in language improvement, grammar correction, and manuscript editing. All literature selection, data analysis, interpretation of findings, and conclusions were conducted independently by the authors. The authors take full responsibility for the content of this manuscript.

9. AUTHOR CONTRIBUTIONS

Patricia Septiansari Putri contributed to the conceptualization of the study, conducted the systematic literature review, collected and analyzed the data, and prepared the original manuscript. Ricky Cahyasari Putra supervised the research, developed the methodology, validated the findings, and critically reviewed and revised the manuscript as the corresponding author. Ade Dwi Putra Janata contributed to data curation, interpretation of the results, visualization, and the final review of the manuscript. All authors have read and approved the final version of the manuscript.

10. CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this article. All authors have approved the final manuscript and agree with its submission for publication.

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