

## THE EFFECT OF CERTIFICATION ASSESSMENT TO TEACHER COMPETENCE AND ITS IMPLICATIONS ON STUDENT LEARNING ACHIEVEMENT

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### ABSTRACT

Certification means to improve the quality of teacher competence. Certification allowances still raise questions about low teacher competency and student learning achievement. Based on this, a study was conducted on the effect of certification (x) benefits on teacher competency (y) and their implications for student learning achievement (z). The research aims: 1) Effect of certification benefits on teacher competence. 2) Effect of teacher competence on student learning achievement. 3) Efforts need to be made to improve teacher competency and student learning achievement. Research uses descriptive methods with quantitative approach. The sampling technique used is saturated sampling technique. The sample consisted of 33 teachers. Samples were selected with nonprobability sampling technique. Data collection using questionnaires, interviews, and student test results. Validity test using product moment formula, and reliability testing using the alpha coefficient formula. Data analysis techniques used product moment correlation, path analysis and t test with SPSS version 21. Research results: 1) Teacher certification allowance (x) has a positive effect on teacher competence (y). This is evidenced by the results of the correlation coefficient (r) of 0.586 and the strength of the influence of 0.443. 2) Teacher competency (y) has a positive effect on student learning achievement (z). This is proven by the results of the correlation coefficient (r) is 0.708 and the power of influence is 0.501.

**Keywords:** certification allowance, teacher competency, student learning achievement.

### INTRODUCTION

Education is a universal aspect that must always exist in human life. Without education, human life will not develop and be cultured. In addition, life will also become static without progress, and it may even experience decline and extinction. Therefore, it becomes an undeniable fact that education is important for human life.

The birth of Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers, can be used as a basis for efforts to increase teacher professionalism as educators. The effort was followed up by the issuance of Minister of National Education Regulation No. 18 of 2007 concerning Certification for Teachers in Position, as the implementation of Government Regulation Number 19 of 2005 concerning National Education Standards, and Minister of National Education Regulation No. 16 of 2005 concerning Qualifications and Competency of Educators.

Along with the development of technology and the demands of the times, the teacher must have a better quality of human resources, hence the birth of a regulation called teacher certification, a measure in which teachers have been declared competent and professional educators. In the current era, teachers are required to have teaching competency standards that are programmed by the government in the form of teacher certification. Based on observations during pre-survey at Cikadut 1.3.5 Public Elementary School, Mandalajati District, Bandung City, it can be said that:

1. There has not been a significant difference between teachers who have received certification allowances and teachers who have not received certification allowance for improving teacher competencies
2. There are still teachers who ignore time discipline.
3. Although schools have conducted basic computer training, there are still many teachers who cannot use computers because they are not actively using computers. The focus that has been provided by the school is only used by a few teachers who really understand the way in which infokus works.
4. Based on the pre-survey, there are still many teachers who do not understand the online learning system ([www.edmodo.com](http://www.edmodo.com)) even though the Bandung City Government is incessantly implementing an online learning system ([www.edmodo.com](http://www.edmodo.com)) for students so that students can utilize internet media true and effective especially for improving student learning achievement.
5. There is no direct evaluation from the Central Government by going to schools to see the impact of providing certification benefits to students, teachers, schools and the surrounding community.
6. Certification allowances are mostly still used by teachers to meet personal needs and family welfare, while the allocation of funds for professional spending is not considered enough.
7. Student learning achievement is focused on the cognitive value, because this aspect is often assessed by the teacher to see the mastery of knowledge as a measure of the achievement of student learning outcomes after learning. From the results of the pre-survey, most of the teachers stated that before and after the existence of certification allowances, student report cards did not experience a significant increase. Even though there is an increase, it is not too big and they consider the increase to be normal. Even though one of the objectives of

the Government to provide certification allowances is to increase the quality of student learning (Jalal, 2007).

In RI (Republic of Indonesia) Law No.14 / 2005 Article 16 states that the government will provide professional allowances to teachers whose amount is equal to 1 (one) time base salary at the same level, tenure and qualifications. Professional allowances are planned to be given to teachers who meet the following requirements:

- a. Meet the academic requirements as a teacher in accordance with Law No.14 / 2005 concerning Teachers and Lecturers.
- b. Have one or more educator certificates that have been given a unique registration number by the Department.
- c. Carry out duties as permanent teachers appointed by the Government, Regional Governments, or education units organized by the community and serve as teachers in education units that have operational permits from the Government or Regional Government.
- d. Not bound as permanent workers in other agencies.
- e. Teach as subject teachers and / or classroom teachers in educational units that are in accordance with the designation of the educator certificate they have.
- f. Registered with the department as a permanent teacher.

Teacher Certification according to the Directorate General of Quality Improvement of Teachers and Education Personnel (PMPTK) (Jalal, 2007), namely:

"Teacher certification is the process of awarding educator certificates to teachers. Educator certificates are given to teachers who have met teacher professional standards. Professional teachers are an absolute requirement for creating quality education systems and practices."

While the educator certificate according to Jalal (2007) is:

"A certificate signed by the certification organizer's college as a formal proof of the professionalism of the teacher given to the teacher as a professional. The certification participants are teachers in positions who are civil servant teachers and not civil servants who have taught in education units, whether administered by the government or regional government, or the community that has operational permits from the local government. "

The National Commission on Education Services (NCES) provides a more general understanding of teacher certification (Mulyasa, 2007), namely:

"Teacher certification is a procedure to determine whether a prospective teacher deserves permission and the authority to teach. This is necessary because graduates of teacher training institutions vary widely, both among state and private universities."

Furthermore Mulyasa (2007), explaining about teacher certification is as follows:

"Competency testing process for prospective teachers or teachers who want to obtain recognition and / or improve competence according to their chosen profession. Representation of meeting the competency standards that have been established in teacher certification is the certificate of educator competence. This certificate is evidence of recognition of the competence of teachers or prospective teachers who meet standards for doing teacher professional work on certain types and levels of education. "

Teacher competency is the ability, ability or skill to transfer knowledge and educate and guide students in the teaching and learning process. Professionals mean doing something as a main job as a profession and not as a filler of free time or as a mere hobby. A professional has the meaning of an expert with the knowledge he has in serving his work. Responsibility for his decisions both intellectual and attitude a sense of service upholds professional ethics in a dynamic organization. This can be seen from personal tasks that reflect a person (Syaiful Sagala, 2009) which consists of self-concept, self-idea, and reality or self reality.

The teacher as an educator (Syaiful Sagala, 2009) is the one who most interacts and interacts with students compared to other members of the school. The teacher is tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, conducting research and assessment and opening communication with the community.

Professional ability (Buchari Alma, 2008) is the ability to master teaching material widely and in depth as well as appropriate teaching methods and techniques that are understood by students, easily captured, do not cause difficulties and doubts.

Teacher professional competence related to the field of study, according to Slameto (Syaiful Sagala, 2009) consists of sub competencies:

1. Understand subjects that have been prepared to teach.
2. Understanding the competency standards and the content standards of the subjects listed in the Ministerial Regulation and teaching materials in the education unit level curriculum.
3. Understanding the structure, concepts, and scientific methods that cover teaching material.
4. Understand the conceptual relationship between related subjects.

## 5. Applying scientific concepts in daily life.

Success / learning achievement is one indicator of educational success or is a label of the quality / quality of an educational outcome. One of the objectives of a test is to show indicators of success or knowledge that has been mastered by students / students. The experts have raised many indicators about the success of learning, among others: Sudirman (1990) suggested several indicators of student success which include:

- (a) matters of knowledge, concept knowledge, and facts (cognitive / academic).
- (b) Personal matters, personality, and attitude (affective).
- (c) matters concerning behavior, skills and appearance (psychomotor).

## METHOD

In this study using quantitative data type. Data obtained from data sources at SD Negeri Cikadut 1,3,5 Mandalajati District, Bandung City. The types of data in the study can be grouped into the main things namely quantitative data. Quantitative data is data in the form of numbers or qualitative data that is assumed, namely the analysis of data using statistical formulas namely the analysis of correlation coefficients and hypothesis testing. The use of numbers makes it easy to interpret results objectively. And the data source is primary, which is obtained directly from consumers who are used as respondents through questionnaires.

Furthermore, to test the variables in this study using path analysis (path analysis). Path Analysis model is used to analyze the pattern of relationships between variables with the aim to determine the direct and indirect effects of a set of independent variables (exogenous) on the dependent variable (endogenous) (Sugiyono, 2015).

Primary Data Research was obtained from questionnaires (questionnaire). Questionnaire results (questionnaires) are translated into numbers, tables, statistical analysis, and descriptions and conclusions of the results of the study. Quantitative data analysis is based on the results of questionnaire numbers. Secondary data was obtained by collecting student test results from the Cikadut Public Elementary School Administration Officer 1.3.5 in the District of Mandalajati, Bandung City.

In this study researchers plan to conduct surveys and questionnaires / questionnaires on 33 teachers who have received certification allowances, in a population of certified teachers in Cikadut 1.3.5 SDN Mandalajati District, Bandung City.

## RESULTS AND DISCUSSION

### Result

The variables in this study were certification allowance (X), teacher competence variable (Y) and student learning achievement variable (Z), the correlation coefficient among the three variables was calculated using the product moment correlation formula, using the help of SPSS Software program (Statistical Product and Service Solution ) version 21 with the following results:

**Table 1:** Correlation Between Research Variables

		<b>Correlations</b>		
		Certification allowance	Teacher competence variable	Student learning achievement
Certification allowance	Pearson Correlation	1	,586**	,492**
	Sig. (2-tailed)		,000	,004
	N	33	33	33
Teacher competence variable	Pearson Correlation	,586**	1	,708**
	Sig. (2-tailed)	,000		,000
	N	33	33	33
student learning achievement	Pearson Correlation	,492**	,708**	,1*
	Sig. (2-tailed)	,004	,000	
	N	33	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the SPSS output table above, it is known that the correlation coefficient or R value obtained between the certification allowance (X) with the teacher's competence (Y) is 0.586. Positive correlation values included in the category are quite strong, with intervals (0.400 - 0.599) which indicates that there is a fairly strong and positive relationship between the certification allowance and teacher competency, where the higher the certification allowance, the better the teacher's competence will be.

Then the relationship between teacher competency with student learning achievement of 0.708 is included in the strong category, with intervals (0.600 - 0.799) which indicates that there is a strong and positive relationship between teacher competency and student learning achievement, where the better the teacher's competence, it will be followed by the better student achievement.

## Discussion

From the available data after analyzing the validity and reliability, then a description analysis is carried out. The aim is to describe the research variables both independent variables (free / exogenous) and dependent (bound / endogenous). The results of the analysis can be explained as follows:

### A. Variable Effect of Certification Allowances (X)

Variable data allowance certification with four dimensions, namely the dimension of the level of welfare, the dimensions of the teacher as the agent of learning, the dimension of improving the process and quality of education, and increasing the professionalism of teachers (Jalal, 2007). Below is a table of dimensions on the certification allowance.

#### 1. Dimensions of Life Welfare Level with 3 Indicators

Based on research in the field, according to the teachers of Cikadut 1.3,5 Elementary School in Mandalajati District, Bandung City, the level of accuracy of the disbursement of certification allowances was quite good (61.2%), although sometimes they experienced delays, but did not have a significant effect. With the existence of a certification allowance, the teacher acknowledges that the level of living welfare increases especially for family interests, this is evidenced by the percentage achievement of 75.8%, classified as good. They can fulfill most of the family's needs, especially in terms of meeting the needs of daily living and the educational interests of children. To buy personal necessities, such as clothing, bags, shoes, jewelry and others that are personal, tend to be quite good (64.8%).

In general, the level of life welfare level shows an average of 67.3% with good criteria. With a fairly good level of prosperity, creating comfort that is good enough for teachers, so that it can improve teacher competence, especially in the learning process. Teaching and Learning Activities (KBM) are better directed and systematic so that students more easily capture the material delivered by the teacher. With the mastery of material that is good enough is expected to improve student learning achievement.

#### 2. Teacher dimensions as learning agents with 3 indicators

From the results of the study, it can be seen that the teacher's ability after the certification allowance in buying other reference books that support the learning process based on the questionnaire is quite good (an average of 63.6%), because they consider the books provided by the school are sufficient to fulfill the material to be delivered to learning process. But for high-class teachers, especially 5th graders who are often included in race events and

grade 6 students at the end of each year take the National Examination and School Exams, the teachers tend to be diligent in buying other reference books that support learning, especially to practice questions and practice training in preparing to face the School Exams and National Exams. For low grade teachers (1,2,3,4), there is still a lack of awareness in buying other reference books and practice tools to improve the quality of classroom learning. To assist the process of administrative completeness and as a tool in the learning process, teachers use certification allowances to buy laptops in the good category (70.3%). This means that most teachers realize the importance of the need for computers or laptops in helping the learning process.

The desire of teachers to continue their education to a higher level in SD Negeri Cikadut 1,3,5 is quite good (67,3%). Evidently there are 3 teachers who have graduated from S2 after the certification allowance and 12 teachers who have finished their studies at the Bachelor level. From the results of the interviews, their desire to continue their education to a higher level was quite large, but the constraints were hit by age, because the average age of teachers at SD Negeri Cikadut was 1.3.5 over 50 years. Where the teachers feel their physical abilities and thinking power have decreased considerably.

Generally seen in the dimensions of the teacher as an agent of learning shows the criteria are quite good with an average score of 67.1%. With the teacher's function as a good learning agent, which can complement learning facilities and improve the quality of their education, it is expected to be able to improve the quality of teachers so that they become good agents in creating quality students in learning achievement. Awareness of buying other reference books that support the learning process can still be improved among teachers.

### **3. Dimensions of Improving Process and Quality of Education with 4 Indicators**

Based on this and the results of the questionnaire, teachers at SD Negeri Cikadut 1,3,5 felt that the longer the working period, their ability to carry out their tasks as educators were in good criteria (72.7%). With the education and training held by the government, the ability of teachers to increase. Because of this, teacher competencies also increase so that the ability of students to get good grades after learning is good enough (66.1%). This proves that education and training of teachers provide a good contribution in improving student learning achievement because teachers have experienced improved quality in teaching.

The ability of Cikadut 1.3,5 Elementary School students in obtaining achievements in each race held by the School Cluster Level (Kecamatan) in both Scouting, Religion, Sports,



Mathematics and Natural Sciences, Calistung, Arts, Quiz competitions are in good enough criteria (63, 6%). For students of SD Negeri Cikadut 1, almost every year won 1st and 2nd places, while for students of Cikadut 3.5 Public Elementary School it was moderate. Based on the results of the interview, there were several teachers who were truly competent in teaching and guiding their students in intracurricular and extracurricular activities from before before certification until now after certification.

The level of visits from the Supervisor and the Education Office is at a good level (70.3%). The government did not hesitate to increase the number of supervisors to monitor the performance of teachers. Supervisory tasks not only monitor schools, but now they directly supervise teachers.

Seen in general, the dimensions of the process improvement and the quality of education results show good criteria with an average score of 68.2%. This means that the government realizes the importance of supervision of teacher performance which is useful to find out the extent of the function of the certification allowance to increase teacher competency. Education and training of teachers organized by the government contribute well in improving student learning achievement because teachers have experienced quality improvement in teaching.

#### **4. Dimensions of Increasing Professionalism of Teachers with 5 Indicators**

Based on the research data it can be explained that the research of certification allowance variables on the dimensions of improving teacher professionalism, indicators following MGMP (Subject Teacher Consultation), KKG (Teacher Working Groups), workshops, seminars, education and training received the highest score of 70.9% including criteria good. The time taken up by daily activities makes the teacher less productive in producing articles / papers / papers / books with a percentage of 61.2%, still a pretty good criterion. This means that the activeness of the teachers in attending outside seminars can still be increased again.

The age factor greatly influences the mindset and performance of teachers in SD Negeri Cikadut 1,3,5. Decreased thinking and physical abilities, make tired and sometimes frustrated, so that in obtaining relevant achievements in the world of education is not too prominent, is sufficient criteria (63.6%).

Activeness in educational and non-education organizations is included in the criteria quite well (67.9%). This means that teachers still follow organizational activities organized by education units such as PGRI organizations, cooperatives, although not too active.

The ability to work on UKG (Teacher Competency Test) questions held by the government with the aim of seeing the quality of teachers in Indonesia is in sufficient criteria (61.2%). This score includes the lowest value in the dimension of increasing teacher professionalism. Computer and online systems as well as the level of the questions, make the teachers have difficulty in working on the problem especially felt by the teachers who are old.

Viewed in general, the dimension of increasing teacher professionalism shows good enough criteria with an average score of 65%. This means that the Government must think of more appropriate ways to test teacher competency skills nationally. To improve teacher professionalism, in addition to education and training programs, seminars, workshops, namely with UKG (Teacher Competency Test) Previously the government had to prepare teachers.

## **B. Variable Influence of Teacher Competence (Y)**

Teacher competency variable data with four dimensions, namely dimensions of pedagogic competence, professional competence, personality competence, and social competence (Syaiful Sagala, 2009). Below is a table of dimensions on teacher competency variables.

### **1. Dimensions of Pedagogic Ability with 5 Indicators**

Pedagogic competence is the ability to understand students, design and implement learning, and develop students to actualize their various potentials. Based on the results of the study in the table above, the ability of teachers at SD Negeri Cikadut 1,3,5 in planning and managing good learning from the initial activities until the final learning activities belong to the criteria is quite good with a percentage of 67.9%. This means that the teacher must better prepare for the planning, implementation and development of the learning process to run better. Better preparation will certainly have a good effect on student achievement.

The ability to present material systematically using books, media / tools, and good methods reaches a score of 118 (71.5%) including at the good level. This means that the teacher can utilize the book facilities and facilities provided by the school in the learning process. Teachers in high class who are good at using technology, utilize the infokus that the school has provided as a means of learning.

In the ability to motivate students to be active and interact with teachers and other students so as to create an atmosphere of PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) shows the highest percentage is 72.1% with good criteria. This means that the teacher has a high enthusiasm in motivating students to be active in class.

The ability of teachers to develop the talents and interests of students through intra-curricular and extracurricular activities is quite good with a percentage of 67.9%. Teachers sometimes feel tired of learning activities in the classroom so that extracurricular activities are sometimes handed over to extracurricular teachers, so class teachers are rarely seen actively participating in extracurricular activities, except when there is an out-of-school event, the classroom teacher with the extracurricular teacher prepares and guides students to face race.

The pedagogical ability of the teacher, in completing the school and classroom administration is at the percentage of 71.5% included in the criteria. This means that teachers are used to working on school and classroom administration properly. This is one indicator of the success of teachers in improving their competence. The working period is an average of 30 years and over, making teachers accustomed to completing administration well. With complete administration, it is expected that the teachers will have good planning and preparation in managing their respective classes, so that they can make students comfortable in learning and happy in following the learning process.

Viewed in general, the dimensions of pedagogic competence reach an average of 70.2% in good criteria. This means that teachers have good ability in planning and implementing learning, presenting material, motivating students, managing classes, and developing students to actualize their various potentials so that student learning achievement improves as well.

## **2. Dimensions of Professional Competence with 3 Indicators**

Professional competence is mastery of learning material widely and in depth, which includes mastery of curriculum material in school subjects and scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. The ability of teachers at SD Negeri Cikadut 1,3,5 in understanding and organizing the material to be delivered in the learning process reaches a 69.7% percentage score including good criteria. The ability of teachers to compile assessment tools obtained a percentage value of 68.5%, which means that they are quite good. Judging from the work experience that averages 30 years and above, the ability to compile materials and learning tools has become a day-to-day work, so that it does not experience significant difficulties in its work.

In this age of sophistication, technology is making rapid progress so that learning is demanded to follow the times. The use of computers, the internet and infokus is one of the skills that teachers must have today in line with the times. Children, especially for the high class, mostly understand internet use and social media. Teachers are required to master all of that, so that they can direct students to use technology to make positive benefits for students, especially to improve the quality of their learning. The ability of teachers at SD Negeri Cikadut 1,3,5 in mastering multimedia tools (computers, infocus, and internet) reached the lowest percentage value of 60% in good enough criteria. Based on the results of the interviews, most of the teachers did not master it all, even though the school had held computer-specific education and training. Because they do not apply in everyday life, for computer tasks, the average teacher often tells others to do it.

Seen in general, the dimensions of professional competence reach an average of 66.1% in good enough criteria. This means that the teacher in organizing learning materials, arranging assessment tools for students, and mastering multimedia tools are moderate. Especially mastery of the online learning system which is not mastered by the average teacher, giving students less impact on online practice, especially for high class (4,5,6). Less problem training results in lowering student learning outcomes. From these criteria, teachers still have the opportunity to continue to improve their professional competence so that students who have good learning achievement can be realized.

### **3. Dimensions of Personality Competence with 4 Indicators**

Personality competence is a personal ability that reflects a strong, stable, mature, wise and authoritative personality, an example for students, and noble. Based on the results of interviews and questionnaires, teachers at SD Negeri Cikadut 1,3,5 are very consistent in acting according to religious norms, legal norms, social norms, courtesy norms, and applicable ethics. This was evidenced by the achievement of the highest percentage value of 79.4% classified as good criteria. The teachers have good ability in providing guidance and counseling services to students, with a percentage of 78.2% with good criteria. Problems in class are usually resolved together, and if necessary, call parents to be discussed for the convenience of students in school.

The ability to maintain the authority and image of the teacher, including the highest score, is in good criteria with a percentage of 79.4%. The teacher realizes that the authority and image of a teacher must be truly guarded. As an example of the problem of discipline time that got the lowest score (74.5%) but still in good criteria, meaning that only a small percentage of

teachers arrived late. But this has an adverse effect on students' personalities, because students tend to follow teacher behavior.

Viewed in general, the dimensions of personality competence reach an average percentage of 77.9% in good criteria. The teachers realize that the teacher is a role model for his students. Not only is his speech heard, but the personality of the teacher is of concern to students and parents and even the surrounding community. Therefore the teacher must always try to choose and do positive actions in order to lift his good image and authority, so that it will produce students who are noble in addition to good achievement of course.

#### **4. Dimensions of Social Competence with 3 Indicators**

Social Competency is the ability of teachers to communicate and interact effectively with students, education staff, and the surrounding community. Based on the results of the questionnaire, the ability of teachers at SD Negeri Cikadut 1,3,5 to work together harmoniously with all school residents (Principals, fellow teachers, students, administrators, and guards achieved the highest score with a percentage value of 78.2 % is a good criterion Based on observations, teachers in their daily lives often eat together, share food while discussing together. Certification allowances are partly set aside for Honorary Teachers, Administration and School Guards.

The ability to interact with the community and encourage community creativity is classified as good with a percentage of 69.1%. Schools actively collaborate between teachers and parents as well as the surrounding community in the Farewell Class 6 activities, Student Creativity Week at the end of the year when the distribution of diplomas and report cards and National Day celebrations (RI Anniversary, Scouts, Kartini Day, etc.).

The ability of teachers to understand national education policies and general problems of education is at the lowest value, with a percentage of 63.6%, including good enough criteria. Ministerial turnover with changing policies and regulations sometimes makes teachers confused. which has been changing for the past 2 years makes them have to think of new strategies every year in the preparation of learning tools and the delivery of material to students. The KKG (Teacher Working Group) with teachers from the same districts as the Supervisor makes it easy for teachers to deal with them.

Viewed in general, the dimensions of social competence reach an average percentage of 70.3% in good criteria. This means that teachers are able to socialize well with all school residents and the surrounding community. The teachers understand the importance of optimal

collaboration in educating and guiding students. Students who have good learning achievement are the result of a joint effort between the school and parents and the surrounding community.

### **C. Managerial Efforts Need to be Done to Improve Teacher Competence and Student Learning Achievement Through Certification Allowances**

Based on the results of the analysis in the field and the discussion above, the efforts that must be done to improve teacher competency and student achievement through certification allowances are as follows:

1. In the dimension of the level of welfare, the teacher feels that the level of accuracy of the disbursement of certification allowance funds is sometimes delayed. Therefore, input from Supervisors and Education Offices is needed for the Central Government so that disbursement of certification allowances is not too late.
2. In the dimension of the teacher as the agent of learning, the teacher's awareness to buy another reference book to support the learning process is still lacking. The principal as the leader should invite the teachers to use part of the certification allowance fund for professional spending, such as to buy other reference books that are not in school and even better if using benefits to continue their education to a higher level.
3. In the dimension of improving the process and quality of education, the teacher must be more diligent in guiding and training students in each competition held by the education unit level in order to obtain good achievements (awards).
4. In the dimension of increasing teacher professionalism, there is a need for perseverance to deepen the competencies within him. UKG results (Teacher Competency Test) is one indicator of how far the level of teacher competence is. The effort that should be done by the teacher should often hold training with other teachers in working on UKG questions.
5. In the dimension of pedagogic competence, the teacher must reevaluate the way of planning, managing, and developing students' talents and interests so that they can be identified as shortcomings that must be corrected immediately, so that the teaching and learning process (KBM) runs well and can improve teacher competence and student learning achievement .
6. In the dimension of professional competence teachers should apply the ability to use computers, the internet, and focus on daily activities, both in the preparation of classroom administration and in the learning process. Teachers should not use the services of others

to type school assignments or order others to operate infocus. These things are useful so that teachers are proficient in using multimedia tools so as to be able to transfer their skills to students. So that students are able to use computers properly and use the internet in positive things.

7. In the dimension of personality competence, some teachers are still late in class. Teachers should improve their discipline. The Principal can impose clear and firm rules, for example giving sanctions to teachers who arrive late.
8. In the dimension of social competence, teachers as professionals are required to be able to respond to changes and developments in the times. Curriculum changes that occur must be responded wisely. Participating in education and training is a solution so that it is not left behind by other teachers. Cooperation with the surrounding community must also be maintained in order to create a conducive atmosphere.

## CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be drawn:

1. The certification allowance at Cikadut SDN 1,3,5 has a significant effect on teacher competence. The higher the certification allowance provided by the government it will have a real or good effect on teacher competence. With increasing teacher competency, it is expected that the quality of teachers will improve, although support from all stakeholders in the school is needed.
2. Teacher competency in Cikadut Elementary School 1,3,5 has a significant effect on student achievement. This means that the better the teacher's competency will be balanced with the better student achievement. With increased teacher competency, it is expected to produce qualified students.
3. There needs to be efforts made by school management in order to improve teacher competency and academic achievement through certification allowances at SD Negeri Cikadut 1,3,5 as the Principal motivates teachers to spend part of the certification allowance to improve learning in the classroom or encouraged to attend education and training and better still be able to continue school.

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