

The Performance of Certified Educator Teachers in Managing Learning

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ABSTRACT

This study aimed to determine the performance of certified teacher teachers in managing learning at a Private Madrasah Aliyah in Banda Aceh. The approach used in this research is qualitative. The type of research used in this research is descriptive. The results showed that the performance of certified teachers in managing learning had been made as much as possible so that it is carried out as expected. The supporting factors for the performance of certified educator teachers in managing learning consist of internal and external factors. Internal factors that hinder the learning process are influenced by the lack of experimental materials provided in the laboratory.

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1. INTRODUCTION

Education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. The purpose of school education is one of the main processes for developing teaching in the form of madrasah schools. Madrasah education consists of three levels of formal education, namely ibtidaiyah, tsanawiyah, and aliyah. In addition, madrasahs also develop vocational madrasahs to produce graduates ready to work and have particular expertise in specific fields. Education in madrasahs is intensively equipped with religious education both in theory and practice so that madrasahs can be an alternative education amid the collapse of religious values and norms that occur in society (Alawiyah, 2014). Informal education both madrasah education require teacher learning to increase students' potential. The teacher is a profession that is responsible for educating and teaching students. Teachers occupy a significant role in producing Indonesian people who have the knowledge, expertise, and skills that a nation wants. The role of teachers in this way is professional because they are obtained through comprehensive education so that they gain experience and expertise that is recognized by the community. Shabir (2015) said that professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, society, nation, state, and religion. This proves that teacher performance is significant to consider and evaluate because teachers carry out professional duties, meaning that assignments can only be done with particular competencies obtained through educational programs.

Teacher performance can be measured on five indicators: quality of work, speed or accuracy of work, initiative in work, workability, and communication. Therefore, professional teacher performance must be improved in order to be able to be responsible for their work. Professional teachers play an essential role in improving the quality of quality education. Recognition of a teacher's position as a professional is evidenced by an educator certificate, which is obtained through teacher certification. Teacher certification is granting teacher certificates to teachers in formal education units. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that: "Certification is the process of granting educator certificates for teachers and lecturers."

Teacher certification proves that teacher certification can be interpreted as giving recognition that someone has the competence to carry out educational services in a particular education unit after passing a competency test conducted by a certification body. Siswanto (2008) states the main objective of the certification is to improve teacher professionalism in planning learning, carrying out quality learning, improving and developing academic qualifications and competencies on an ongoing basis in line with the development of science and technology, not merely promoting material aspects in the form of improvement. Welfare through incentives for a professional teacher allowance of one basic salary.

The results of a preliminary study at MAS Darul Ulum YPUI Banda Aceh show that this school is one of the schools that has achievements. Still, there are several problems related to the performance of certified educator teachers, namely the implementation of teaching and learning activities. Some teachers have not been creative and are still conventional in delivering material so that students feel bored and pay less attention. Some people still complete lesson plans at the end of the lesson, but they do not bring lesson plans when implementing teaching and learning activities. In addition, discipline is an essential factor, if it is considered in terms of discipline, teacher departures and returns are not by predetermined working hours, and there are still teachers who come late to school or class to teach. Learning activities still do not use attractive media. However, changes, renewal, and ever-developing science and technology require teachers to adapt and align themselves according to the demands of society's needs and the times. This proves that the teacher's ability to carry out or manage to learn is important because it is directly related to student learning activities. Teachers must think and plan carefully to improve the quality of learning and learning opportunities for their students. Attractive learning management can increase student motivation. Therefore, as certified teachers, educators must have the competence and skills to manage to learn. The teacher has also devoted himself to teaching science, educating, directing, and training his students to understand the knowledge he teaches (Safitri, 2019: 5). Putri and Imaniyati (2017) said that "Teacher performance is the ability of teachers to show skills or competencies they have in the real world of work." Professional duties include educating, teaching, guiding, directing, training, assessing, and evaluating students. Teachers who have a high level of performance have cooperation productivity above the specified standards. Likewise, on the other hand, teachers who have a low level of performance are unproductive (Priansa, 2017: 136).

Based on the explanation above, it can be concluded that teacher performance is the work a teacher achieves in carrying out the task of educating, teaching, guiding, directing, training, assessing, and evaluating students. A teacher's performance can be seen from the achievements obtained by a teacher, how a teacher carries out the learning process and evaluates learning outcomes and provides follow-up to learning evaluations, and the work results obtained by a teacher. Understanding teacher professionalism means understanding the teacher as a job that meets the requirements of a profession and seeing the teacher as a professional who works professionally. Professionalism facilitates a person to become a professional through various educational backgrounds and the quality of expertise and authority (Supentangingrum, 2016; Maimunah, 2017).

Managing to learn is a teacher's way of organizing his class and, developing desired student behavior and, reducing or eliminating unwanted behavior, and a process of providing guidance or assistance to students in carrying out the learning process maintaining an effective classroom organization (Erwinsyah, 2016; Pane & Dasopang, 2017). Management or managing learning is a process of organizing the interaction of students with educators and learning resources in a learning environment. This indicates

that in the management of learning, there are interactions that exist so that students can actively develop their skills in interacting with teachers through learning management activities that are carried out and, in the end, help increase student learning motivation, which also has an impact on learning outcomes (Aliyas et al., 2019). Inhibiting factors for the management of learning in the classroom proposed by Chan et al. (2019) include: (a) teacher factors, (b) student factors, (c) family factors, and (d) facility factors.

2. METHODS

This research determines the performance of certified teacher teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh. The research method used in this research is the descriptive method with a qualitative approach. The research subjects were determined using a purposive sampling technique. The researchers themselves measured the validity determination of the human instruments.

In this study, the researcher collected descriptive data regarding the activities or behavior of the subject under study, their perceptions and opinions, and other relevant aspects obtained through interviews and observation. Reality is open, contextual, and socially, including individual and collective perceptions and views and humans as instruments.

The data validity in qualitative research refers to credibility, transferability, dependability, and confirmability standards. The data collection was through careful observation. The data analysis is employed with model analysis. Data analysis started with data collection, and data reduction and conclusions were made by interpreting the classification results of the study.

3. FINDINGS AND DISCUSSION

Performance of certified teachers in managing learning

The results of interviews at MAS Darul Ulum YPUI Banda Aceh show that in increasing work initiatives, teachers prepare to learn tools in the form of lesson plans. Still, in the current curriculum development, especially In book K13, there is a detailed explanation of the concept or material that will be implemented. However, the teacher only adds learning methods to make this lesson plan. Sometimes the method design that the teacher had previously prepared for the teaching period in a year did not match the phenomena in the field. Applying these methods cannot arouse students' enthusiasm for learning. Therefore, the teacher must reverse the direction regarding other methods following the students' concept of understanding. The questions related to problems regarding the process of the tools and the application of learning methods from the results of the previous review were "Are teaching and learning activities in the classroom using learning tools by the lesson plans? Then Are the strategies, methods, and learning models used following the material to be delivered? The results of the interview presented by BI can be stated as follows:

"RPP is a plan, so before entering the PBM process, the teacher already has a plan for a year. Teaching does not bring lesson plans, especially if we see that the material is already complete in the K13 book, so the lesson plans only add learning methods. Sometimes in applying to the field, the method that has been designed cannot be applied because it does not allow it, but learning cannot be stopped. It must be continued".

The results of other interviews showed that the lesson plans were very much needed in carrying out the teaching and learning process, so the teacher had to prepare the lesson plans for each meeting. This lesson plan is used in the learning process according to the steps of the chosen learning method and then adjusted to the material being studied. However, even though there are other methods, unique methods must be present in the learning process, such as the lecture method, question and answer method, and demonstration. Strategies in the learning process sometimes there are changes in the middle of learning due to the condition of students so that the changes that occur are usually in the addition of time.

Supporting factors and obstacles to the performance of certified educator teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh

The results of field reviews show that in implementing the teaching and learning process at MAS Darul Ulum YPUI Banda Aceh, the teacher has made every effort to create an attractive, fun, and learning atmosphere. Motivate students to learn. However, the teacher's teaching and learning process has not been fully able to increase student learning motivation, so there are still some students who are less motivated in learning. The review results prove that the teacher's performance in managing learning has several factors that influence it, both supporting and inhibiting factors.

Supporting factors in improving students' cognitive aspects and skills, the teacher in managing learning has tried to create exciting and fun strategies, methods, and models. In another case, the teacher also provides learning media facilitated by the school in the form of focus so that students can learn through PPT or video. The results of the interviews presented by BI are as follows:

"The supporting factors in the learning management process in the classroom have been using learning media facilitated by schools. Due to the development of education in the 21st century and the development of the 2013 curriculum, which requires teachers to increase technical knowledge, the school has the availability of information. The availability of in-focus in these schools requires teachers to use the media as a learning tool. Therefore, one of the supporting factors in the management of learning so far is through video or PPT displayed during the learning process."

The description of the observation of learning management carried out by the teacher can be seen in Figure 1.



Figure 1. Teacher Activities in Managing Learning Using PowerPoints

Figure 1. shows the results of observations about the learning management process carried out at MAS Darul Ulum YPUI Banda Aceh. The learning activities of students so far use InFocus learning media. The use of focus can arouse students' enthusiasm for learning. This is because students are involved directly with phenomena in daily activities. The material presented by the teacher through power points and videos shows the concept of subject matter and its relationship to impacts in life. The observations of conventional learning activities can be seen in Figure 2.



Figure 2. Teacher Activities in Managing Learning Using Conventional Methods

Figure 2. shows conventional learning activities using the lecture method. This method is one of the methods teachers use at MAS Darul Ulum YPUI Banda Aceh in classroom learning activities. The lecture method is a method that is accompanied by explaining the learning material on the blackboard, and students note what the teacher explains. This method is usually used on certain materials that cannot be explained using learning media or other learning strategies. However, there are also some teachers using this conventional method on material that should use other learning strategies or methods, resulting in boredom and less interest from students in learning

Supporting factors for teacher performance in managing learning so far can also be seen in how teachers allow students to carry out practicum activities at least once a month. This activity aims to make students able to understand practically the concept of learning, especially science subjects such as chemistry, physics, and biology. The teacher also assigns students to use objects in the environment as a learning medium to relate learning material to phenomena in everyday life. The results of interviews raised by FI as a teacher can be stated as follows: In learning activities, especially science learning, a teacher must create a learning strategy that can direct students to carry out practicum activities. The teacher also uses objects in the environment to relate learning materials to phenomena in everyday life.

Table 1. Supporting Factors for Teacher Performance in Managing Learning

No	Aspects	Observed Indicators	Criteria		Description
			Yes	No	
1	Supporting Factors	Supporting Factors	√		Using learning lesson plans, and LKPD Using learning media in the form of in focus Carry out practical activities in the laboratory tools such as preparing visual aids for
		external aspects	√		Provide support and motivation to learn students

				Able to provide counseling to students who experience problems
2	Inhibiting factors	Internal aspects	√	There are still fewer active students
				There are still some teachers who do not use learning media Learning
				activities are more predominantly centered on students
				Rarely do practicum activities
				teacher-only use of available media in schools
		External aspects	√	There are still students who are sleepy in the class
				There are still teachers who do not control the class effectively, so there are still students who are noisy in the classroom and disturb their friends

(Source: Observation Results, 2021)

Table 1. shows the results of observations at MAS Darul Ulum YPUI Banda Aceh regarding the factors supporting and inhibiting teacher performance in managing learning. The results of the field review show that the supporting and inhibiting factors in managing learning consist of internal and external factors. Therefore, the solution to reducing the barriers to implementing learning is that the teacher must be able to master the class.

Performance of certified teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh

Based on the results of the interview review, observation, and documentation study of the results of previous research, it shows that the teacher has provided learning tools in the form of lesson plans. Several things related to the performance of certified teachers in managing learning can be seen from three aspects of indicators, including; initiative in work, employability, and communication. The three indicators are related to the learning management process at MAS Darul Ulum YPUI Banda Aceh. Making this lesson plan is one of the teacher's tasks. RPPs are designed before the learning process is carried out so that the teacher has designed the preparation of RPPs for one year of learning. A method or learning model has been modified in the lesson plan and determined by the teacher. Then it is adjusted to the material to be taught. Even though the teacher uses the lesson plan to implement learning in the classroom, sometimes the lesson plan cannot be implemented according to the plan (Kalu, Rede & Asep, 2016). This is influenced by the incompatibility of the method when testing

directly. This encourages teachers to choose other strategies or methods in order to be able to adapt to the conditions of the students themselves. It is proven that a certified teacher's professionalism can be seen when the teacher can master the class (Hakim, Tunas, & Rubini, 2018).

In implementing learning so far, teachers also use learning media as a tool in the learning process. This follows what Tafonao (2018) stated learning media is one of the teaching aids for teachers to deliver teaching material, increase student creativity, and increase student attention in the learning process. With the media, students will be more motivated to learn, encourage students to write, speak and imagine more stimulated. Teachers use learning media provided in schools, such as focus, image media, teaching aids, and laboratories for practicum activities (Almeida, 2017). Some of these learning media are only learning uses in focus, which is often used in the implementation of learning, such as viewing learning material in the form of power points or videos. Learning activities through this media is not all lessons can be integrated directly because some lessons require practicum activities to prove their scientific results. The facilities provided in schools to support learning activities have been completely fulfilled (Haryanto et al., 2016). However, it would be better if the experimental tools and materials in the laboratory could be used to directly understand the concept of the subject matter. The goal is that students can link learning material according to everyday life.

The results of the review of other indicators regarding the workability of teachers show that teachers have been able to codify the class through strategies or learning methods designed to carry out an exciting and fun teaching and learning process. So far, learning activities have implemented small group discussions. However, sometimes the previously designed learning strategies and methods cannot be implemented due to the conditions of the students that are not possible. The learning process also has a reciprocal relationship, some are student-centered, and some are teacher-centered.

Supporting and inhibiting factors for the performance of certified educator teachers in managing learning

Based on the results of interviews, observations, and previous documentation, it can be concluded that the supporting factors and obstacles to the performance of certified teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh are influenced by internal factors and external factors. Internal factors are factors that the teacher himself influences, and external factors are influenced by external factors that affect teacher performance in managing learning.

The results of the field review show that so far, it supports the learning process, where the teacher has made efforts to provide learning tools in the form of lesson plans, implementing learning according to strategies, methods, and learning models. Then in the implementation of teacher learning using media provided in the school in the form of information, learning activities are carried out by showing videos and power points. This is following the opinion expressed by Khaerunnisa et al. (2018) that this PowerPoint learning media provides benefits for students. Namely, it can create a conducive and pleasant learning atmosphere. The learning material presented looks more concrete, so it attracts students' attention so that participants are more stimulated to find out more information about the presented teaching materials (Connolly, James, & Fertig, 2019).

Although learning activities so far often use power points or videos, the teacher also uses conventional methods such as lectures and writing material on the blackboard in certain materials. In addition to the supporting factors for teacher performance in managing to learn, there are several obstacles to its implementation, both internal and external factors (Nurmalia & Kusumawardhani, 2017). Internal factors that hinder the learning process are influenced by the lack of experimental materials provided in the laboratory. The performance of teachers who have an educator certificate has shown promising results. Another thing found in the teachers who do not have an educator certificate is that their performance has not been maximized and still needs improvement (Prasetyo, 2014). Empirically, there are significant differences between teacher performance in learning activities in terms of ownership of the educator's certificate (Tjabolo & Herwin, 2020).

In this case, it will hamper students' understanding, especially in science learning. Another factor is also influenced by the learning media, which is the reference for teachers in the school, only using the assistance of infocus by showing videos or power points only, but the teacher does not provide other media supporting the research. Several things; There influence external factors that hinder teacher performance in managing learning are some students who are sleepy or overslept in the classroom, then when the teacher has provided a lesson plan (RPP) that will be implemented in the classroom but in the middle of learning the planned strategy or method is not as successful as expected, so the teacher must choose another strategy that is adjusted accordingly with the conditions of these learners. Based on the findings above, it can be concluded that teachers try to collaborate with parents based on the awareness of the importance of communication with students' parents to improve the quality of learning activities. In addition, debriefings obtained from certification allowances made the teachers feel more confident and determined to increase their knowledge so that learning could be maximized to improve the quality of learning and student achievement (Triyanto, 2012).

4. CONCLUSION

The performance of certified teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh has been done as much as possible to carry out as expected. The supporting factors for the performance of certified educator teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh consist of internal and external factors. Inhibiting factors for the performance of certified educator teachers in managing learning at MAS Darul Ulum YPUI Banda Aceh Internal factors that hinder the learning process are influenced by the lack of experimental materials provided in the laboratory. The recommendations of this research are needed to investigate the assessment quality of learning outcomes, the role of teachers in the development of potential learners, and the attitude of certified teacher discipline. In addition, the selection is more stringent in selecting teachers to be certified and providing financial benefits to teachers who have been certified as needed.

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