Journal of Quality Assurance in Islamic Education (JQAIE)
Vol. 1 No. 1 (2021) pp. 10-21
DOI: 10.47945/jqaie.v1i1.386 e-ISSN: 0000000
Available online at https://e-jurnal.iainsorong.ac.id/index.php/jqaie

THE EFFECT OF CERTIFICATION ON TEACHER PERFORMANCE AND LEARNING OUTCOMES OF MADRASAH STUDENTS

Suharmoko [1], Agus Yudiawan[2]
[1,2] IAIN Sorong, Sorong, Indonesia

Article History
Received May 31, 2021
Revised Jun 5, 2021
Accepted Jun 7, 2021

Keyword:
certification, teacher performance, student learning outcomes

Abstract
The purpose of this study was to determine: (1) the performance of certified teachers; (2) student learning outcomes; (3) the effect of teacher certification on teacher performance; and (4) the effect of teacher certification on student learning outcomes in MTs. Model Sorong City. The research approach used is quantitative with survey techniques. The method of determining the sample used is a saturated sample. That is, 20 respondents sample the entire population. The analytical method used is a simple linear regression method. The results of this study indicate that: (1) the performance of certified teachers is good (3.56); (2) student learning outcomes are classified as good (3.97); (3) there is a positive and significant effect of teacher certification on teacher performance by 73.3%; and (4) there is a positive and significant effect of teacher certification on student learning outcomes by 64.3%. It can be concluded that the provision of certification allowances can improve teacher performance and student learning outcomes in MTs. Model Sorong City.

Corresponding Author:
Suharmoko
IAIN Sorong, Sorong, Indonesia
Jl. Sorong Klmono Km. 17 Sorong City, West Papua, Indonesia
Email: mokingalklateni@gmail.com

INTRODUCTION

The profession as a teacher is currently widely discussed, almost every day the mass media, both electronic and print media, discuss teachers, but these media not only discuss how noble the teaching profession is, not infrequently the mass media also discuss controversies in the teaching profession and everything teacher ugliness. Many people do not respect the teaching profession; sometimes, teachers become blamed if their children do not pass the exam or do not achieve what they want. The teaching profession is the most easily polluted because there are still people who force themselves to become teachers even though they are not prepared to become teachers. This happens

because there is still the view of some people that anyone can become a teacher, as long as they are knowledgeable.

The low level of public recognition of the teaching profession is caused by the following factors: 1) the view of some people that anyone can become a teacher as long as he is knowledgeable; 2) shortage of teachers in remote areas, providing opportunities to appoint someone who does not have the expertise to become a teacher; and 3) many teachers do not appreciate their profession, let alone try to develop their profession, (Nuryanto, 2008). Feelings of inferiority due to being a teacher, abuse of the profession for personal satisfaction and interests, so that the teacher's authority decreases. Seeing the factors that cause the assumption that the teaching profession is low, it is time for teachers to improve their competence and professionalism. Teachers must be able to dismiss the beliefs that demean the teaching profession. Teachers must become inspirational teachers who always follow developments and continually develop their knowledge which will later have a broader understanding.

Teachers are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and research, and community service, especially for universities. Educators must have minimum qualifications and certification by the level of teaching authority, physically and mentally healthy, and can realize National education goals, (Nuryanto and Sutrisno, 2008). Through higher education, society is expected to develop to achieve progress and obtain a good quality of life; teachers no longer carry out learning with minimal abilities but rather bring their students maximum thinking and skills through professional teachers. In other words, the teacher has educational, personality, professional, and social competencies as mandated by the Law on Teachers and Lecturers, (Abbas, 2008). In addition, the government continues to make various efforts to bind the four teacher competencies in providing quality education services. One way to improve professional competence is by providing professional certificates (certification) to teachers who pass the teacher competency test. The aim is to recognize teachers for their competence in carrying out their obligations as quality educators.

Teacher certification is a certification allowance program aimed at teachers who have passed the certification test. This program turns out to be one of the motivations of a teacher to improve his performance at work. The teacher certification program has been implemented since 2007 after the issuance of the Minister of National Education Regulation Number 18 of 2007 concerning Certification for In-Service Teachers. This certification program is implemented to increase teacher competence as professional educators. Through this certification, teachers must seriously carry out their duties as teachers and mobilize all their thoughts and creativity for education. The certification program applies to teachers who have a minimum working period of 5 (five) years with a maximum age of 50 (fifty) years, (Kemdikbud, 2013). With the certification of educators, it is hoped that the competence of teachers as teachers will increase in accordance with the standards that have been set. With teacher competence that meets minimum standards and adequate welfare, it is expected that teacher performance in managing the learning process can increase, as seen from student learning outcomes.

The choice of the MTs. Model in Sorong City is because most teachers have been certified. The number of teachers who have been certified as many as 20 (twenty) teachers shows how the performance of teachers in these schools, especially those who have passed the certification. The results of initial observations indicate that teachers who have passed the certification have various ways of improving the professionalism they already have. The performance indicators are also different, influenced by their

educational background, insight, and knowledge. It is almost impossible to distinguish the performance of teachers who have not been certified and those who have been certified. It is more visible that teachers who have been certified tend to be lazy in teaching and look lazy to know.

Furthermore, when viewed from student learning outcomes, many certified teachers are less competent in carrying out learning and have an impact on insignificant changes in student learning outcomes and worse student academic scores decline. In addition, students' perceptions of certified teachers tend to be low compared to uncertified teachers. Not all accredited teachers are indeed lazy in carrying out their responsibilities because they already feel "safe"; however, the number is only small when compared to those who are "lazy" in carrying out their duties as teachers (Yudiawan, 2019). When compared to honorary teachers, students tend to choose honorary teachers who teach them. Professionally certified teachers should show more enthusiasm for learning responsibilities and set an example for others. In stark contrast to the performance of other teachers who have not been certified, of course, this should be a severe concern for the government, especially the Education Office of Sorong City, to evaluate the policy of providing teacher certification programs.

The facts on the ground above show that there has not been any real change for the better during the certification program. Hence, further improvements to the certification system need to be carried out to show more tangible results. As expected, the primary purpose of holding a certification program is to improve knowledge, performance, creativity and carry out other functions related to the teaching and learning process. This study explores the impact of providing certification on teacher performance and student learning outcomes in MTs. Model in Sorong City.

METHOD

The research uses a quantitative approach. The analysis was carried out in MTs. Model in Sorong City. The population in this study was 25 teachers who were certified in MTs. Model. The sampling technique used was census sampling with all members of the population as samples. A questionnaire with a Linkert scale was used as a data collection instrument. The collected data was then analyzed using SPSS software. 21.0, which previously tested the classical assumption as a test condition. Furthermore, hypothesis testing is carried out, which will be seen in the alpha significance value of product-moment correlation analysis.

RESULT

Descriptive Analysis of Respondents' Responses

Based on the respondents' answers, the average score of each indicator of the research variables can be determined. This is intended to identify how the trends and variations of respondents' responses or assessments affect each research variable's hands. According to Umar, the value for each variable answer according to the Linkert scale is a minimum of 1 and a maximum of 5. If it is adjusted to the criteria of the respondent's answer score, it can be seen in the following table:

Table 1. Criteria Score Description Respondents

No	Indicator	Criteria
1	1.00 <score ≤ 1.80	Very low/very bad
2	1.81< score ≤ 2.60	Low/bad
3	2.61< score ≤ 3.40	Moderate/enough
4	3.41< score ≤ 4.20	good/high
5	4.21< score ≤ 5.00	Very good/very high

Source: Umar Criteria, (Husein, 1998)

From the criteria for the description of the respondents above, a description of the respondents from this study is then made. The respondents' perceptions of each research variable are as follows:

Table 2. Respondents' Responses to Research Variables

Variablee	Average Score	Criteria
Teacher Certification (X)	3,49	good/high
Teacher Performance (Y1)	3,56	good/high
Student learning outcomes (Y2)	3,97	good/high

Source: processed by Ms. Excel for Windows Ver. 2013 (2020)

From table 2 above, it can be seen that the respondents' responses to the teacher certification variable have an average score of 3.49 with good/high criteria. Teacher performance has a score of 3.56 with good/high criteria. Meanwhile, the student learning outcomes variable obtained an average value of 79.49 (see attached) so that if it was changed on a 5 (five) scale, an average score of 3.97 was obtained, which was in very good/ high criteria.

Validity and Reliability Test

Test the validity and reliability of the instrument items carried out on the teacher certification variable (X) and the teacher performance variable (Y). Meanwhile, the learning outcome variable (Y) data is taken directly from certified teachers' average student learning scores. A validity test is a measure that shows the level of validity and authenticity of an instrument, (Arikunto, 2010). In this study, the Corrected item-total Correlation method was used in analyzing the fact of a device. A valid or valid instrument has a value of Corrected item-total Correlation greater than the value of r in the table (count > table) and vice versa. The results of testing the validity of the instrument on each statement item are as follows:

Table 3. Variable Item Validity Test Results

Variable	Item	r_{count}	r_{table}	Status
Teacher Certification (X)	1	0,570	0,320	Valid
	2	0,571	0,320	Valid
	3	0,768	0,320	Valid
	4	0,601	0,320	Valid
	5	0,589	0,320	Valid
	6	0,346	0,320	Valid
	7	0,678	0,320	Valid
	8	0,574	0,320	Valid

	9	0,355	0,320	Valid
	10	0,409	0,320	Valid
	11	0,415	0,320	Valid
	12	0,506	0,320	Valid
	13	0,547	0,320	Valid
	14	0,626	0,320	Valid
	15	0,486	0,320	Valid
Teacher Performance (Y)	1	0,536	0,320	Valid
	2	0,615	0,320	Valid
	3	0,497	0,320	Valid
	4	0,587	0,320	Valid
	5	0,506	0,320	Valid
	6	0,424	0,320	Valid
	7	0,512	0,320	Valid
	8	0,350	0,320	Valid
	9	0,403	0,320	Valid
	10	0,520	0,320	Valid
	11	0,401	0,320	Valid
	12	0,490	0,320	Valid
	13	0,464	0,320	Valid
	14	0,559	0,320	Valid
	15	0,322	0,320	Valid

Source: processed with SPSS IBM 21.0 (2021)

Based on the two data above, the value of count (Corrected item-total Correlation) obtained from the analysis is compared with the value of the r-table. The r-table value is searched with a significance of 0.05 at the 2-sided end and the amount of data (n) = 38 or df = n-2 = 36, then the r-table value = 0.320 (see attachment table r). So, it can be seen that all the items on the teacher certification variable (X) and the teacher performance variable (Y) have an r-count value greater than the r-table value (r-count> r-table) so that it can be concluded that all instrument items on both variables are declared valid (valid).

Reliability refers to an understanding that the instrument is reliable enough to be used as a data collection tool because the device is suitable, (Arikunto, 2010). The reliability test method used is Cronbach's Alpha. If the Cronbach's Alpha value is more than 0.6, then the instrument used is reliable and vice versa. The results of the variable reliability analysis are as follows:

Table 4. Reliability Test Results

Variable	Value *Cronbach's Alpha*	Batas	Status	Criteria
Teacher Certification	0,881	0,6	Reliabel	High
Teacher Performance	0,848	0,6	Reliabel	High

Source: processed with SPSS IBM 21.0 (2021)

From the results of the reliability test above, it can be seen that the Certification variable (X) has a Cronbach's Alpha value of 0.881 and Teacher Performance (Y) with a value of 0.848. Both values are more significant than the limit value of 0.6 so that both variables are declared reliable with high criteria.

Normality of Regression Model Data

The data distribution must be analyzed to determine whether the assumption of normality is met so that the data can be processed further. Normality tests can be done by statistical methods. Item normality test using IBM SPSS 21.0. In SPSS, the normality test method used is regression graph analysis (normal P-P plot). Data is declared normally distributed if the data spread around the line and follows a diagonal line, (Priyanto, 2014). Detection of normality by looking at the spread of data (points) on the test line on the graph plot and can be seen in Figures 1, 2, and 3 below:

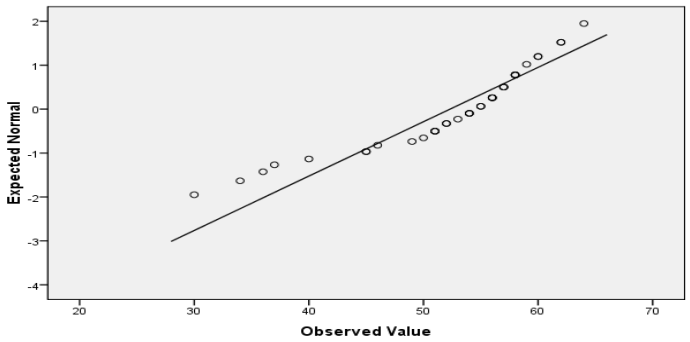

Figure 1. Normality Test Results of Teacher Certification Variables

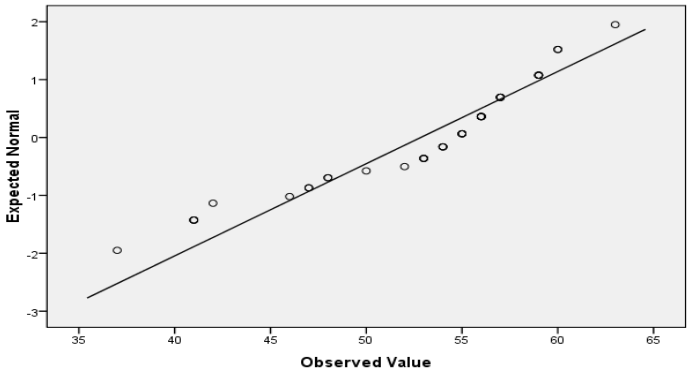

Figure 2. Normality Test Results of Teacher Performance Variables

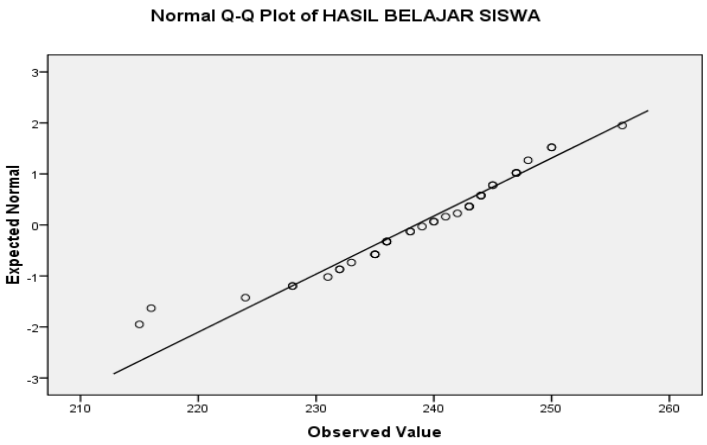

Figure 3. Normality Test Results of Student Learning Outcomes Variables

From the three figures above, it can be explained that the average data tends to be straight along the diagonal line, and no data is located far from the data distribution so that the three data in this study can be concluded to be normally distributed. This means that the regression model is suitable for use and further statistical testing.

Simple Regression Analysis

Simple linear regression analysis is used to determine the effect between one independent variable and one dependent variable, which is displayed in the form of a regression equation, (Priyanto, 2014). The independent variable is denoted by X, and the dependent variable is denoted by Y. This study uses one independent variable, namely teacher certification (X), and two dependent variables, namely employee performance (Y1) and student learning outcomes (Y2). The results of statistical analysis can be seen in tables 5 and 7 with the following explanation:

1) Teacher Certification (X) Against Teacher Performance (Y1)

   Y1 = 15.133 + 0.733X

   The simple regression equation above shows that:

   a) Constant of 15.133; it means that if the certification value is 0 or there is no certification, then the teacher's performance is 15.133
   b) Coefficient 0.733X; the regression coefficient of +0.733 indicates that if teacher certification increases by one unit, teacher performance will increase by 0.733 units. The variable coefficient of teacher certification is positive, meaning that teacher certification positively affects teacher performance. This explains that the greater the teacher certification, the more significant the impact on teacher performance.

2) Teacher Certification (X) Against Student Learning Outcomes (Y2)

   Y2 = 199.223+ 0.750X

   The simple regression equation above shows that:

   a) Constant of 199,223; it means that if the certification value is 0 or there is no certification, then the average value of student learning outcomes if the total is 199,223
   b) Teacher Certification (X); the regression coefficient of +0.750 indicates that if teacher certification has increased by one unit, student learning outcomes will increase by 0.750 units. The variable coefficient of teacher certification is positive, meaning that teacher certification positively affects student learning outcomes. This explains that the greater the teacher certification, the more significant the impact on student learning outcomes.

Hypothesis Test Results

First Statistical Hypothesis

H0 : There is no positive and significant effect of teacher certification on the performance of Teacher in MTs. Model of Sorong City.

Ha : There is a positive and significant effect of teacher certification on the performance of of Teacher in MTs. Model of Sorong City.

The criteria for drawing the hypothesis are:

1) H0 is accepted if the significance > 0.05
2) H0 is rejected if the significance is < 0.05

To determine the effect of the independent variable on the dependent variable, the statistic used is the t-test. Tests were carried out with the help of the IBM SPSS 21.0 software program. The results of the tests carried out can be seen in Table 5 below:

Table 5. Teacher Certification t Test Results on Teacher Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.133	2.679		5.648	.000
	Teacher Certification	.733	.051	.924	14.475	.000
a. Dependent Variable: Teacher Performance						

Source: processed with SPSS IBM 21.0 (2021)

Table 5 shows the results of statistical testing using the t-test method, where the significant level of the teacher certification variable is 0.000. This significance value is less than 5% or 0.05, which means the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means a positive and significant effect of teacher certification on teachers' performance in MTs. Model. Meanwhile, the coefficient of determination test (Adjusted R Square) was carried out on the teacher certification variable. The results of the determination coefficient test can be seen in Table 6 below:

Table 6. Coefficient of Determination Test (Adjusted R Square) Teacher Certification on Teacher Performance

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924[a]	.853	.849	2.488
a. Predictors: (Constant), Teacher Certification				

Source: processed with SPSS IBM 21.0 (2021)

The results above show that the coefficient of determination expressed in Adjusted Square is 0.849 or 84.9% percent. This means that variations in the teacher certification variable can explain 84.9% of the variation in the teacher performance variable. Meanwhile, the remaining 15.1% is the contribution of other independent variables.

Second Hypothesis

H0 : There is no positive and significant effect of teacher certification on Students in MTs. Model.

Ha : There is a positive and significant effect of teacher certification on the learning outcomes of Students in MTs. Model

The criteria for drawing the hypothesis are:

1) H0 is accepted if the significance > 0.05
2) H0 is rejected if the significance is < 0.05

To determine the effect of the independent variable on the dependent variable, the statistic used is the t-test. Tests were carried out with the help of the IBM SPSS 21.0 software program. The results of the tests carried out can be seen in Table 7 below:

Table 7. Teacher Certification t-Test Results on Student Learning Outcomes

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	199.223	6.953		28.651	.000
	Teacher Certification	.750	.131	.689	5.710	.000
a. Dependent Variable: Student learning outcomes						

Source: processed with SPSS IBM 21.0 (2021)

Table 7 shows the results of statistical testing using the t-test method, where the significant level of the teacher certification variable is 0.000. This significance value is smaller than 5% or 0.05, which means the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of teacher certification on MTs. student learning outcomes. Meanwhile, the coefficient of determination test (Adjusted R Square) was carried out on the teacher certification variable. The results of the determination coefficient test can be seen in Table 8 below:

Table 8. Coefficient of Determination Test (Adjusted R Square) Teacher Certification on Student Learning Outcomes

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689[a]	.475	.461	6.456
a. Predictors: (Constant), Teacher Certification				

Source: processed with SPSS IBM 21.0 (2021)

The results above show that the coefficient of determination expressed in Adjusted Square is 0.461 or 46.1% percent. This means that variations in the teacher certification variable can explain 46.1% of the variation in student learning outcomes. Meanwhile, the remaining 53.9% is the contribution of other independent variables.

DISCUSSION

Certified Teacher Performance in MTs. Model of Sorong City

The results of the descriptive analysis show that the performance of certified teachers gets a score of 3.56. This value, according to Umar, is in a suitable category, (Husein, 1998). The results of the analysis of teachers who are in the excellent category arise because of the influence of the provision of professional certificate programs. Tested teacher competencies and improved welfare can be implemented in better jobs. The certification program can motivate teachers to continue to compete in showing optimal work results. It is hoped that this certification program will continue to be held. A certified teacher performance evaluation system is needed every 5 (five) years so that teachers continue to maintain and bind their competencies and performance. For those

whose performance is declining, it is necessary to assist even to the revocation of professional certificates and vice versa. Those whose competence and performance increase are given appreciation and additional professional allowances.

Student Learning Outcomes Taught by Certified Teachers at MTs. Model of Sorong City

The results of the research related to the learning outcomes of a student of MTs. Model. The Sorong City model obtained an average score of 79.49 (average above the KKM. 75) so that if it was changed on a scale of 5 (five), it obtained an average score of 3.97, which was very good criteria. This happens because, after certified teachers, there is an increase in teacher competence. In learning, before certification and after certification, before certification, the learning model was only teacher-centered. Still, after the teacher was certified, the learning model had increased, namely by using effective learning methods or strategies according to the existing material. With the certification program, teachers are required to make improvements in the teaching and learning process in the classroom, both in terms of learning strategies, learning methods, and the use of learning media. In terms of teacher discipline, if before being certified, the teacher was less disciplined in teaching, but the principal emphasized being more disciplined after being approved. And most importantly, teacher competence continues to be honed to provide good understanding to students and ultimately improve student learning outcomes.

The Effect of Teacher Certification on Teacher Performance in MTs. Model of Sorong City

The study results above show the results of statistical testing with the t-test method, where the significant level of the teacher certification variable is obtained at 0.000. This significance value is less than 5% or 0.05, which means the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of teacher certification on the teacher's performance in MTs. Model of Sorong City.

The research results above are in line with Pratama and Suryawati, where the results show that certification has a significant effect on teacher performance (Pratama and Suryawati, 2013). Furthermore, according to Sunanik's research results, there is a difference in performance between certified and uncertified teachers, (Sunanik, 2015). Teacher certification is a certification allowance program aimed at teachers who have passed the certification test. The results of the certification of educators are expected to increase the competence of teachers as teachers by the standards that have been set. With teacher competencies that meet minimum standards and adequate welfare, it is expected that teacher performance in managing the learning process can increase. The provision of certification allowances has a significant impact on teacher welfare. Good welfare will motivate teachers to work harder so that in the end, they can provide excellent and satisfying performance. This is in line with Mangkunegara that the factors that affect performance are the ability factor and the motivation factor, (Mangkunegara, 2015). In theory, current research and other relevant studies both state that certification affects teacher performance. Therefore, it is necessary to encourage and continue this program to provide positive benefits for the quality of education in an area and even nationally.

The Effect of Teacher Certification on Student Learning Outcomes at MTs. Sorong City Model Country

The results showed the results of statistical testing with the t-test method, where the significant level of the teacher certification variable was obtained at 0.000. This significance value is less than 5% or 0.05, which means the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of teacher certification on MTs student learning outcomes. The results of research conducted by Afiya indicate that there are significant differences in student PAI learning outcomes between before the teacher is certified. After being certified, therefore, the difference in learning outcomes means that there is an effect of the certification program on improving learning outcomes (Afiya, 2012). The effect of certification on student learning outcomes is inseparable from the purpose of the provision of professional certificates. The goal is that the competence of teachers as teachers will increase according to the standards that have been set. With teacher competence that meets minimum standards and adequate welfare, it is expected that teacher performance in managing the learning process can increase, as seen from student learning outcomes. On the other hand, the provision of teacher certification programs is carried out through a fairly strict test. The number of participants who did not pass the test is an indication that those who passed the certification were indeed those who had qualified competencies. From this, it is not surprising that certified teachers can manage to learn well to increase student learning outcomes.

Furthermore, from the results of this study, it is recommended that certified teachers are proven to have good performance and then need to be maintained and improved by continuously providing rewards and punishments. It is more prioritized for certified teachers to be in charge of the examination class (class IX). Students are better prepared to face the National Examination and are more mature to take the entrance test to SMA/MA/Vocational High School. In addition, school principals should program and share the knowledge of certified teachers to other teachers who have not been certified in various activities, for example, workshops and school internal IHT. Teachers who have not yet taken part in certification continue to be encouraged to continue to study and better prepare themselves for the upcoming certification program.

REFERENCES

Afiya. (2012). The Influence of Teacher Certification Programs on Learning Outcomes of Islamic Religious Education at SMPN I Soko Tuban, Unpublished Thesis.

Abbas. (2008). School-Based Teaching Strategies and Options. Jakarta: Grasindo.

Arikunto, S. (2010). Research procedure: A Practical Approach. Edition. Revision. Jakarta: Rineka Cipta.

Ministry of Education and Culture. (2013). Guidelines for Determining Participants in the 2013 Certification Program.

Nuryanto and Sutrisno. (2008). Profile of the Implementation of the Education Unit Level Curriculum (KTSP) in Jambi Province (Evaluative Study on the Implementation of KTSP, SD, SMP, and SMA), Paper at the 2008 Education Research Annual Symposium

Hussein Umar. (1998). Human Resources Research in Organizations. Jakarta: PT. Gramedia

Mangkunegara. (2015). Company Human Resources. Twelfth print. Bandung: Rosdakarya Youth.

Priyanto, Dwi. (2014). SPSS 22: Practical Data Processing. Yogyakarta: ANDI OFFSET

Primary and Suryawati. (2013). The Effect of Certification on Teacher Performance at SDN Sumbersari 1 Jember, Scientific Article Artikel

Regulation of the Minister of National Education Number 18 of 2007 concerning Certification for Teachers in Position

Sunanik, S. (2015). Pengaruh sertifikasi guru terhadap kinerja guru SMPN 1 Durenan. Efektor, 2(2).

Rahman, A., & Yudiawan, A. (2018). Pengaruh Pelaksanaan Tugas Kepala Madrasah Terhadap Profesionalitas Guru di MTs Negeri Model Kota Sorong. Al-Fikr: Jurnal Pendidikan Islam, 4(2), 15-26.