

## THE INFLUENCE OF CERTIFICATION PROGRAM ON TEACHER PERFORMANCE AT THE YAYASAN DARUL FALAH PAJARAKAN PROBOLINGGO

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### **Abstract :**

*The implementation of teacher certification is expected to have an impact on improving the quality of learning and the quality of education on an ongoing basis. But the fact that often happens that the certification allowance often does not work with the initial goal for improving teacher performance. If you carefully examine the Law of the Republic of Indonesia Number 14 Year 2005 regarding teachers and lecturers, it will be seen that the law contains an increase in the welfare of teaching staff which is characterized by functional benefits, special allowances, and professional teaching allowances. Thus, this study aims to describe the performance of certified and uncertified teachers and find out whether there is a difference in the performance of certified teachers and uncertified teachers at the Yayasan Darul Falah Pajarakan Probolinggo. The results of research was found that; (1) the performance of teachers in the Darul Falah Pajarakan Probolinggo foundation is classified as good with a high categorization of 11.7%, a high of 82.3%, and a moderate of 5.8%, and (2) There is a difference between the performance of certified teachers with the performance of teachers who are not certified in the foundation fostered by Darul Falah Pajarakan Probolinggo as proven by the calculated F value of 13,147 with a significance value of 0.001 is <0.05.*

**Key words :** Certification Program; Teacher Performance

### **Abstrak :**

*Implementasi sertifikasi guru, diharapkan akan berdampak pada meningkatnya mutu pembelajaran dan mutu pendidikan secara berkelanjutan. Namun fakta yang seringkali terjadi bahwa tunjangan sertifikasi seringkali tidak berjalan dengan tujuan awal demi meningkatnya kinerja guru. Jika menelaah secara seksama Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang guru dan dosen, maka akan terlihat bahwa undang-undang tersebut berisikan peningkatan kesejahteraan tenaga pendidik yang ditandai dengan adanya tunjangan fungsional, tunjangan khusus, dan tunjangan profesi pendidik. Dengan demikian, penelitian ini bertujuan untuk*

*menggambarkan kinerja guru yang tersertifikasi dan tidak tersertifikasi dan mengetahui ada tidaknya perbedaan kinerja guru yang tersertifikasi dan guru yang tidak tersertifikasi di yayasan Darul Falah Pajarakan Probolinggo. Hasil penelitian menunjukkan bahwa; (1) gambaran kinerja guru di yayasan Darul Falah Pajarakan Probolinggo tergolong baik dengan kategorisasi tinggi sebesar 11,7%, tinggi sebesar 82,3%, dan sedang sebesar 5,8%, dan (2) Ada perbedaan antara kinerja guru yang tersertifikasi dengan kinerja guru yang tidak tersertifikasi di lembaga binaan yayasan Darul Falah Pajarakan Probolinggo yang dibuktikan dengan hasil F hitung sebesar 13.147 dengan nilai signifikansi 0.001 adalah  $< 0,05$ .*

**Kata Kunci :** Sertifikasi Guru, Performa Guru



## INTRODUCTION

Educators as human resources (human resources) is a large investment asset which is utilized will be a very valuable capital in achieving the goals of educational institutions in addition to other sources of capital. Educators as the main components and holders of education play a very significant role in the success of education. The main purpose of education as stated in the 1945 constitution is to develop Indonesian people as a whole and to be able to compete with other nations. For this purpose, human resources must be able to be transformed into useful asset assets. Therefore, expertise, skills, and opportunities must be equipped or supplied to human resources in accordance with their biological and spiritual abilities. An appropriate, careful, and wise action must be able to prepare human resources so that they can truly be productive and useful assets of development and development.

Improving the performance of Human Resources requires systematic and directed management, so that the process of achieving organizational goals can be carried out effectively and efficiently. The aspect of Human Resource Management occupies an important position in an organization or institution because every organization or institution is formed by people, uses their services, develops their skills, encourages them to perform high, and guarantees them to continue to maintain commitment to the organization is a very important factor important in achieving organizational goals. Human Resource Systems can support competitive advantage continuously through the development of HR competencies in organizations.

Thus, it needs to be reiterated that the low performance of human resources in carrying out their tasks is also influenced by certain factors both internal and external as explained above. Conceptually, this can be justified, given that a person's performance is strongly influenced by various factors ranging from skills, understanding of tasks, ability to carry out tasks, motivation, and also the work environment in which a person performs work duties. Specifically the work environment itself, Djumadi's research results prove that, working environment conditions significantly influence employee performance in carrying out their work duties (Kamaria, 2006).

Dale Timpe also said that the underachievement of teaching staff is caused by a number of factors, including poor work skills to insufficient motivation or a poor work environment. (Timpe, 1992) Meanwhile, according to Rossett and Arwady as quoted by Haryono revealed that there are four factors that affect performance, namely: (1) lack of skills and knowledge, (2) lack of incentives or inaccurate incentives provided, (3) unsupportive work environment, and (4) lack of motivation (Haryono, 2000).

Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers also regulates the improvement of the welfare of teaching staff which is characterized by functional allowances, special allowances, and professional teacher allowances. But behind it all, what must be realized is the existence of a variety of benefits which results in the existence of welfare for educators is an instrument to improve the performance of educators and of course it will also have an impact on the sustainability of the quality of education on a local, regional and international scale (Mundiri & Bariroh, 2018).

At the implementation stage of the teaching staff certification program is the process of granting educator certificates to educators who have met the academic qualification and competency standards as contained in Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, and Minister of National Education Regulation No. 18 of 2007 concerning Certification of Teachers and Lecturers in Position (Djaali, 2008).

Educators who do not meet the academic qualifications and competency standards will find it difficult to realize optimal performance so it is considered not to have a significant impact on improving the quality of education. Therefore, the certification program affects the performance of teaching staff and indirectly also affects the educational goals.

## RESEARCH METHOD

This study intends to examine the effect of teacher certification on teacher performance in madrasas at the Nurul Falah Pajarakan Probolinggo foundation. This research uses a quantitative approach because this research includes things based on percentage calculations, statistical calculations, etc (Moleong, 2005). Quantitative research is also a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what is want to be known and aims to compile a science that seeks to make the laws of generalization (Kasiram, 2008).

In this study no treatment or manipulation of variables is made, but only facts will be revealed based on the measurement of symptoms that already exist in the respondent, so this research is a type of correlational research with linear regression analysis techniques in the hope of being able to find out the effects between variables and how the criteria those affected can be predicted through those that affect partially or simultaneously (Mundiri, 2008). Data collection in this study used a questionnaire using a Likert scale in the form of positive and negative statement items. Data collection in the form of a list of statements in writing which are offered to respondents (Kasiram, 2008).

## FINDINGS AND DISCUSSION

In analyzing the effect of certification on teacher performance in the Darul Falah foundation, the hypothesis test is first performed by calculating the total score and the average score of each group using according to the ANAVA table, which can then be used as a basis for statistical decisions for hypothesis testing, such as in the following table:

**Tabel: Univariate Analysis of Variance**

Between-Subjects Factors				
		Value Label	N	
teacher_perfor mance	1	Certification	17	
	2	Non_certification	17	
Descriptive Statistics				
Dependent Variable: nilai				
status	performan ce	Mean	Std. Deviation	N
certification	high	84.82	6.317	16

	low	73.07	9.558	1
	Total	79.31	9.868	17
non_certification	high	72.29	7.389	4
	low	70.46	9.475	13
	Total	71.50	8.254	17
Total	high	78.56	9.287	20
	low	71.86	9.435	14
	Total	75.53	9.868	34

Based on the findings and results of the analysis of the study, teacher performance was classified as having a very high category at 11.7%, high at 82.3%, and moderate at 5.8%. With these results indicate the tendency of the majority of respondents to say that the performance of teachers in the foundation's Darul Falah Pajajaran Probolinggo foundation is categorized as good so it can be said that the performance of teachers in the Darul Falah Pajajaran Probolinggo's foundation is good.

The results of statistical calculations, it was found that the F count of 13,147 with a significance value of 0.001 was  $<0.05$  then  $H_0$  was rejected and  $H_a$  was accepted. These results indicate that there are differences in the performance of certified teachers with the performance of uncertified teachers.

The difference between certified and non-certified teachers in the Darul Falah Pajajaran Probolinggo foundation is a form of hope for teacher certification. If we look at the Law of the Republic of Indonesia Number 14 Year 2005 concerning Teachers and Lecturers, it is clear that the law is intended to increase teacher welfare which is marked by special allowances, functional allowances and professional teaching allowances. However, it must be realized that improving teacher welfare mandated by the Law of the Republic of Indonesia Number 14 Year 2005 concerning Teachers and Lecturers is not an objective, but rather as an instrument to improve teacher performance in order to have an impact on improving the quality of national education. Improving welfare for teachers who have met academic qualifications and competency standards will function to improve performance, but improving welfare for teachers whose academic qualifications and competencies do not meet standards is difficult to expect to have an impact on performance improvement as expected.

Therefore, specifically for the professional allowance of educators will only be accepted by professional teachers who are marked by ownership of the teacher's professional certificate through the certification

program. Through the teacher certification program, professional teachers will be formed, that is, teachers who have met minimum academic qualifications and competency standards and will be given professional teaching allowances in the amount of one basic salary, and it is expected that they will perform optimally and in turn will realize quality national education.

On the contrary, the welfare provided to teachers who do not meet the standards of academic qualifications and competence, is difficult to realize optimal performance and henceforth will not have an impact on improving the quality of national education. Therefore, providing professional teacher allowances as a component of welfare to all teachers without certification will not have an impact on improving teacher performance and naturally will not have an impact on improving the quality of national education.

From the description it is clear that certification will have an impact on improving teacher performance and subsequently have an impact on improving the quality of national education if certification can be carried out objectively and validly. This means that teacher professional certificates are only given to teachers who have met academic qualification standards and truly have the required minimum competency or competency standards, and this will only be realized if the certification program is carried out objectively and validly. In addition, certification must also be fair, in the sense of priority opportunities to take part in certification based on various factors that are indicators of the quality and achievement of teachers in the field, such as seniority (age, academic qualifications, academic experience, rank), daily work performance which is assessed by superiors and colleagues, and professional performance shown in the performance of daily tasks. Thus it is easy to understand that the certification program implemented objectively, validly and fairly will have a positive effect on improving teacher performance and subsequently will have a positive effect on improving the quality of national education (Kamaria, 2006)

Dale Timpe also said that the underachievement of teaching staff is caused by a number of factors, including poor work skills to insufficient motivation or a poor work environment (Timpe, 1992) Meanwhile, according to Rossett and Arwady as quoted by Haryono revealed that there are four factors that affect performance, namely: (1) lack of skills and knowledge, (2) lack of incentives or inaccurate incentives provided, (3) unsupportive work environment, and (4) lack of motivation (Haryono, 2000)

The components contained in educational institutions including educators have the essence as individual, social, and normative beings. The essence of individuality points out that besides having physical and psychological similarities, humans also have differences in the two substances that are united, so that the quality of each human individual is different from the others. A number of educators in the educational environment are a separate community that stands according to their respective characteristics. They do not stand alone because they have a relationship with the people outside the institution.

The process of carrying out the work carried out by the teaching staff, basically takes place in conditions as human beings. And the mental or psychological atmosphere of the power of educators as individuals in society greatly influences the implementation of work which will impact the performance of educational institutions. The process of interrelation between the implementation of work which in this case as educators and psychological will hamper the goals set in the educational goals. (Mundiri & Sa'adah, 2018)

In an effort to achieve these educational goals, it is necessary to have a work spirit. The spirit of work itself can arise and grow by itself from within the teaching staff and can also be caused by the motivation of the leadership of the educational institution, in the sense that the leadership of the institution as the holder of the leadership of education gives a motive or encouragement to the teaching staff (Mundiri, 2015).

Motivation has an urgent role which functions to form and encourage members in an educational institution. Therefore the relationship with leadership is very close, for that we need an understanding of the nature of motivation so that arises in the educators' desire to act or behave relevant to the object to be achieved by educational institutions. Influencing someone to be able to act, behave according to the target in order to achieve the goals of educational institutions is motivation.

Motivation is one of the keys to the success of an educational institution to achieve its goals. Assuming that if a person's motivation is high, work performance will be good and organizational goals will be easily achieved. In other words, motivated educators will have good morale and work performance. However, motivating someone is not easy, because motivation is related to individuals who have different wants and needs. Motivation is a characteristic of human psychology that contributes to one's level of commitment. This includes the factors that cause, channel, and maintain human behavior in a particular direction. Motivating is a management process for influencing human behavior based on knowledge of "what makes people tick" (Stoner, 1996).

Every individual must have an internal condition in which these conditions participate in their daily lives. One of these internal conditions is motivation in the form of a basic impulse that moves the person to behave. Many experts present their views on motivation. Experts' views on motivation give birth to various motivational theories. Motivation theory which is very fundamental and monumental, has also been widely known and used in various activities, including Abraham Maslow's hierarchical theory, two factor theory by Frederich Herzberg, X and Y theory by Douglas Mc. Gregory, achievement theory by David McClelland, and ERG theory from Alderfer (Mohyi, 1999).

These theories are the main foundation in formulating other theories that are also known which include theories of learning motivation, work motivation, and achievement motivation, in addition to other motivational theories. Malone as revealed by Arif Rahman distinguishes motivation into two types of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is a stimulus that arises from within an individual. While extrinsic motivation arises because of stimulation from outside the individual (Rahman, 2005).

In doing something, not always someone is only influenced by extrinsic motivation such as material fulfillment, but intrinsic motivation is something that cannot be ignored. The intrinsic motivation can be in the form of pride in being able to do something that other people may not be able to do, a love of the job, or a great interest in the task or work done so far. Therefore, work motivation is not only in the form of economic interests, but can also take the form of psychological needs to do more active work. Thus, work motivation is one of the factors that also determines the performance of a teacher. The size of the influence caused by motivation on performance depends on how much the intensity of the incoming motivation.

Thus, the findings in this study require the role of motivation in improving teacher performance. Teachers who have both intrinsic and extrinsic motivation arising from outside the individual will be able to display good performance when carrying out teaching and learning activities. The premise underlying this theory is that humans must meet their needs in order to function effectively. the fulfillment of these needs indicates that there is tension within the individual that must be met. This is what drives human behavior (Walid, 2008).

Some of the theories put forward as well as previous research are in line with what is being discussed in this study which theoretically or empirically there is a difference between certified teachers and non-certified



teachers which in this case is proven by the F-count result of 13,147 with a significance value of 0.001 is  $<0.05$ .

The findings and discussion require that the provision of certification as part of work motivation for teachers is an important thing that must be improved because it will have an impact on teacher performance. The implication in education is of course a teacher and educational device to continually try to increase one's level of work motivation with everything related to stimuli arising from within or outside the individual. So that in the end will increase the performance of a teacher and result in the achievement of the desired educational goals. Schools can be said to be effective if they can and can achieve the programs and objectives of the school. Thus, certification for teachers for a teacher becomes one of the important factors in efforts to improve teacher performance.

## **CONCLUSION AND SUGGESTION**

Based on the discussion of the above research results, it can be concluded that; the description of teacher performance is classified as having a very high category of 11.7%, high by 82.3%, and moderate by 5.8%. With these results indicate the tendency of the majority of respondents to say that the performance of teachers in the foundation's Darul Falah Pajajaran Probolinggo foundation is categorized as good so it can be said that the performance of teachers in the Darul Falah Pajajaran Probolinggo's foundation is good.

Likewise, it was found that there was a difference between the performance of certified teachers and the performance of non-certified teachers in the Darul Falah Pajajaran Probolinggo foundation, as evidenced by the calculated F value of 13,147 with a significance value of 0.001, which was  $<0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted. These results indicate that there are differences in the performance of certified teachers with the performance of uncertified teachers.

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