

Implementation of Teacher Certification in Improving Teacher Performance in 1 Rambutan Junior High School

Syarifuddin^{1*}, Edi Harapan², Dessy Wardiah³

¹SMP Negeri 3 Pulau Rimau

^{2,3}Universitas PGRI Palembang

Email: syarifuddinspd1444t@gmail.com

Abstract

This study aims to identify and describe the implementation of teacher certification in improving teacher performance at SMP Negeri 1 Rambutan. With a qualitative descriptive research method, the use of qualitative descriptive research design in this study is intended to describe and analyze the implementation of teacher certification, especially to obtain an overview of the relationship between teacher certification and teacher performance. Data collection techniques in this study through interviews, observation, documentation and triangulation. The results obtained from the research Almost all teachers at SMP Negeri 1 Rambutan have an S1 diploma, it is estimated that 90% of PNS teachers in this school have been certified. Of course this affects both the school and the school environment. With education that meets the standards that teachers have in accordance with their scientific fields, it will certainly have a major influence on the learning process in this school.

Keywords: *Implementation, Certification, Performance*

INTRODUCTION

Every citizen has the right to education. This is included in the 1945 Constitution article 31 paragraph 1. Education is one of the important things in human life. This means that every human being has the right to receive and hopes to always develop in education. Education in general has the meaning of a life process in developing each individual's self to be able to live and carry on life. So that being an educated person is very important.

Education is the basic capital for creating superior Human Resources. The main world of education is school. School is an alternative educational service institution. School as an institution certainly has a vision, mission, goals and functions. To carry out the mission, realize the vision, achieve goals, and carry out its functions schools need professional staff, organizational work procedures and resources that support both financially and non-financially.

One of the educational problems faced by the Indonesian nation is the low quality of education, especially primary and secondary education [1]. The process of improving the quality of education and human resources in schools requires teachers both individually and collaboratively to carry out teaching performance that changes a condition so that education and learning becomes more quality, for that teachers play a major role in education development, especially those held formally in schools .

The teacher is one of the main factors in the delivery of education in schools, in this case determining the quality of education. Teachers are at the forefront of creating quality human resources. Teachers face to face with students in class through the teaching and learning process. In the hands of the teacher, qualified students will be produced, both academically, in skills, emotional maturity, and morally and spiritually.

[2] opinion, that quality human resources can be created through madrasah educational institutions as providers of formal education. Madrasahs have won the public's trust in preparing and delivering the nation's generation of children to be able to compete in global competitions, which are increasingly having an impact on the various creativity of

people's lives. Thus, future generations will be produced who are ready to live with the challenges of their times. Therefore, a teacher with high qualifications, competence and dedication is needed in carrying out their professional duties.

The most important teacher duty is to educate and teach students. As a teacher, the teacher conveys knowledge and skills to students in certain ways so that the knowledge or skills belong to these students. As educators, teachers are active intermediaries of high and noble values of moral norms for provision in society. Professional teachers are a determining factor in the quality education process.

[3] in order to become professionals, they must be able to find their identity and actualize themselves according to the capabilities and principles of professional teachers. Therefore, improving the quality of education means increasing the quality or performance of teachers.

[4] performance is the work result in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Teacher teaching performance is one of the determining factors in achieving learning goals in education, so that performance needs to be strived to always be improved.

The teacher is a very important factor in efforts to improve the quality of education, especially the quality of learning processes and outcomes [5]. In carrying out their duties, teachers are required to strive to improve the quality of their work, because teachers are professional positions that require special expertise. In order to achieve efficiency and work effectiveness, teacher professionalism is needed in carrying out their duties. Therefore, the tough task of a teacher can basically be carried out by teachers who have high performance.

[6], said that high teacher performance is believed to be able to influence the emergence of enthusiasm in teachers to always improve the way they work. This enthusiasm for work is the main source for the emergence of productive behavior. Performance problems are under the spotlight of various parties, because teacher performance will be felt by students or parents, so that various efforts are made by the government to improve teacher quality in order to achieve good performance, including the teacher certification program. [7], opinion in his research which states that one of the factors affecting teacher performance is teacher certification.

The teacher certification program is a government effort to identify quality teachers. Quality teachers proven from the results of certification are used as the basis for providing professional allowances. Teachers who receive the professional allowance are categorized as professional teachers. This will differentiate the performance of certified and uncertified teachers. It is hoped that the performance allowance for certified teachers will increase which in turn will also affect the quality of education.

Competency certificates are obtained from education providers and training institutions that pass a competency test organized by an accredited education unit or certification body [8]. In essence, competency standards and teacher certification are to get good and professional teachers who have the competence to carry out the functions and goals of schools in particular, as well as the goals of education in general, according to the needs of society and the demands of the times. This is in line with the purpose of certification, namely to provide solutions in order to improve the quality of educators and educational personnel.

[9] in his research on certification teachers revealed The fact that the teaching performance of certified teachers has not shown good performance, there are also teachers who experience a decline in performance after they get certified.

The improvement in the performance of teachers who have passed certification is still not satisfactory, high work motivation is actually shown by teachers who have not followed certification with the hope of being certified soon, according to the provisional findings of a survey conducted by the Indonesian Teachers Association regarding the impact of teacher professional certification on teacher performance. And has a correlation of between motivation and performance of certification teachers.

This phenomenon shows that the level of competence of teachers is still low and implies that the management of the teaching and learning process, teacher self-

development, motivation and teaching performance still need to be improved, coaching and supervision of teachers must be carried out continuously and the increase in the certification allowance provided by the government is still not capable. improve teacher performance. The objectives to be achieved in this study were to identify and describe the implementation of teacher certification in an effort to improve teacher performance at SMP Negeri 1 Rambutan.

RESEARCH METHODS

The research location used as a source of data is SMP Negeri 1 Rambutan which is located at Jl. Raya KM.19, Rambutan District, Banyuasin Regency. While the time of this research was carried out from September 2020 to December 2020. The method used in this research is descriptive qualitative research method. [10] the descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Sources of data used are primary data sources and secondary data sources. Primary data sources in this study are teachers and school principals who have been certified at SMP Negeri 1 Rambutan with respect to the problem studied and secondary data sources are secondary data sources such as from the vision and mission of the school as well as the work program of the principal, work programs and documents. student learning outcomes, and administrative completeness of administration. Data collection techniques used were interviews, observation, documentation and triangulation. The analysis technique used in this research is descriptive qualitative analysis. This data analysis technique describes, interprets and describes the collected data systematically and systematically. To present the data so that it is more meaningful and easy to understand, the data analysis step used in this study is the Interactive Model Analysis from [11]. In this model, the analysis activity is divided into three stages, namely: data collection, data reduction, data presentation and conclusion drawing. [12] states that the data validity test includes data credibility test (internal validity), data dependability test (reliability), transferability test (external validity / generalization), and confirmability test (objectivity).

RESULTS AND DISCUSSION

In order to obtain teacher professionalism, what is tested in certification is teacher competence. Competence is the unanimity in the exploitation of knowledge, skills and attitudes that are displayed through work characteristics.

Kepmendiknas number 045 / U / 2002 states that competence is a set of smart actions and is full of responsibility in carrying out tasks in accordance with certain jobs. So teacher competence can be understood as an act of unanimity in knowledge, skills and attitudes that are manifested in smart and responsible actions in carrying out tasks as learning agents. So the four types of teacher competence are tested in certification.

Certification is the issuance of a competency certificate or certificate as recognition of a person's ability to perform a job after passing a competency test. Certificate comes from the word certification which means a diploma or official recognition of a person's competence to hold a position in a professional manner. Teacher certification can be interpreted as evidence of the ability to teach in certain subjects, levels and forms of education as described in the competency certificate.

Professional teachers are teachers who have met the minimum competency standards that must be mastered by teachers in terms of academic standards, qualifications and performance. Competency standards that must be possessed by teachers in order to follow certification, including what is taken into account at the initial stage is teacher qualifications. To take part in the certification program, teachers must have an undergraduate degree in accordance with their scientific field. In Law No. 14/2005 article 2, it is stated that the recognition of teachers as professional personnel is proven by an educator certificate.

This teacher certification is a way to improve the quality of teachers by issuing graduates who have competence in accordance with the law and improving teacher welfare

by providing allowances for teachers who pass the competency test. This statement is supported by the results of research conducted [13], with the title of his research "Implementation of Teacher Certification in Improving Teacher Performance in SMP Negeri 4 Dedai District, Sintang District." This research is a qualitative research, using a case study at SMP Negeri 4 Dedai sub-district, Sintang district. The focus of his research is on the performance of certified teachers with the feasibility of teaching hours at SMP Negeri 4, Dedai sub-district, Sintang district.

The results showed that the performance of the teachers of SMP Negeri 4, Dedai sub-district, Sintang district after being certified was not fully good. However, the level of teacher awareness and compliance with the certification policy is generally good, this is evidenced by work discipline and school administration readiness.

The policy of fulfilling the mandatory teaching hours for teachers as much as 24 hours face-to-face per week is carried out by implementing a teacher teaching other fields of study even though it is not in accordance with the educational background taken. Implementation of certification in the context of output is in its implementation the objectives that have been determined have received support, this is evidenced by the issuance of a certification allowance for teachers who pass certification.

The impact of the implementation of certification is that there is a change in the welfare of teachers that has increased more than before, teacher performance is getting better and it is hoped that children's achievement will increase. The results of this study are in line with previous research conducted by Gustina[14], in her research entitled "The Effect of Teacher Certification on Teacher Performance". The results of the study concluded that there was an influence between teacher certification on teacher performance, meaning that H_0 was rejected and H_1 was accepted. The calculation results show that there is a high influence between teacher certification variables on teacher performance.

[15], in her research entitled "The Effect of Teacher Certification on Teacher Performance" This study aims to describe how the state of certification at MTsN Mlinjon Filian Trucuk, what is the state of teacher performance before certification and how the effect of certification on teacher performance at MTsN Mlinjon Filial Trucuk Klaten. Head of the Teacher Certification Team at the Directorate General of Higher Education, Ministry of National Education.

To raise the standard of teacher academic qualification, the government has shown serious efforts. The emergence of the Teacher and Lecturer Law Number 14 of 2004, Government Regulation Number 19 of 2005 as well as various government policies and regulations including the regulation of the minister of national education. The minimum teacher qualification is S1 and as evidenced by a diploma according to the type, level and formal education unit at the assignment place.

In the transitional provisions of Article 66 of Government Regulation Number 74 of 2008, teachers in positions who do not meet the S1 or D4 academic qualifications can take a competency exam to obtain an education certificate if they have reached the age of 50 and have 20 years of work experience as a teacher or are group IV / a who meet the cumulative credit score equivalent to class IV / a. Government Regulation Number 74 of 2008 indicates that the government imposes specialization or creates an exemption program for teachers who are 50 years old. This program becomes a more wise policy in dealing with the fate of educators so that educators who are approaching retirement.

In order to fulfill the teaching load that requires every teacher who has an educator certificate, the Head of SMP Negeri 1 Rambutan uses the policy that a teacher can teach more than one subject even though it is not in accordance with the educational background taken by the teacher.

[17] the main requirements for professional work are as follows: professional can be supported by a certain in-depth knowledge that can only be obtained from an appropriate educational institution so that its performance is based on the knowledge it has and can be scientifically accounted for. profession emphasizes on a certain expertise in a specific field in accordance with the type of profession so that between one profession and another can be strictly separated.

Teachers who teach subjects that are not in accordance with their educational background are only trusted to teach in grades VII and VIII. Even if teaching in class IX, the subjects taught are subjects that have no effect on the results of the National Examination, in the sense that the subjects taught are not included in the subjects being tested.

Teaching in grades VII and VII is based on the consideration that in these classes the level of difficulty of the subjects is considered low. The teacher in question is also certain to be able to balance or be able to deliver the subject to students, be able to answer student questions in relation to the material presented and be able to explain properly if there are students who do not understand the explanation the teacher has delivered. Then what if there are two or more teachers in the same subject as the Citizenship Education subject. With a total teaching hours of sixteen lessons divided for two people who each teach eight hours of lessons. Of course this is far from sufficient.

Once every six months the teachers who have passed the certification must report the distribution of tasks. Teaching hours are accompanied by a schedule of teaching at schools to the Education Office. From this data, it can be seen that teachers have sufficient teaching hours in their schools or lack of teaching hours. Even though in practice teachers who experience problems with teaching hours are only trusted to teach in grades VII and VIII, it still has an adverse impact on the teachers themselves and for students. This method is considered to have various weaknesses, including in terms of mastery of teaching materials. This is because the subjects taught are not in accordance with the level of education taken by the teacher.

The teacher certification program should always receive serious attention from the government even though this program has been running from 2006 to the present. There are many obstacles faced in the field along with the implementation of the certification program. It is a wrong assumption to state that the implementation process will happen by itself and run smoothly as expected. From the aspect of interpretation, program implementers already understand the program objectives and guidelines but in the implementation of their duties and functions are still not consistent. In the application aspect, it was found that supervision on program implementation was not running, as seen in the absence of an evaluation report for the implementation of the in-service teacher certification program that had been implemented in previous years.

CONCLUSION

Based on the results of data analysis as explained about the implementation of teacher certification in improving teacher performance, it can be concluded that the unequal distribution of teachers and the small number of study groups results in a mismatch between the background of teacher expertise and the subjects being taught or excess teachers in the subjects. while at the same time there is a scarcity for certain other subjects, the teaching requirement for certification teachers is 24 hours face-to-face in class a week and only focuses on the cognitive aspects or on the acquisition of academic scores. Meanwhile, extracurricular activities and homeroom teachers are not counted as teaching hours and implementation of certification can support increased performance at Rambutan 1 State Junior High School, although not entirely good because there are teachers who teach not according to their educational background.

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