



The Effect of Teacher's Certification on The Performance Results in SD Negeri 040446 Kabanjahe

Sari Jusnita Br Ginting¹, Gabriela Anjelika Br Sebayang², Monang Tua Simamora³
^{1,2,3} Universitas Audi Indonesia, Medan

Corresponding Author:  sarijusnita93@gmail.com

ABSTRACT

This study aims to determine the effect between teacher certification on teacher performance in elementary school. This research was conducted at SD Negeri 040446 Kabanjahe in 2023. This research is a type of quantitative research using comparative causal methods or ex post facto research. The population in this research is all teachers in SD Negeri 040446 Kabanjahe who have been certified. The sampling technique used is purposive sampling. The subjects in this study were 5 teachers who had passed certification. The object of research is in the form of Teacher Certification and Teacher Performance at SD Negeri 040446 Kabanjahe. The study was conducted from October to November 2023. Data analysis techniques use simple linear regression analysis and multiple linear regression analysis. Based on data analysis, r count $0.887 > r$ table 0.878 , which means that there is a relationship between teacher certification on teacher performance and obtained t count value $2.065 > t$ table 1.672 and significance t count $0.043 < t$ table 0.05 , which means that there is a significant effect of teacher certification on teacher performance in SD Negeri 040446 Kabanjahe. Based on the similarities in discussion, it can be concluded that there is a positive influence between teacher certification on teacher performance at SD Negeri 040446 Kabanjahe.

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INTRODUCTION

Education has a very important role in the progress of a nation because the success of education determines its progress. Teachers act as intermediaries to achieve national education goals, so that the success of education cannot be separated from their role. Teacher certification is an effort to improve teacher professionalism. However, certification is not the end of professional development. After certification, teacher professionalism should be developed and maintained. Regulation of the State Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 of 2009 concerning

Teacher Functional Positions and Credit Scores is one of the government's efforts to improve teacher professionalism.

The regulation describes continuing professional development (PKB), also known as continuing professional development (CPD). PKB or CPD is an effort to improve teacher professionalism through continuous competency development. One of the challenges for post-certification teachers is whether certification, which is an effort to improve professionalism, can demonstrate the professionalism of a teacher. Koswara, Suryana, and Triatna (2009) state that teacher certification has no impact on teachers' professional abilities; In addition, some people believe that certification is the last requirement to become a teacher. This is supported by research conducted by Suharta, Sudiarta, and Agung (2009). They found that some teachers see certification as the highest achievement of their careers, and professionalism is seen as something static and finished when it's achieved. A survey conducted by the Teachers Association of the Republic of Indonesia (PGRI) on the effect of certification on teacher performance found that the performance of teachers who have passed certification has not been satisfactory, and the ability and quality of teachers remain the same after certification. Data in the field show that teachers perform their duties and responsibilities, such as making lesson plans, not because of their personal desires or motivations, but because of the obligation to run school administration (Kurniawan, 2011). In addition, teachers who have not received certification show high work motivation (Jawa Pos, 2009). According to Hasibuan (2001: 34) teacher performance is the focus of the above problems. Therefore, there is a question about how teachers who have passed certification perform and how much influence motivation has on their performance. "Performance is the result of work achieved by a person in carrying out the tasks assigned to him which are based on ability, experience, sincerity and time." Teacher performance is based on the teacher's activities during the learning process: planning, execution, and evaluation.

The Directorate of PMTK states that the three indicators above meet the performance appraisal guidelines and are used to determine low levels of teacher performance. Intrinsic factors and extrinsic factors affect teacher performance. Certification is an extrinsic factor, and work motivation is an intrinsic factor (Yamin & Maisah, 2010). Teacher performance will improve as their certification improves, and vice versa. With the improvement of teacher professionalism, teacher competence will also increase, so that teaching and learning activities can be improved. It is expected that improvement in the quality of teaching and learning activities can occur on an ongoing basis to achieve learning objectives and provide satisfactory work results. In addition, a high work drive can give rise to high work passion, which means teachers will try their best to achieve satisfactory results. The results of this satisfactory work show an improvement in teacher performance. Conversely, performance may not be

optimal if the results are not satisfactory. Certification according to Law No. 14 of 2005 concerning teachers and lecturers is the process of granting certificates by institutions determined by the government to educators who meet the qualification requirements. The purpose of teacher certification is to improve teacher competence and teacher welfare. In this study, the limitation of teacher certification is an effort to improve the professionalism of continuous teachers, where continuous improvement of professionalism is also one of the programs set by the Directorate of PMTK. According to Slameto (2011), continuing professional development (CPD) or called continuous professional development (PKB) is all professional development programs and policies that support the competency development of teachers, principals, and school supervisors.

PKB or CPD consists of three components: self-development, scientific publications, and innovative works. With these three activities, it is expected that the professionalism of post-certification teachers will continue to grow. With the improvement of post-certification professionalism, teacher competence will also develop, which in turn will result in an increase in the quality of teaching and learning activities. Improving the quality of teaching and learning activities has a positive impact on achieving optimal learning objectives, which produce optimal results. Optimal results are evidence of improved performance from previous work standards. SD Negeri 040446 Kabanjahe is one of the elementary schools in Kabanjahe. Teachers at SD Negeri 040446 have made many achievements in the field of education, such as learning innovation competitions, outstanding teachers, etc. This shows that some teachers have made efforts to further improve their performance post-certification. This study aims to determine the effect of teacher certification on teacher performance in SD Negeri 040446 Kabanjahe.

RESEARCH METHOD

This research is included in quantitative research, using comparative causal research methods or ex post facto research. This research was conducted at SD Negeri 040446 Kabanjahe with a population of all teachers at SD Negeri 040446 Kabanjahe. The sampling technique in this study is purposive sampling technique. From the sampling technique, a sample of 5 certified teachers was obtained. The independent variable in this study was teacher certification. The dependent variable in this study was teacher performance. The initial steps taken are validity tests and reliability tests, where the validity test in this study uses internal validity by conducting bivariate correlation and reliability tests using internal reliability with Cronbach alpha statistical tests. From the questionnaire that is tested, it will be seen that valid and invalid statement items, invalid statement items are then excluded from the questionnaire. After testing validity and reliability and producing a valid and reliable statement item, the research

questionnaire is ready to be used. Data analysis of this study used simple linear regression analysis and multiple linear regression analysis. Initially, classical assumption tests were carried out before multiple linear regression analysis was carried out. Furthermore, the pearson correlation or product moment was carried out to find the correlation coefficient between teacher certification and teacher performance. The next step is a simple regression analysis to determine the effect of teacher certification on teacher performance individually (partial). Then look for the significance of a simple regression analysis with a t-test and find the coefficient of determination between variables. Multiple regression meaningfulness test is performed with F test. Data analysis is performed using computer assistance with SPSS for windows program.

RESULTS AND DISCUSSION

Based on the results of data analysis, r count is $0.887 > r$ table 0.878 , which means that there is a relationship between teacher certification and teacher performance. Based on the results of the study, the regression line equation was obtained which is $Y = 41.298 + 0.344X$ based on the equation, the value of t count is $2.065 > t$ table 1.672 and the significance t count is $0.043 < t$ table 0.05 , which means that there is a significant influence of teacher certification on the performance of teachers of SD Negeri 040446 Kabanjahe. Based on the results of the teacher certification coefficient of determination test, a regression coefficient value with a positive sign and a determination coefficient value of 0.070 were obtained.

This shows that there is a positive influence of teacher certification on teacher performance and the magnitude of the influence is 7% and the remaining 93% is influenced by other variables. Other variables that affect teacher performance, one of which was revealed by Bahri (2011) who stated that teacher performance is influenced by teaching ability variables and perception variables about the work environment, in addition, variables that also affect teacher performance are teacher competence and principal leadership (Susanto, 2012).

From the description above, it can be seen that there is a positive influence of teacher certification on teacher performance individually (partial). The results of the discussion above support research conducted by Istiarini & Sukanti (2012), that there is a positive and significant influence of teacher certification on teacher performance. Based on the results of data analysis, the regression line equation $Y = 24.737 + 0.276 X_1 + 0.683 X_2$ was obtained, the equation shows that the value of the X_1 coefficient is 0.276 which means if teacher certification (X_1) increases by 1 point, then the teacher performance value (Y) will increase by 0.276 points. The results showed that there was a positive influence of teacher certification on the performance of teachers at SD Negerim040446 Kabanjahe. This can be seen from the positive regression coefficient value (0.404), and the calculated F value of $5.467 > F$ table 3.16 , it can be concluded that

there is a positive influence of teacher certification on the performance of SD Negeri 040446 Kabanjahe teachers. The effective contribution of teacher certification was 5.56% and the effective contribution of teacher work motivation was 10.74%, so that the remaining 83.7% was contributed by other variables outside this study. Other variables that contribute to performance according to Sudana (2012) are variables of work ethic, work discipline, and professional attitude. The results of the data analysis coefficient of determination (R^2) amounted to 0.163, which means that 16.3% of the performance of SD Negeri 040446 Kabanjahe teachers is influenced by teacher certification and teacher work motivation.

According to Yamin & Maisah (2010), factors that affect performance consist of two factors, namely intrinsic factors and extrinsic factors, where teacher work motivation is included in intrinsic factors and teacher certification is included in extrinsic factors. The results of this study support previous research put forward by Istiari & Sukanti (2012) which stated that there is a positive influence of teacher certification and teacher work motivation on teacher performance, but this research is not in line with research conducted by Widyaningtias (2010) which suggests that there is no significant influence between certification programs on teacher performance.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that: There is a positive influence of teacher certification on the performance of SD Negeri 040446 Kabanjahe teachers individually (partially). Testing of the independent variable, namely teacher certification of the performance of SD Negeri 040446 Kabanjahe teachers together (simultaneously), showed that there was a positive influence of the independent variable (teacher certification and teacher work motivation) on the dependent variable (teacher performance). Teacher certification, an effort to improve professionalism continuously, can improve teacher performance through self-development activities, scientific publications, and innovative works. If there is a work motivation based on the needs that teachers want to meet, they will try better to meet those needs, increasing professionalism. In addition, the magnitude of the effect of teacher certification on teacher performance can be a guide for teachers to improve their performance after they are certified. Based on the results of the study, it is expected that continuous post-certification professionalism improvement will always be carried out so that teacher performance is getting better and better, in other words there is an increase in performance from work standards set previously and preferably, the school also supports educational programs that aim to improve and develop teacher professionalism, because the more teacher professionalism increases, the better the teacher's performance in Teaching and learning activities, so that it will have a positive impact on the achievements of their students. Research with teacher certification

variables has an effect of 16.3% on teacher performance, so there are many other influential factors. Therefore, further research is needed on factors that affect teacher performance in addition to teacher certification and teacher work motivation.

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