

THE EFFECT OF TEACHER CERTIFICATION ON TEACHERS' PERFORMANCE AT SMAN 21 KABUPATEN TANGERANG

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Abstract

This research investigates the effect of teacher certification on the teachers' performance in the form of qualitative study. The research was carried out in SMA N 21 Kabupaten Tangerang from August to October 2018. The sources of the data are events, informants, and written documents. The data are collected through naturalistic observation, in-depth interview, and document analysis. In analyzing the data, the writer uses interactive model analysis including reducing the data, presenting the data, and drawing conclusion. The result of the research shows that (1) the teachers at SMA N 21 Kabupaten Tangerang create teaching and learning activities which bring about fun and cooperative way of learning, use various interesting materials and media, and conduct evaluation that promotes students' learning (2) although in general the teachers at SMA N 21 Kabupaten Tangerang can be considered as professional teachers, there are still some points which need improvement in order to conduct more effective teaching and learning process. They are: the lesson planning and the variety of teaching and learning activity. Based on the research findings, the writer concludes that the teacher certification gives a partial effect on the quality of teaching and learning process at SMA N 21 Kabupaten Tangerang.

Keywords: teacher certification, teachers' performance.

Abstrak

Penelitian ini membahas pengaruh sertifikasi guru pada kinerja guru dalam bentuk studi kualitatif. Penelitian ini dilakukan di SMA N 21 Kabupaten Tangerang dari Agustus hingga Oktober 2018. Sumber data adalah peristiwa, informan, dan dokumen tertulis. Data dikumpulkan melalui observasi naturalistik, wawancara mendalam, dan analisis dokumen. Dalam menganalisis data, penulis menggunakan analisis model interaktif termasuk mengurangi data, menyajikan data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa (1) guru-guru di SMA N 21 Kabupaten Tangerang menciptakan kegiatan belajar mengajar yang menghadirkan cara belajar yang menyenangkan dan kooperatif, menggunakan berbagai bahan dan media yang menarik, dan melakukan evaluasi yang mempromosikan pembelajaran siswa (2) walaupun secara umum para guru di SMA N 21 Kabupaten Tangerang dapat dianggap sebagai guru yang profesional, masih ada beberapa poin yang perlu ditingkatkan untuk melakukan proses belajar mengajar yang lebih efektif, yaitu: perencanaan pelajaran dan beragamnya pengajaran dan pengajaran. kegiatan belajar. Berdasarkan temuan penelitian, penulis menyimpulkan bahwa sertifikasi guru memberikan pengaruh parsial terhadap kualitas proses belajar mengajar di SMA N 21 Kabupaten Tangerang.

Kata kunci: kinerja guru, sertifikasi guru

1. Introduction

Education is an effort which is done by people to develop their self-competence through a process of learning. Ernst von Glasersfeld, “ The father of constructivism “ (in www.englishfirst.com) believes that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation. Empowering the learner means that teachers should relinquish some of their power and hand it over to the learner. As mentioned in Undang-Undang Dasar Republik Indonesia Section 31 (1) every citizen has the rights for education, the government gives the same chances for all citizens to get education no matter whether they are rich or poor. This regulation shows that our government does admit the importance of education for their people.

Human resource is one of the most important capital and wealth of every organization because it consists of the persons, who are ready, willing and able to contribute to the achievement of organizational goals (Slaus and Jacobs, 2011). Human resource as one of the most important elements must be analyzed and developed, in order that various factors influencing its performance can be optimized. Performance is affected by several factors, either individual (psychological) or organizational. Various efforts to enhance the performance of the teachers are conducted by the Indonesian government. One of the efforts to improve the quality of teachers is teacher certification program. Teacher certification is the process of giving certificates to teachers who have met the teacher's professional standards. The teachers have to fulfill the requirements set in the in the

Law No. 14 Year 2005 on Teachers and Lecturers, which regulates academic qualifications, competencies, educator certification, physical and mental health, and the ability to realize the goals of national education. The teachers should be a learning agent and realizes national education objectives. Teacher certification aims to make sure the teachers meet the requirements specified in the law and also to increase the quality of education, to enhance teacher dignity, and to improve teacher professionalism. Teachers who get certified are awarded rewards. Thus, teacher certification also aims to improve teachers' welfare. It is hoped that with the increase of their welfare, their job satisfaction will also increase (Robbins and Judge, 2015). The teacher certification began in 2006 for preparation and started to implement in 2007 was aimed at ensuring that state teachers have pedagogic, professional, social and personal competence.. Total number of certified teachers from 2007 to 2017 was 1,471,812 people. While, the total number of teachers not certified was about 656,150 (Budi, 2017). Although lot of teachers have received certification and have received professional allowances, the quality of teachers in Indonesia is still relatively low.

From HDI statistical data it is shown that there are 60% of elementary school teachers, 40% junior high school, 43% senior high school, 34% vocational school which do not comply to be the teachers in their respective levels. In addition, 17.2% of teachers equivalent to 69,477 teachers who are not teaching in their field of study (http://www.geocities.ws/guruvalah/mutu_guru.html). Overall, only 13.32% of teachers from the total number of teachers at all levels (2,607,311) are declared

competent or professional. Thus teacher certification has not shown improvement of teacher performance. The reason is that the motivation of the teachers in following the certification program is mainly to obtain professional allowance. Therefore, many parties have expressed criticism that teacher certification is still considered to be less significant for improving the quality of the teachers (Budi, 2017).

Many assumptions state that teacher certification program is only a waste of time and money since teachers are only interested in the high salary without any quality improvement.

Teacher certification is like a candle in the dark for teachers since it offers a raise of profession subsidy for teachers. On the other hand, government hopes that by the process of teacher certification, teachers will be encouraged to improve their quality in teaching, not only during the process of certification but also after the process. Many teachers have high motivation to give their best performance during the teacher certification program. But, whether they keep their best performance after the process is the question that the writer also deals with. In this research, the writer is interested to find out the extent of teacher certification affects the quality of teaching and learning process.

2. Research Method

The research was conducted at SMAN 21 Kabupaten Tangerang on Cirarab Street, Sukadiri. The method of the research is qualitative research. By using this method, the writer achieved clear description of the process observed. At this point, the process was conducted without any interference from the writer.

The writer used naturalistic inquiry because the research was in the form of natural setting and the researcher is the means through which the research is conducted. Lincoln and Cuba (1985: 39) proposes that in naturalistic approach, the writer makes himself as an instrument to identify, and has proportion to clarify the deviation which exists. In this research, the writer observed to what extent the teacher certification affects the quality of teaching and learning process by making an interview and observation in natural setting, place where the observed activity takes place. The population of the research is teachers of SMAN 21 Kabupaten Tangerang and the writer only took 30 teachers as sample.

Table 1. Research Variables and the Indicators

No	Variable	Indicator
1	Teacher Certification (X)	Performance improvements (X1.1)
		Does not affect performance (X1.2)
		Develop professionalism (X1.3)
		Dignified and proud (X1.4)
		Satisfied with allowance (X1.5)
2	Performance (Y)	Innovative behavior (Y1.1)
		Initiative (Y1.2)
		Self-potential level (Y1.3)
		Time management (Y1.4)
		Work quality and quantity achievements (Y1.5)
		Self-ability to fulfill goals (Y1.6)

To see the measurement of the teacher certification program and its effects on the teacher’s performance. It can be seen in table 1.

In collecting the data, the writer used the dialog by using The techniques of data collecting which are used in this research are in the form of:

- a. Observation.

The observation was carried out on the instructional process and several activities outside the class related to the teacher certification and its effects on the

quality of English teaching and learning process. In observing the objects, the researcher took a position as passive participant who didn't take part any involvement in the process which was being observed.

b. Interview.

The interviews were delivered to the informants participating in teacher certification program at SMAN 21 Kabupaten Tangerang. They were taken as sample from population by using purposive sampling technique. They consisted of the certified teachers, and the uncertified teachers.

3. Result and Discussion

a. Result

Various interesting materials and media provided by the teachers can also affect the quality of teaching and learning process. The teachers take the materials from various sources such as internet, magazine, and newspaper. The materials are then presented through some media such as tape recorder, television, or laptop and LCD. Regarding to this, Shirey & Reynolds (1988) in Slavin (1997: 369) propose that the intrinsic learning motivation of the students can be enhanced by the use of interesting materials, as well as by variety in the mode of presentation. For example, in order to make the students interested in listening class, the SMA N 21 Kabupaten Tangerang teachers make use of film as teaching material; or when the students have their speaking class, the teachers can make use of comics or pictures.

b. Discussion

Based on the result of observation the writer presents the description of phenomena being observed in this

research. In this case, it deals with the extent of the teacher certification in which it affects the quality of teaching and learning process.

After the teachers at SMAN 21 Kabupaten Tangerang are certified, they get a higher salary. According to the teachers, higher salary makes their teaching motivation become higher than before. They also feel that they have to be more responsible for running their profession. It is suitable with a theory proposed by Ofoegbu (2004) in college student journal (www.findarticles.com). In his article, he said that salary can enhance the extrinsic motivation for teachers. Moreover, O'neil (1995) in Ofoegbu (2004) suggests that the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

4. Conclusion and Suggestion

a. Conclusion

In this conclusion, the writer states that the teacher certification affects on the teacher's performance at SMAN 21 Kabupaten Tangerang. In this case, it especially deals with the ability of the certified English teachers to create teaching activities which bring about fun and cooperative way of learning, provide various interesting materials and media, and conduct evaluation on students' performance that promotes their learning.

b. Suggestion

1) To the certified teachers

The teachers are those who have a big contribution in creating an effective teaching and learning process. Thus, the certified teachers

should keep their professionalism. It can be done by conducting an effective teaching and learning process. Moreover, they should also develop their competency through updating any information related to their profession, following seminars, etc.

2) To the teachers who have not been certified

The uncertified teachers should develop their competency by doing action research, attending seminars, etc in order to enhance their professionalism. Since teacher certification is a proof of teachers'

professionalism, the teachers who pass this program should be the ones who are really professional.

3) To the government

The teacher certification program has a good purpose that is to enhance the teacher professionalism. Thus, it should be handled carefully. The government should consider a follow up action which can be taken in order to maintain the teachers' professionalism after the teachers have been certified. It can be in the form of allocating certain fund for the teacher competency development program.

5. References

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