

Certification Allowances as a Means of Improving Teacher Performance

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Abstract

The purpose of this study is to determine 1) the characteristics of professional teachers who hold educator certificates, 2) what efforts teachers have made to implement the learning process in the classroom, and 3) what efforts teachers have made to improve their performance in order to meet national education goals. This study is a descriptive qualitative study. This research included 18 instructors who already held educator credentials and got professional allowances. Techniques for collecting data include surveys, observation, and documentation. Techniques for data analysis include data reduction, data display, and decision making. According to the study's findings, qualified instructors have strong professional competence but must constantly grow their expertise in a sustainable manner. Furthermore, instructors must seek to better themselves and employ digital skills to enhance the learning process in the classroom in order to raise students' enthusiasm in engaging in learning. This study focuses on the hurdles or issues encountered by qualified instructors, particularly throughout the classroom learning process. With this research, it is intended that it would help trained instructors overcome obstacles that arise during the learning process in the classroom, allowing them to reach the required level of national education.

Keywords: Certification, Allowance, Teacher Performance

1. Introduction

Education is the basis for creating a better life through acquiring information, skills, and habits. This pastime is passed on from generation to generation by an individual. The education system is a deliberate endeavor to establish the finest learning environment and procedure possible so that Indonesian students want to realize their potential. The educational system helps to guide people in the right route. Article 31 paragraphs 3 and 5 of the modified 1945 Constitution declare that the government seeks and arranges national education to develop students' piety, religion, and morality. National education, according to Law number 20 of 2003, is capable of forming a dignified nation's civilization in order to educate the nation's life.

Recently, the subject of education quality in Indonesia has remained a hotly debated topic. The quality of education is usually related with pupils' high or low accomplishment. Education quality is regarded significant since it determines a country's development movement. Almost every country strives to increase the quality of education in order to improve the community's quality of life.

The degree of national knowledge or education is an important factor in human growth. The poor position of Indonesia in terms of human resource quality exemplifies the low level of education. The current poor level of education quality cannot be isolated from the function of the teacher as one of the education providers. Teachers have a critical and strategic role in the attempt to obtain quality education. The teacher, as the spearhead who truly influences the school system as a whole, should be given priority. As a result, attempts to increase education quality continue, and this must be supported by instructors who are experts in their subjects. In other words, enhancing educational quality must begin with the instructor.

A teacher's professional role is that of a learning agent. Professional instructors are expected to perform well because they are supposed to have high levels of competence. Quality education may be generated with good performance. Teachers must have four necessary competences to boost learning performance in order to carry out jobs successfully. With the fast progress of information technology, instructors must no longer simply operate as information presenters, but also as facilitators, motivators, and mentors, providing additional

possibilities for students to seek and analyze knowledge. As a result, teacher competence must be expanded beyond simply learning instructional ideas. The National Education Association (NEA) believes that the standards for teachers as a profession are satisfied since they meet the following criteria: (1) Positions involving intellectual activities; (2) a position dealing with a body of special science; (3) Positions requiring a long professional preparation (compare to jobs requiring mere general training); (4) Positions requiring continuous in-service training; (5) Positions promising a life career in a permanent membership; (6) Positions determining their own standards (standards); (7) Positions prioritizing service over personal gain; and (8) Positions prioritizing service over personal gain.

Teacher certification is a kind of government intervention designed to promote teacher welfare while also increasing teacher professionalism. The practice of issuing educator certifications to instructors who have completed teacher professional requirements is known as teacher certification. A certificate approved by the university that administers the certification as formal evidence of teacher professionalism acknowledgement provided to instructors as professionals is known as an educator's certificate. Certification is a tool or a means to an objective, not an end in itself. All stakeholders must be informed and realize that certification is a tool to attain quality. A teacher who participates in certification must recognize that the main purpose is not to obtain a professional allowance, but to demonstrate that the individual in question possesses the competence required by the teacher competency standards. Professional permission is a logical consequence of the skill in question's existence.

The teacher certification policy has a positive influence beyond simply enhancing teacher welfare. The primary goal of certification, which is to improve teacher competency and quality, has not been met. Teguh Juwarno, a member of Commission X DPR RI, stated that teacher certification is a stage that a teacher must complete in order to be deemed a professional teacher. As a result, if you succeeded, teacher certification is regarded acceptable and worthy of receiving professional allowances in the expectation that they can retain quality and competence while also enhancing their welfare. Nonetheless, the professional

allowances that teachers get as a result of certification are utilized purely to improve their welfare (CNN Indonesia, 2015).

We attempt to investigate the events that occur in schools based on the premise above. It turns out that most instructors solely utilize their professional allowance to improve their own well-being. This may be observed in the reality on the ground, where some instructors are still unable to demonstrate a professional attitude that a teacher who has received a certification allowance should have. Traditional learning methods are still used by certain teachers who hold an education certificate. Teachers who already have an education credential and the position of professional teacher must be able to demonstrate their professionalism in all elements of the classroom, including activities and learning processes.

In addition to the concerns listed above, this research is prompted by research (Dewanto et al., 2015), which discovered that throughout the research, several PNS teachers thought they did not agree to learn elements of certification indicators and implement components of certification. characteristics of teacher performance indicators Furthermore, comparable study (Ardana & Hendra Divayana, 2020) on the role of certification to teacher work motivation demonstrates that teacher certification has a substantial effect on teacher work motivation when matched with supervision provided by school principals. The government's goal that by offering professional allowances, teachers will increase their quality and competence cannot be realized since instructors are also struggling to improve their competence. However, with the implementation of teacher certification, the government anticipates that teacher performance will improve, and therefore the quality of national education would improve, particularly in terms of student learning outcomes.

The teacher RA Ali Mahfudz supported teacher certification policies (Wijaya et al., 2021). This is based on the social welfare provided by the certification allowance. Furthermore, instructor RA Ali Mahfudz noted that in order to create psychological well-being in an educator, social welfare must be balanced with thankfulness. According to RA Ali Mahfudz, a teacher, the teacher certification policy has not been adequately applied. This is due to the orientation of certified teachers who are still pursuing the quantity of teaching hours in order

to fulfill the requirements for receiving salary allowances rather than seeking to improve the quality of learning processes and outcomes, which has an impact on the quality of education. Although research on teacher certification and teacher performance has been widely conducted, the authors of this study focus on the hurdles and issues experienced by qualified instructors, particularly throughout the learning process in the classroom. Because, according to the author's findings, there are still qualified instructors who have not maximized their use of media and learning approaches in the classroom. In the classroom, these professors continue to employ the lecture style. As a result, pupils become more passive and disinterested in the learning process. The authors hope to discover what tactics qualified instructors should employ in order for the learning they conduct in the classroom to pique students' attention and the learning objectives to be met appropriately.

2. Methods

This study employs qualitative research, which generates descriptive data in the form of speech or writing, as well as observable behavior from the individual (subject) (Moleong, 2014). This is field study, which means it was done directly in the field to collect the necessary data. Qualitative research is based on the phenomenological paradigm, and its objectivity is based on the formulation of specific circumstances as experienced by specific persons or social groups and relevant to the study aims. Qualitative research does not necessarily strive to determine the source and impact of a phenomenon, but rather to comprehend it. Qualitative research is centered on attempts to develop their perspectives, which are then investigated in greater depth using words, holistic and complex imagery.

According to numerous definitions, qualitative research is study that employs open interviews, observation, recording, and triangulation to explore and comprehend the attitudes, beliefs, feelings, and actions of individuals or groups of people. The authors of this study look at how instructors' performance improves after receiving certification allowances. In this study, the researchers employed data collecting methods such as interviews and questionnaires to get primary data and documentation to obtain secondary data. The data analysis approach employed is inductive analysis, which involves gathering data from observations,

surveys, and documentation before analyzing and drawing conclusions. We employ a data reduction flow while examining the data, notably by simplifying the data that is the subject of the research and picking and categorizing the rough data that occurs in the field. The data is given after it has been reduced in order to form conclusions. Drawing inferences from views is merely one component of a larger configuration effort. During the study, the conclusions were also validated.

3. Results and Discussion

Teachers and lecturers are needed to have academic degrees, competences, educational certifications, be physically and psychologically sound, and have the potential to accomplish national education goals, according to Law Number 14 of 2005. According to the text, the article's application has personal and professional, social, economic, political, and institutional consequences. Teachers or prospective teachers who do not meet or have not completed the standards are not worthy of becoming teachers, and those who are currently in positions must endeavor to follow appropriate processes, such as academic qualifications, competences, and certifications (Abu, 2007).

Teachers are appointed as professionals in the formal education system at the levels of basic education, secondary education, and early childhood education in line with statutory rules. An educator certificate demonstrates that the teacher's status as a professional has been recognized. Furthermore, Law No. 14 of 2005 Concerning Teachers defines professionalism as a job or activity performed by a person that becomes a source of income for life and necessitates knowledge, competency, or abilities that fulfill particular quality standards or norms and necessitates professional education (Ministry of Education and Culture, 2016).

It is indisputable that the instructor is a critical component in determining the success or failure of a series of educational activities. Improvement initiatives to increase education quality will have little influence unless skilled instructors support them. As a result, the government implements policies to increase the quality, performance, and well-being of teachers in Indonesia, including a teacher certification program. Teacher certification is additional revenue earned in addition to the basic wage of someone who works in a certain industry based on vocational or professional qualifications. The professional allowance in issue,

according to Law 14 of 2005 concerning Teachers and Lecturers, is additional revenue outside of compensation observed from the basic wage of teachers at the same level, working duration, and credentials distributed from APBN and APBD funds.

Every instructor who has participated in teaching and learning activities is not eligible for certification. Professional teachers are the only ones who receive teacher certification. A teacher must have academic credentials, competences, educator certifications, be physically and psychologically well, and be able to achieve national education in order to be termed a professional teacher. Teachers must have four core competencies: (1) personality competence, (2) professional competence, (3) pedagogical competence, and (4) social competence. The process of awarding educator credentials to instructors is known as teacher certification. Teachers who have met teacher professional requirements are granted educator certificates. Professional instructors are a prerequisite for developing high-quality educational systems and practices.

Recognizing the importance of the teacher's role in accomplishing educational goals, professional coaching or development for teachers is required so that instructors may actively carry out their tasks. To achieve this purpose, education must be capable of producing quality and professional human resources that are aligned with educational objectives. As a result, education must be administered professionally by professional people. Teachers are resources that must be encouraged and developed consistently in order to create good performance in the attempt to increase the quality of educational resources. Because educational goals cannot be met without the assistance of high-quality work from teachers.

Teacher performance may be defined as the work done by a teacher at an educational institution in line with their duties and responsibilities in order to achieve educational goals. To attain peak performance, it is vital to support the competences that a teacher must possess in order to carry out his or her vocation. Competence is a collection of information, abilities, and behaviors that instructors must acquire, absorb, and master in order to perform their professional tasks (Susanto, 2016).

According to the term above, teacher performance is connected to teacher competency. This means that in order to function properly, teachers must be equipped with the necessary skills. A teacher will not be able to function well unless they are competent. A teacher with strong competence, on the other hand, does not inevitably have good performance. Competence plus motivation to complete tasks and motivation to grow equals teacher performance. As a result, teacher performance is an expression of teacher competence, which comprises task completion capacity. The capacity of instructors in the real world of work is the essence of teacher performance. Teaching pupils in classroom learning activities is the true world of labor for teachers.

According to study findings, not all instructors with the title of professional teacher and strong competence are able to demonstrate good performance. The difficulties encountered by trained educators are due to a lack of desire and encouragement in the instructor to continue to enhance his talents. Professional allowances are received primarily for the aim of improving one's standard of living. In addition to a paucity of qualified instructors engaging in trainings aimed at enhancing teacher quality, they are uncommon to find and hold. As a result, a teacher must have a strong personal drive and excitement to continue to enhance his competence and talents. Actually, there are numerous things a teacher can do to improve their performance, such as 1) continuing their education to a higher level; 2) actively participating in Teacher Working Group (KKG) and teacher community activities; 3) participating in training that supports the quality of learning; 4) reading extensively; 5) peer observation and evaluation; and 6) writing essays.

One type of professional competence application is to enhance professionalism in a sustainable manner through reflective activities. Develop long-term professionalism by implementing reflective activities, such as instructors regularly reflecting on their own performance in order to improve learning outcomes (Purnamansyah, 2018). Many studies have been conducted on the relationship between teacher certification and teacher performance, including (Istiarini & Sukanti, 2012) and (Koswara & Rasto, 2016), where it was found that the supply of certification has a substantial influence on teacher performance.

Similarly, study done by (Latiana, 2010) found that teacher certification had a substantial influence on boosting educators' professionalism.

However, the reality on the ground is that there are still many instructors who already have an education degree, therefore they must work hard in order to meet the government-mandated workload. more teaching hours in other schools as a result of insufficient teaching hours at that school As a consequence, the attention of instructors was split since they had to teach at least two schools to satisfy the major criteria of teaching load. Several instructors questioned by the author grumbled about the numerous instructional duties they had to perform, which took away from the classroom learning process. Whereas from the start of the implementation of teacher certification in 2007, practically all teacher activities in schools, such as student council coaches, homeroom instructors, and curricular activities supervisors in schools, became a necessity in gaining certification. As a result, the instructor did not face difficulties satisfying the 24-hour teaching load at the start of the implementation because of additional computations from other tasks.

However, as time passed, the initial regulations that were put in place began to be repealed, such that the 24-hour teaching requirement was only computed from face-to-face teachers in the learning process. Teachers who work in other schools must indirectly share their attention and effort with more than one school. As a result, they believe they do not have enough time to engage in self-development activities that will improve their performance abilities. And the findings of the Teacher Competency Test (UKG) in 2015 revealed that teachers' professional and pedagogical abilities remained inadequate (Sabon, 2021). One of the causes of instructors' low competency is that many teachers continue to teach outside of their disciplines. In reality, this teacher's lack of competency has an impact on teacher performance, particularly teacher learning in the classroom. Student learning results, which are represented in the National Examination average value, are one metric of teacher success (UN).

The more professional a teacher is demonstrated by holding an education credential, the better his performance should be. Professional instructors must complete the standards in order to obtain a professional stipend of one time their base income. If a teacher can demonstrate his performance, he is deemed to be

functioning professionally. According to (Sabon, 2017), teachers are considered to have good performance if they can perform at least ten roles, namely 1) teacher as educator, 2) teacher as teacher, 3) teacher as mentor, 4) teacher as coach, 5) teacher as advisor, 6) teachers as models and role models, 7) teachers as creative drivers, 8) teachers as actors, 9) teachers as emancipators, and 10) teachers as evaluators.

Teachers will be able to function professionally if they grasp their teaching competency. Teachers' competencies must encompass more than just the ability to give courses in class; they must also be capable of educating and creating positive attitudes in their pupils. Furthermore, teacher performance and competence must be examined on a continuous basis in order to identify the state of teacher performance or competence and make attempts to improve if there is performance or enhance teacher competence and performance.

4. Conclusions

Conclusions based on the findings of previous research: First, having an educator credential does not ensure that a teacher's performance would be good. Second, the enormous number of workloads that a teacher must meet as a requirement for getting certification allowances implies that there are still instructors who must teach at more than one school, which limits their ability to grow and improve their abilities. Third, there are still instructors with educator certifications who are unable to demonstrate professionalism in carrying out their daily activities in the classroom due to a lack of ability to use various media and learning techniques. Fourth, students' capacity to attain high learning outcomes is not always due to the teacher's certification. As a result, good supervision and guidance by the principal as a leader in the school are required to continue to motivate certified educators so that these teachers can continue to develop and improve their abilities in accordance with the predicate they already have, namely the title of professional teachers.

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