

The Influence of Certification on Teachers' Motivation and Teachers' Performance

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Abstract: This study aims to analyze the effect of teacher's certification on work motivation and performance of elementary school teachers in Mesuji Regency. The study was conducted using a survey method. Data collection through questionnaires and analyzed using multiple linear regression. The survey results showed that teacher's certification had a significant positive effect on teacher's performance, where an increase in certification of one unit can increase performance by up to 30.7%. In addition, work motivation also made a significant contribution, with a performance increase of 46.2%. When applied simultaneously, both certification and work motivation showed a strong influence on teacher's performance, with a regression coefficient value of 47.1%. The implications of this study indicate the need for integrated professional development, where increasing teacher's certification must be balanced with programs that can increase work motivation. Education policies need to pay attention to both aspects to create a quality learning environment and support the development of teacher competencies in a sustainable manner.

Keywords: Teacher's Certification, Teacher's Performance, Work Motivation

A. Introduction

Teacher's certification is one of the government policies aimed at improving the quality of education in Indonesia. With certification, it is hoped that teachers can have better competence, which in turn will have a positive impact on their motivation and performance. This study aims to analyze the effect of teacher's certification on teacher's motivation and performance. Previous studies have consistently shown a positive relationship between teacher's certification and improved performance. Istiari & Sukanti (2012), for example, found that teacher's certification had a significant effect on teacher's performance at SMA Negeri 1 Sentolo. Similar findings were also reported by Mayasari et al. (2021), who stated that teacher professional certification had a positive effect on the performance of elementary school teachers in the Flamboyan Cluster. This is in line with research

Rahmi Pertiwi et al. (2024) in their research concluded that teacher's certification not only improves teacher competence and motivation but also has a significant impact on teacher welfare, which ultimately contributes to improving their performance. This was also expressed by Ihwani et al. (2021), although studies have shown a positive correlation between certification and teacher's performance, the mechanisms underlying this relationship still need further research. Some researchers argue that certification increases teacher's motivation through recognition of their professionalism and increased social status (Doni & Janata, 2024). The teacher professional allowance given to certified teachers is often considered a strong incentive to improve performance (Wahid & Tiniyah, 2023). However, other factors such as the quality of the certification program, support from the school and work environment, and individual characteristics of teachers can also moderate the effect of certification on motivation and performance.

Although a number of studies have revealed a positive relationship between teacher's certification and improved performance, there are still many gaps in the literature that need to be filled. Gultom (2020) noted that most studies tend to measure teacher's performance quantitatively, such as improvements in student test scores. However, qualitative aspects of performance, such as innovation in learning or contributions to school development, have not been studied in depth in the context of certification. In addition, Peluang (2024) highlighted the need for further research on the long-term impact of certification on teacher's motivation and performance. Can the increase in motivation that is initially seen after obtaining certification be maintained over a longer period of time? Contextual factors that may moderate the effects of certification are also interesting areas for further study. Agustina (2018) argued that school characteristics, such as principal leadership, school culture, and administrative support, can influence the extent to which certification impacts teacher's motivation and performance. Kurniasih (2017) added that individual differences in teachers, such as teaching experience, education level, and personality, can also be important moderating variables. Further research is needed to identify the contextual and individual factors that are most relevant in moderating the relationship between certification and teacher's performance.

B. Methods

This study uses a quantitative approach with a survey method. Data were collected through questionnaires distributed to teachers in several schools. Data analysis was carried out using multiple linear regression to determine the relationship between certification, work motivation, and teacher's performance. This study uses a quantitative approach with a correlational research design. The research sample consisted of 117 certified teachers from public elementary schools in the Mesuji District. Data were collected through a survey using a validated questionnaire, covering certification variables, work motivation, and teacher's performance. This

survey instrument measures aspects such as education level, teaching experience, type of certification, level of job satisfaction, and learning practices applied. Data analysis was carried out using SPSS statistical software with multiple linear regression analysis techniques to test the effect of certification on teacher's motivation and performance simultaneously.

C. Results and Discussion

Based on the results of the survey that I conducted, it was found that teacher's certification has a positive effect on teacher's performance. The study shows that the higher the level of certification a teacher has, the better their performance will be, with a regression coefficient value of 30.7%. Work motivation also contributes significantly to teacher's performance. The results of the analysis show that teacher work motivation can improve performance by up to 46.2%. This shows that internal and external motivation are very important in driving teaching performance. When analyzed simultaneously, both certification and work motivation have a significant effect on teacher's performance with a regression coefficient value of 47.1%. This confirms that both factors support each other in improving the quality of teaching.

The results of this study are in line with research conducted by Sulaeman & Surahman (2022), which states that certification and work motivation are two important factors that influence teacher's performance. Certification not only provides formal recognition of teacher competence but can also increase their self-confidence in carrying out teaching duties. On the other hand, high work motivation encourages teachers to be more committed and innovative in the learning process. The results of this study consistently support previous findings that show that teacher's certification and work motivation have a positive and significant influence on teacher's performance (Istiarini & Sukanti, 2012); Mayasari et al. (2021)). The finding that a one-unit increase in certification can increase performance by up to 30.7% indicates that certification is not only a symbol of professional status but also acts as a catalyst in improving teacher competence and teaching practices (Nawawi, 2022). This is in line with the view that certification encourages teachers to continue learning and developing themselves. Teacher's certification has been shown to have a positive impact on teacher's performance, with a performance increase of 30.7% for each unit increase in certification level. This shows that certification is not just an administrative formality but rather an effective instrument in improving teacher competence and professionalism (Setiyo, 2021). Certification usually includes training, competency assessment, and recognition of a teacher's abilities, which can increase self-confidence and teaching quality. Practical implications It is important for the government to continue to encourage quality certification programs, especially by ensuring that the process truly reflects increased competence, not just an administrative formality (Nurhidayah et al., 2023).

In addition to certification, work motivation has also been shown to be a key factor in improving teacher's performance. The contribution of work motivation of 46.2% to performance indicates that internal factors such as interest, job satisfaction, and commitment to the profession play a very important role. This finding is in line with the theory of motivation, which states that individuals tend to be more productive when they feel motivated to achieve certain goals. The combination of certification as a form of external recognition and internal motivation is what drives teachers to give their best in carrying out their duties. Work motivation has a greater influence than certification, which is 46.2%. This confirms that motivation, both internal (for example, personal commitment and job satisfaction) and external (for example, awards and work environment), plays a central role in determining teacher's performance. High work motivation allows teachers to carry out their duties with more enthusiasm, innovate in teaching, and interact with students more effectively.

As for practical implications, educational institutions need to develop strategies that can increase teacher's motivation, such as giving awards for achievements, creating a conducive work environment, and providing clear career development opportunities. Simultaneous analysis shows that both certification and work motivation have a significant influence on teacher's performance. This indicates that both factors complement and strengthen each other. Certification can increase teacher work motivation through recognition of their professionalism and increased social status. Conversely, high work motivation can encourage teachers to participate in certification programs and use them to improve the quality of learning. This finding has important implications for teacher professional development policies, where efforts to improve certification must be accompanied by programs that can increase teacher work motivation. This analysis shows that the combined effect of certification and work motivation on teacher's performance has a regression coefficient value of 47.1%. This result shows that both variables support each other in improving teacher's performance. Certification provides a foundation for professional competence, while motivation is the main driver in implementing these competencies in the work environment. The combination of the two can create optimal synergy in improving the quality of education. As for practical implications, teacher quality improvement programs must be designed in an integrated manner by considering competency aspects (through certification) and psychological aspects (through increased motivation). This holistic approach can have a more significant and sustainable impact on teacher's performance.

D. Conclusions

Teacher's certification and work motivation have a significant positive effect on teacher's performance. Improvements in both aspects are expected to create a better learning environment and improve the overall quality of education. Therefore, it is important for related parties to continue to support the program. This study shows

that teacher's certification has a significant positive effect on teacher work motivation and performance in Indonesia. Based on the results of the analysis, it was found that the higher the level of certification a teacher has, the better their performance, with a contribution of 30.7% to the increase in performance. In addition, work motivation also contributed significantly, with a performance increase of 46.2%.

These two factors certification and work motivation simultaneously showed a strong influence on teacher's performance, with a regression coefficient value of 47.1%. This finding confirms that certification not only provides formal recognition of teacher competence but also increases their self-confidence and commitment in carrying out teaching duties. Although the results of the study show a consistent positive relationship between certification and teacher's performance, there is still a need to better understand the mechanisms underlying this relationship, including contextual and individual factors that can moderate the effect of certification. Further research is needed to explore the qualitative aspects of teacher's performance as well as the long-term impact of certification on motivation and performance.

The implications of this study indicate the importance of integrated professional development efforts, where increasing teacher's certification needs to be balanced with programs that can increase work motivation. Thus, educational policies must pay attention to both aspects to create a quality educational environment and support the development of teacher's competencies in a sustainable manner.

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