

Teacher Certification Policy and Performance at Vocational Schools

Miftachul Ulum¹, Abdul Mun'im², Abdul. Rouf³

^{1,2} Institut Pesantren Sunan Drajat Lamongan, Indonesia

Jl. Raden Qosim Banjarwati Lamongan, Indonesia

³ Institut Pesantren KH. Abdul Halim Mojokerto, Indonesia

Jalan Raya Tirtowening No.17, Bendunganjati, Pacet, Mojokerto, Indonesia

E-mail: ¹drajatulum@insud.ac.id, ²munimdrajat@mail.com

³ wabuprouf@gmail.com³

Abstrak

Kinerja dalam suatu organisasi merupakan perwujudan dari keberhasilan seseorang pada diri sendiri sebagai perwujudan atas kinerja yang telah dicapainya. Pencapaian kinerja dapat diukur dengan beberapa komponen yang turut mempengaruhinya. Program sertifikasi bagi tenaga pendidik diharapkan mampu meningkatkan kinerja bagi lembaga pendidikan. Sertifikasi bagi tenaga pendidik di SMK Alhadi Gresik telah berjalan beberapa tahun telah menunjukkan menunjukkan peningkatan kinerja yang baik, peningkatan kinerja dimulai dari proses pembelajaran, peningkatan kesejahteraan dan peningkatan martabat guru. Indikator penilaian dapat dilihat dari pemahaman sertifikasi yang dipahami dengan baik meliputi persyaratan, kriteria, tujuan, indikator kesuksesan dalam pembelajaran, indikator kinerja kompetensi profesional, indikator kinerja kompetensi kepribadian dan indikator kinerja kompetensi sosial

.Kata kunci: Kinerja, Sertifikasi, Tenaga Pendidik, Indikator

Abstract

Performance in an organization is a manifestation of one's success in oneself as a manifestation of the performance that has been achieved. Performance achievement can be measured by several components that also influence it. The certification program for educators is expected to be able to improve the performance of educational institutions. Certification for educators at SMK Alhadi Gresik has been running for several years and has shown good performance improvements, improving performance starting from the learning process, improving welfare and increasing teacher dignity. Assessment indicators can be seen from a well-understood understanding of certification including requirements, criteria, objectives, indicators of success in learning, professional competency performance indicators, personality competency performance indicators and social competency performance indicators.

Keywords: Performance, Certification, Educators, Indicators

INTRODUCTION

The development of technology is currently a benchmark for the progress of a nation, the professionalism of a teacher is one of the determinants that the activity process runs well and perfectly. According to Tilaar, the profession is a job that can be in the form of a position in the bureaucratic hierarchy and

according to Nata, the profession is a statement or acknowledgment of the chosen work or field of service

Susanto said the teaching profession is related to activities that require to know and apply teaching principles so that their duties can be carried out professionally

Professional means running according to the abilities possessed according to the

standards that have been set. Professional teachers will determine the quality of educational outcomes, namely students who can conquer the changing world.(Istiqomah, 2021, hlm. 35)

Professional teachers are required to be able to place their position as teachers who are able to develop their abilities optimally and continuously. Professional teachers must have work skills, performance skills and maturity in thinking.(Muhamad Dzikry Alfath, 2020, hlm. 79) Professional teachers are required to have the required abilities and competencies according to their expertise. Competencies possessed by a teacher include pedagogic competence, social competence, professional competence and personality competence.(Peraturan Menteri Pendidikan dan Kebudayaan No.34 Tahun 2018 Tentang Standar Nasional Pendidikan SMK/MAK, 2018) Improving the quality of education will not run significantly without the support of the quality and professionalism of teachers (Wardana, Hermanto, 2017). Mastery of teachers' abilities in cognitive aspects in the reference program for sustainable professional development can be assessed through teacher competency tests. Assessment through UKG is an evaluation of teacher performance.(Permendikbud No. 57 Tahun 2012 Tentang Ujian Kompetensi Guru, 2012)

The term certification began with a conference in 1960 with the theme *Teacher education and Professional Standards in San Diego California*.(Amruddin , Wresni Pujiyati, 2021, hlm. 30) ertification in accordance with Law Number 14 of 2005 and Government Regulation Number 19 of 2005 concerning National Education Standards.(Peraturan Pemerintah, 2005) Certified educators are

teachers whose qualifications and competencies can be accounted for in terms of academic, professional, personality, social and pedagogical abilities. According to Wise, professional teachers are teachers who have an understanding of the subjects presented and remain faithful to the intellectual demands of their scientific discipline.(Tichenor, M.S. Tichenor, 2005)

Fedorov provides a view of teacher success that can be seen as a professional that allows them to know and realize their own strengths in achieving goals, desires, attractiveness and enthusiasm in developing and improving their abilities.(Fedorov, A., Ilaltdinova, E., & Frolova, 2020). Kramer argues that there are three elements that can be classified in the professional teacher which includes behavior, attitudes and communication (Kramer, 2003). According to Istiqomah, the quality of educational outcomes can be determined by professional educators where students are able to conquer the changing times (Istiqomah, 2021)..

Fedorov stated that professional well-being is part of psychological well-being by reflecting a positive assessment of oneself in professional activities.(Fedorov, A., Ilaltdinova, E., & Frolova, 2020) The professional welfare of teachers according to Storage can be categorized according to attributes, behaviors and attitudes.(Stronge, 2002) Performance for an educator can be observed from the process of delivering subject matter to students. Performance for teachers is related to the circumstances and abilities of themselves which are colored with the surrounding environment, so it can be concluded that performance can be related between internal factors and external factors.(Mahfud, 2021)

while the level of income, work climate, facilities, leadership and human relations are external factors (I. Ketut.Sudarsana, 2016). Certification is expected to be able to raise the dignity of educators in their welfare so that they are able to improve a more established life (Muhamad Dzikry Alfath, 2020, hlm. 85).

Karwati revealed that the skills or abilities of teachers in creating a learning atmosphere between teachers and students in the learning process which includes an effective atmosphere, cognitive.(Karwati, 2013) Performance is a measure used to compare and determine the results of the tasks, responsibilities given in a certain period used by the organization in measuring performance. (Miftachul Ulum dkk., 2019). Performance as a manifestation of one's success in oneself as an embodiment of the performance that has been achieved (Erlina, 2017). Performance means showing or carrying out, Mangkunegara explained that performance (work performance) is the result of work and the quantity that has been achieved in carrying out its duties that can be accounted for (Muhamad Dzikry Alfath, 2020).

Supardi explained that teacher performance can be shown by several indicators that have been implemented as a benchmark for the ability and success of a teacher.(Supardi, 2014) The high and low performance produced greatly affects how much the award is given (Amruddin , Wresni Pujiyati, 2021). The level of performance as Sukanti's opinion in a study that there is a significant effect of teacher certification on performance (Istiarini, R., & Sukanti, 2012). Sutrisno stated the research results that certification and motivation play a very important role in improving welfare, through

predictable teacher performance welfare (Zulkifli, M., Darmawan, A., & Sutrisno, 2014). According to Hasibuan that motivation has a significant and positive effect on performance which can be measured through the teacher's performance of success during the process of learning activities in the classroom (Hasibuan, 2018).

The implementation of the certification policy at SMK Alhadi Gresik since 2007 has not yet been fully understood by teachers, both in understanding the objectives, functions and benefits for teachers, even in terms of performance, it has not provided maximum results. The supervisory process carried out by government officials has not provided maximum supervision and control, even just fulfilling obligations. This initial finding is based on the results of the identification of teachers so that they can provide good space in improving the performance of certified teachers, and understanding competency development, understanding goals and understanding improving achievement for teachers who have not been certified.

METHOD

This research method is exploratory which describes and discloses in collecting information on certification policies on teacher performance at SMK Alhadi Gresik (Arikunto, 2010) Disclosure of information through direct interviews with certified educators. Several structured questions were delivered directly to the informants. The population of respondents at SMK Alhadi Gresik includes 110 educators, 18 education staff and 1250 students.

Primary data sources were obtained from principals (Miftachul Ulum, 2020) and certified teachers as many as 43 people out of

a total of 110 teachers. The number of teaching staff is grouped into 2, namely home base educators as many as 90 people and the remaining 20. Overall 80% certified teachers or 34 people became informants in this study. Researchers as well as key instruments as well as observing directly at the research site (Sugiyono, 2018), The researcher reduces the data received from certified teachers, then presents the data and concludes it. (Miftachul Ulum, 2013)

RESULTS AND DISCUSSION

RESULTS

Performance as a manifestation of one's success in oneself as an embodiment of the performance that has been achieved (Erlina, 2017). Performance means showing or carrying out, Mangkunegara explained that performance (work performance) is the result of work and the quantity that has been achieved in carrying out its duties that can be accounted for (Muhamad Dzikry Alfath, 2020). Supardi explained that teacher performance can be shown by several indicators that have been implemented as a benchmark for the ability and success of a teacher. These indicators include: 1) Ability to prepare lesson plans, lesson plans prepared by teachers reflect the teacher's ability to develop learning activities that will be carried out within the next semester, what strategies will be used in the implementation of learning, what materials will be delivered, the use of what devices are used in learning and what form of assessment will be used for students. 2) The ability to carry out learning is a description of academic ability and ability to convey, mastery of the class, mastery of mobilizing students during learning both inside and outside the classroom. 3)

Ability to carry out the assessment. Ability assessment is an activity that expects accuracy in assessing the ability of a teacher in assessing students' academic abilities, how students develop from one period to the next, whether students experience an increase or actually experience a decline in the learning process. Teachers are required to provide an objective assessment in the learning process regardless of the environmental conditions around the students. 4) the ability to carry out interpersonal relationships, the ability to create interpersonal relationships between students and educators greatly affects the process of understanding an educator with students. Understanding in the scope of interpersonal relationships will determine the quality of delivery of subject matter. 5) Ability to carry out enrichment. Educators must be able to enrich students who have not achieved completeness in obtaining learning materials. Teachers must provide and take their time in filling out and providing material so that the load of material provided is in accordance with the learning plan. 6) the ability to implement remedial (Supardi, 2014). Students on assignment scores or learning scores that do not meet the standards. The standard value of the assessment should be completed so that in the next stage students can follow without having a burden in the next learning. Performance relates to the results achieved in each implementation, the capabilities generated in each activity indicate the level of work performance. The high and low performance produced greatly affects how much the award is given (Amruddin, Wresni Pujiyati, 2021). The level of performance according to Sukanti's opinion in a study that there is a significant effect of teacher

certification on teacher performance at SMAN 1 Sentola with an r value of 0.410, a determinant coefficient of 0.618 and t count $2.9521 > t$ table 1.99 (Istiarini, R., & Sukanti, 2012). Sutrisno stated the research results that certification and motivation play a very important role in improving welfare, through predictable teacher performance welfare (Zulkifli, M., Darmawan, A., & Sutrisno, 2014). According to Hasibuan that motivation has a significant and positive effect on performance which can be measured through the teacher's performance of success during the process of learning activities in the classroom (Hasibuan, 2018). Over time, several obstacles in implementing certification for educators were not in accordance with what was expected by the government, this kind of thing also happened in SMK Alhadi Gresik. Some teachers have enjoyed prosperity in increasing income but in the implementation of the teaching and learning process it has not been able to run as much as possible. Some teachers are sometimes still stuck with old habits of not being able to get information from outside, either by reading books or accessing the internet. The limited ability experienced by some teachers can hinder information and the development of science, including methods and strategies in the learning process as in the current era.

DISCUSSION

The results of research on certified teachers at SMK Alhadi Gresik showed an increase in good performance, improving performance starting from the learning process, increasing welfare and increasing teacher dignity. Some aspects of the research include:

a. The first aspect of understanding

certification

The teacher certification policy at SMK Alhadi Gresik can be understood and responded to very well by certified teachers. They understand the policies that have been issued by the government. Understanding of the certification policy starts from the legal basis, government regulations and policies of the ministry of education regarding the objectives of implementing certification for teachers and lecturers. A good understanding can be implied in the learning process with the obligation to teach subjects according to certification which subjects are at least 24 hours a week.

b. The second aspect regarding the implementation of certification

The implementation of certification for teachers at SMK Alhadi Gresik started from 2007 until 2020 went well. Several teachers who had the opportunity to be certified knew and understood the implementation process. Teachers recognize Higher Education as a place and implementation of certification. The teacher understands the implementation process very well. m. The implementation process in certification since the program was launched includes a portfolio model, a training model and PPG (Professional Teacher Education) model.

c. The third aspect of certification requirements

Teachers' understanding of the requirements and implementation process during certification activities is very well understood. The teacher requirements submitted for certification begin with the academic ability requirements which are marked with an undergraduate education qualification in accordance with the subjects

they are taught and in accordance with the proposed certification, teachers must have NUPTK, have an obligation to teach 24 hours per week, undergraduate education, permanent teachers at the institution for a minimum of 2 years.

d. The fourth aspect is understanding the purpose of certification

Certified teachers understand very well the purpose of certification. One of the objectives of the certification policy is to increase the ability and competence of teachers. Improving the teaching and learning process to be of high quality. Certified teachers understand their competencies, namely pedagogic competence, professional competence, personality competence and social competence.

e. The fifth aspect Teacher performance indicators

The performance indicators of teacher pedagogic competence at SMK Alhadi Gresik are quite good, this can be seen from the learning process delivered to students in the class that is going well. Students receive learning materials in accordance with the material presented by the teacher. The test scores received by students are quite good as evidenced by a list of daily scores (competence scores) and final exam scores for each semester.

The performance indicators of teacher professional competence at SMK Alhadi Gresik in the implementation of teaching and learning activities are very good. Teachers are able to draw up lesson plans through lesson plans made before the implementation of learning. Teachers are able to analyze and plan learning activities for the future. Learning planning in the lesson plans during the first

semester of activity is carried out in accordance with the goals and targets achieved.

The performance indicators of the teacher's personality competence at SMK Alhadi Gresik are quite good, the teacher can present himself with an attitude that can be imitated by students, an honest personality can be trusted, and has a noble character. Exemplary and noble character are also displayed in the life of the surrounding community while maintaining professional ethics as an educator.

The performance indicators of the teacher's social competence of SMK Alhadi Gresik are quite good. The teacher has set a good example in attitude in building communication with the surrounding community, respecting each other, fostering a good spirit and social attitude, being polite in communicating and always maintaining friendly relations with parents / guardians of students, students, the community and fellow teachers.

CONCLUSION

Professional educators or teachers make the activity process run well. The process of good teaching activities will determine the quality of learning to be good too. The performance indicators of educators which include academic competence, pedagogic competence, professional competence, and social competence become an indicator of the success of teachers in carrying out the learning process.

Indicators of success become part of the evaluation for teachers of their responsibilities as educators. The duties and responsibilities of teachers are to teach, educate and be role models, perfect and quality human beings for

students. Certification for a teacher is not only a process in improving the standard of living of teachers financially, but also a total responsibility in improving the quality of students.

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