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PERFORMANCE OF CERTIFIED STATE PRIMARY SCHOOL TEACHER EDUCATORS AT STATE PRIMARY SCHOOL 064975 MEDAN

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ABSTRAK

This research aims to evaluate the performance of teachers who have teaching certificates at SDN 064975 Medan City, North Sumatra, using a qualitative descriptive approach. The research results show a comparison of performance between certified teachers and honorary teachers, where certified teachers are considered more professional, supported by the formal training such as the Teacher Professional Education Program (PPG) that they receive. These findings are consistent with previous research, confirming that teacher certification has a positive impact on their performance and they are considered as professional agents of change in the world of education. Teacher performance assessment through the e-kinerja system is considered a step forward in improving professionalism and teaching quality, although there are still challenges in education such as limited access to technology and unstable social backgrounds of students, which are overcome with simple solutions such as using cardboard learning tools and provide support to students in need.

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INTRODUCTION

There are various problems in the education system in Indonesia which cause low quality of education at every level, especially in primary and secondary education. These problems include unequal access to education in society, the low quality of elementary school graduates which has a negative impact on the quality of students in middle and high schools or vocational schools, as well as the potential decline in the overall quality of human resources. One of the suspected causes is the gap between the abilities of one teacher and another, which shows the need for coaching and developing teacher abilities.

Improving the quality of education can start by improving teacher performance. Teacher performance includes success in carrying out duties and responsibilities, as well as the ability to achieve the goals and standards that have been set. Evaluation of teacher performance is important because they have professional duties that require special competencies obtained through education and training.

As a teacher who has the main responsibility in educating, teaching, guiding, directing, training, assessing and evaluating students, a professional teacher is expected to have at least a bachelor's degree (S-1) or a fourth diploma (D-IV), understanding the competencies required includes pedagogical, professional, social and personality aspects, has certification as an educator, maintains physical and spiritual health, and has the ability to achieve national education goals. Thus, a professional educator must demonstrate performance that reflects his professionalism.

According to Supardi (2013), performance is the implementation of duties and responsibilities in accordance with predetermined expectations and goals. Mulyasa (2013), on the other hand, describes performance as appearance, actions, and work achievements that reflect the accumulation of a person's knowledge, skills, values, and attitudes. Thus, performance can be interpreted as the work results achieved in activities, activities or programs that have been previously planned to achieve organizational goals and objectives within a certain time period.

Teachers are considered professionals in the formal education system who are employed in accordance with legal provisions. Recognition of teacher professionalism is reflected through the acquisition of an educator certificate.

Law Number 14 of 2005 concerning Teachers and Lecturers explains that professional work refers to activities that become a person's livelihood, require expertise, skills or competencies that meet certain quality standards, and require professional education.

In the context of teacher performance as professionals, Mulyasa (2013) refers to the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 which regulates teacher performance assessment. Mulyasa also emphasized that the assessment process refers to various statutory regulations, including Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 74 of 2008 concerning Teachers, as well as the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

According to Syafaruddin (2016), certification is the act of giving recognition to a person's ability to provide educational services at a particular educational institution after passing a competency exam held by a certification body. According to Law Number 14 concerning Teachers and Lecturers of 2005, certification has a role in improving teacher welfare and teaching effectiveness. According to Sagala (2015), certification is considered a necessity for teachers because it will increase their competence and commitment in carrying out their duties as educators. Therefore, with this certification, it is hoped that teachers can become professionals in the field of education, especially those who have a minimum of S1/D4 education and have competence as learning agents, which is proven by an educator certificate after passing the competency exam. According to Muslich (2015), certification requires teachers to improve their professional status.

According to the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Regulation Number 16 of 2009, teacher performance assessments are carried out every year, focusing on four aspects of competency, namely pedagogical, personality, social and professional. These four competencies consist of 14 parts as explained by Mulyasa (2013).

As professionals, teachers are expected to increase their status and role as learning facilitators. Teacher certification aims to improve the quality of teachers in a sustainable manner, which is expected to have a positive impact on the quality of learning and education in Indonesia. Teacher certification is part of the mandate of

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Article 61 states that certificates can be in the form of diplomas or competency certificates, with the exception of certificates obtained through scientific activities such as seminars, panel discussions, workshops and symposiums. However, a competency certificate is obtained after passing a competency test held by an accredited education provider or training institution, in accordance with applicable regulations, both for those involved in the education sector and those outside that field who intend to become teachers.

SDN 064975 Kota Medan North Sumatra is one of the primary schools in the Kota Medan region with the address Jl. Tuba IV No.41, Tegal Sari Mandala III, Kec. Medan Denai, Medan City, North Sumatra 20227 which has 300 students, 20 teachers, and 7 honorary teachers. This school also has certified teachers who will be used as research subjects by researchers.

The general problem formulation of this research is how the performance of teachers who have certificates at SDN 064975 Medan City, North Sumatra. This problem formulation takes into account the performance evaluation of teachers who have educational certificates. The general aim of this research is to evaluate the performance of teachers who have teaching certificates at SDN 064975 Medan City, North Sumatra.

METHOD

This research method is qualitative descriptive research. To collect data, researchers are directly involved in field situations. The researcher's role as the main instrument allows direct involvement in the subject's life during the specified research period, in order to obtain data in accordance with the characteristics of qualitative research. Before going into the field, researchers have obtained permission from the authorities in accordance with applicable procedures. The researcher acts as an interviewer or data collector without influencing the subject's life. This research data is the result of interviews with resource persons, field observations, and research documentation (Sugiyono, 2013).

This research conducted in SDN 064975 Medan City, North Sumatra, the resource person for this research is Mrs. Santi Manalu, S.Pd., M.P.d as a certified teacher at the school.

RESULTS AND DISCUSSION

The results of the interview with Mrs. Santi Manalu, S.Pd., M.P.d highlight the comparison between certified teachers and honorary teachers, where certified teachers are considered more professional. This is based on the fact that they have undergone formal training such as the Teacher Professional Education Program (PPG), which provides stronger provisions in facing the demands of modern learning. This training allows certified teachers to develop a student-centered learning approach, in line with Ki Hajar Dewantara's educational philosophy. This approach promotes students' active involvement in the learning process, increases creativity, and encourages students to think independently. In addition, it is important for certified teachers to continue to carry out independent training to update their knowledge and skills so that they remain relevant in the face of ever-changing educational and technological developments.

In the context of student differences, teachers need to realize that each student has unique differences in abilities and thinking patterns. However, teachers must be able to convey learning without making differences. Strategies such as the Canva video approach are used to maintain students' interest and enthusiasm for learning, especially for those with a visual or kinesthetic learning style.

Furthermore, the support provided by schools to certified teachers also plays an important role in improving the quality of teaching. Schools need to provide all the necessary facilities and infrastructure, such as technological equipment and the latest learning materials, as well as provide motivation and appreciation to teachers to improve the quality of their teaching. This motivation can also build teachers' self-confidence and motivation to continue to improve the quality of learning.

Certified teachers are considered professional agents of change in the world of education. They have specialized training in developing effective learning strategies, resulting in significant progress for their students. Additionally, they can also serve as resource persons in workshops or training for their non-certified colleagues, creating a collaborative environment among teaching staff.

Teacher performance assessment through the e-kinerja system is a sophisticated and objective step in evaluating teacher performance. In this way, school principals can assess individual teacher performance based on concrete, documented evidence, improving professionalism and the quality of teaching in schools. In addition,

this system also helps ensure that assessments are carried out fairly and objectively for all teachers.

On the other hand, challenges in education include limited access to technology and unstable social backgrounds of students. The solution taken is to use simple learning tools such as cardboard, as well as providing support for students who need it, such as providing pencils periodically. Thus, these efforts contribute to improving the overall quality of education.

Discussion

Teacher certification has a significant impact on their performance in school. Through the certification process, teachers are introduced to the latest teaching methods, learning strategies, and a deep understanding of the subject being taught, which in turn improves their skills. Additionally, achieving certification can also be a powerful source of motivation for teachers, increasing their self-confidence and commitment to student learning. Teachers' credibility in the eyes of students, parents, and colleagues also increases due to recognition of their certified expertise. Certification can also open the door to better career opportunities and updated teacher teaching methods, as it involves training on best practices. On the other hand, strict certification systems also place pressure on teachers to meet the standards set in their performance assessments. Although certification is an important factor, teacher performance is also influenced by school administrative support, working conditions, available resources, and personal motivation.

In the results of an interview with Mrs. Santi Manalu, S.Pd., M.P.d, it was revealed that there was a significant performance comparison between certified teachers and honorary teachers, where certified teachers were considered more professional. The key factor causing this difference is the formal training that certified teachers have undergone, such as the Teacher Professional Education Program (PPG). This training provides strong provisions in facing the demands of modern learning and enables certified teachers to develop a student-centered learning approach, in line with Ki Hajar Dewantara's educational philosophy. So, this confirms that certified teachers have better performance compared to ordinary or honorary teachers.

The findings of this research are in line with the results of a study conducted by Aris (2016) in his research entitled "The Influence of Certification, Work Climate and

Work Motivation on Teacher Performance in South Lampung Regency State Elementary Schools". This indicates that if the certification program is implemented well in schools, accompanied by the creation of a good work climate and work motivation, then teacher performance will also increase.

The research results of Fenty et al. (2021) and Rizal (2020) also confirmed that (1) motivation at work and teacher certification have a positive influence on their performance, (2) that motivation at work and teacher certification have a positive impact on teacher performance, and (3) that certification teachers themselves have a positive impact on their performance. The findings of this research are also supported by a study conducted by Anwar et al. (2022), which shows that teacher certification has a positive and significant impact on teacher performance in public elementary schools in the Gugus 21 area, East Ciputat District. There, teachers strive consistently to improve their competencies in order to compete better.

Certified teachers are considered professional agents of change in the world of education. They have specialized training in developing effective learning strategies, resulting in significant progress for their students. Additionally, they can also serve as resource persons in workshops or training for their non-certified colleagues, creating a collaborative environment among teaching staff. Syafaruddin (2016) states that teacher certification is a process of recognizing a person's readiness to provide educational services in a particular educational unit after successfully passing a competency test that has been determined by the academic certification body. On the other hand, according to Mulyasa (2013), teacher certification is a process of recognizing a person's competency to provide educational services in a particular educational unit after successfully passing a competency test held by a certification body. Teacher certificates serve as formal proof of their professional status. Therefore, passing the competency test is a must to obtain teacher certification. This process aims to demonstrate that candidates have mastered the required skills.

Teacher performance assessment through the e-kinerja system is an advanced and objective step in the teacher performance evaluation process. By using this system, school principals can evaluate the performance of each teacher individually using concrete, documented evidence. This approach aims to improve professionalism and the quality of teaching in schools. In addition, the e-performance system also helps ensure that assessments are carried out fairly and objectively for all teachers, thereby providing fairness in the evaluation process. Thus, the use of the

e-kinerja system can provide significant benefits in improving the quality of education and improving overall teacher performance evaluation practices. However, there are challenges in education, including limited access to technology and unstable social backgrounds of students. The solution taken is to use simple learning tools such as cardboard, as well as providing support for students who need it, such as providing pencils periodically. Thus, these efforts contribute to improving the overall quality of education.

CONCLUSION

From the results of the research above, it can be concluded that the difference in performance between certified teachers and honorary teachers is very significant SDN 064975 Medan City, North Sumatera, with certified teachers considered more professional. The main factor that differentiates the two is the formal training received by certified teachers, such as the Teacher Professional Education Program (PPG). This training provides strong provisions in facing the demands of modern learning and allows the development of a student-focused learning approach, in line with Ki Hajar Dewantara's educational philosophy. Certified teachers also tend to engage in self-paced training to update their knowledge and skills.

This finding is consistent with previous research showing that teacher certification has a positive impact on their performance. Certified teachers are also considered professional agents of change in the world of education, can act as resource persons in training their colleagues who are not yet certified, and create a collaborative work environment among teaching staff. In addition, teacher performance assessment through the e-kinerja system is considered an advanced and objective step in the teacher performance evaluation process, increasing professionalism and the quality of teaching in schools.

However, challenges in education, such as limited access to technology and unstable social backgrounds of students, remain. The solution taken is to use simple learning tools such as cardboard, as well as providing support for students who need it. It is hoped that these efforts can contribute to improving the overall quality of education.

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