

Impact of Teacher Certification Toward Learning Quality: A Case Study in Elementary School

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Abstract— The purpose of this research was to obtain an overview of the impact of teacher certification on improving the quality of learning. This study used a qualitative descriptive method with the research instrument used was a questionnaire and interview. The respondents in this study were 50 certified elementary school teachers in northern Bandung and central Bandung. The results of the study showed that teacher certification has not had a significant effect on improving the quality of learning, this can be seen from: a lack of teacher understanding of learning models; teachers lack mastery in thematic learning material; communication between teachers and parents is still not good, and; coordination between teachers and schools to get support for facilities is still not good. Therefore it is necessary to improve the quality of teacher competencies such as pedagogic competence, professional competence, competence, social competence and personality competence.

Keywords—Teacher certification, Learning quality, Elementary school, Competencies

I. INTRODUCTION

Olaleye & Oluremi stated that education is the key to developing a nation. In implementing education, the teacher is the determinant of the success or failure of a nation [1] and is considered the most powerful agent of social change [2]. The Law of the Republic of Indonesia No. 14 of 2005 concerning article 4 explained that Teachers and Lecturers emphasizes that teachers as agents of learning function to improve the quality of national education [3]. Therefore, to be able to carry out its functions properly, the teacher must have the minimum requirements and qualifications that have been set, one of which is competence. One of the efforts to improve teacher competency is by implementing teacher certification. This is in line with L The Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system which mandates that Educators must have minimum qualifications and certification in accordance with the level of authority of teaching, physically and mentally healthy, and have the ability to realize national education goals [4].

The importance of certification for teachers has also been investigated by Setiana which states that teacher certification has a significant influence on improving teacher careers [5]. In addition, Goldhaber and Blewer stated that teacher certification has an effective role in improving the quality of teaching and learning [6]. In line with this, Hammond stated

that teachers who have been certified have better teaching quality than teachers who have not been certified [7].

In order to obtain the teacher certification, the teacher is required to have four teacher competencies; pedagogic competence, professional competence, personal competence, and social competence. This has been mandated by Law No. 14 of 2005 concerning teachers and lecturers stating that the four Competencies are comprehensive and constitute a unity, interconnected, and mutually supportive [3]. Fernandez stated that to strengthen teacher competencies, so that all of its potential can be maximized, is one way to improve the quality of education [8].

Kessler stated that competence is the main characteristic possessed by individuals in every field of profession that can help them succeed [9]. Robbins & Judge stated that competence is defined as a set of knowledge, skills, and experience [10]. Meanwhile, Usman argues that teacher competency is the ability of a teacher to carry out obligations responsibly and properly, including: management of learning, scientific mastery, attitudes and personality, and social interaction [11].

A professional teacher must be able to master the class or manage learning well. The teachers must have ability to learning activities managemnet are such as the ability to manage material, methods, media or facilities and evaluation or learning assessment activities. This is in line with Kartadinata's statement that an educator must 1) Get to know deeply the students who want to be served. 2) Mastering scientific theoretical treasures which are taught and package theories, principles, techniques and procedures as learning material. 3) Carrying out educative learning, using theoretical repertoire, procedures and techniques in science that are administered as contexts. 4) One alternative solution that needs to be studied, so that each learning experience and the contents of the course really are in the context of the work being undertaken [12].

Research on the effect of certification on teacher performance and competence has been carried out by Koswara and Rasto which states that the competencies and performance of teachers who have taken professional certification are better than teachers who have not taken professional certification. Thus, teacher certification has a positive impact on improving teacher competency and performance [13]. However, this previous study only discussed the impact of teacher certification on certified teacher competencies in vocational high schools. This

research will focus on the impact of certification on improving the quality of learning from certified elementary school teachers in Bandung. The method used is a qualitative method because it will get a deeper interpretation of the problem being studied.

II. METHODS

This study used a qualitative descriptive method with the research instrument used was a questionnaire and interview. The respondents in this study were 50 certified elementary school teachers in northern Bandung and central Bandung. The number of respondents was chosen based on criteria that have passed teacher certification. Meanwhile the selection of research sites is based on the following reasons; first, schools which are the object of research are schools that partner directly with Universitas Pendidikan Indonesia; second, schools in these locations have more certified teachers than any other school. Data collection has been taken from 1 April to 31 July 2017. Questionnaire data were processed using frequency distribution table techniques. Meanwhile interview data are processed using qualitative descriptive techniques.

III. RESULTS AND DISCUSSION

Based on the results of questionnaires distributed and filled by certified teachers, the pedagogic competencies details are presented in the Table I:

TABLE I PEDAGOGIC COMPETENCIES

No	Statement	Agree	Disagree	Hesitate
1	The 2013 curriculum burdensome teachers	100%	-	-
2	The curriculum reduces the concentration of teaching	100%	-	-
3	Too many learning models must be mastered	75%	25%	-
4	Syllabus is difficult to understand	-	75%	25%
5	RPP additional obligations that do not need	20%	80%	-

Based on Tabel I, it can be seen that all teachers (100%) stated that the 2013 curriculum did not burden the teacher. All teachers (100%) also stated that the 2013 curriculum did not reduce the concentration of teachers in teaching. Then, most teachers (75%) stated that the learning model must be mastered too much. Most teachers (75%) stated that the syllabus in the 2013 curriculum was difficult to understand. Finally, most teachers (80%) stated that lesson plans were an additional obligation that needed to be made by teachers.

This finding is reinforced by the results of the interview stating that: In general, teachers can receive curriculum renewal even though not all curriculum material can be understood, only a small proportion of teachers feel that curriculum change is a burden on its own because it requires considerable effort; Most teachers are still weak in mastering the learning model, this can be seen from the teachers' understanding of the existing learning model. In addition, only a small number of teachers are able to name / term the learning model; All teachers stated that they were able to master the class; this can be understood because generally they are senior teachers who have at least 20 years of teaching experience; The teachers stated that the results and quality of learning generally stated that they were still lacking in brush, because the learning outcomes were still not optimal.

Based on the findings above, it can be concluded that the Curriculum 2013 socialization has shown good results, because all teachers stated that there were no significant obstacles in mastering the curriculum, it was also influenced by the teacher's personal beliefs and responsibilities to understand the curriculum as a foundation to carry out learning activities. The teachers also stated that lesson plans were not a problem. However, reinforcement or additional knowledge is still needed to support the implementation of learning activities, especially the mastery of learning models that are in accordance with the Curriculum 2013.

Based on these results, it appears that the need to develop teacher pedagogical competencies in order to improve the quality of learning. This is in accordance with Yasin's opinion which states that the pedagogical competence of teachers in managing learning is very important and needs serious attention, because one of the determinants of the quality of education depends on the pedagogical competence of the teacher, which includes; ability to understand students, ability to design learning, ability to implement learning processes, ability to assess processes and evaluation, ability to develop potential students [14].

The Professional Competencies of certified teachers, presented in the Table II:

TABLE II. PROFESSIONAL COMPETENCIES

No	Statement	Agree	Disagree	Hesitate
1	Difficulty integrating lessons for thematic	75%	20%	5%
2	Thematic does not focus on lessons	80%	10%	10%
3	Less available learning resources	100%	-	-
4	Understanding of the material is less focused	-	90%	10%
5	Shortages on studying material	80%	10%	10%

Based on Table II, it can be seen that most teachers (75%) have difficulty in combining thematic lessons. Then, most of the teachers (80%) also stated that the thematic was not the focus of the lesson. Then, all teachers (100%) stated that learning resources were less available. Most teachers also stated that they did not focus on understanding the material. Most teachers (80%) stated that they lacked time to study teaching material.

This finding is reinforced by the results of the interview stating that most teachers stated that they were able and mastered how to create and implement a Learning Implementation Plan (RPP) as an important instrument in learning activities. This can be understood because RPP is a daily obligation that they do. Only a small number of teachers expressed doubt in the sense that they were still asking for help from others; most teachers expressed a lack of time to explore and prepare the material, even though they realized that mastery of the material was an absolute necessity, but administrative busyness such as RPP and other school activities resulted in a lack of preparation to study teaching material. Only a small proportion of teachers stated that they could set aside time for teaching preparation; all teachers stated that they did not feel satisfied and not maximally related to student learning achievement as a reflection of the teacher's teaching achievement, because there were still students who were left behind from other students so they needed additional guidance.

Based on the findings above, it can be concluded that the teachers have difficulty in combining lessons to be packaged

in thematic packages, this is because the teacher's ability is still low, the teacher's lack of focus in understanding the material, the teacher still feels confused to be able to present learning well, difficulties teachers to focus on thematic learning.

The results of the above study indicate that teacher professional competence is very important in improving the quality of learning, this is in line with Corcoran's statement which states that a balance between the teacher's desire to pursue their own professional interests and the priorities of each school and school system is needed[15].

The Social Competencies of certified teachers, presented in the Table III:

TABLE III. SOCIAL COMPETENCIES

No	Statement	Agree	Disagree	Hesitate
1	The school environment doesn't support quality improvement	75%	20%	5%
2	Inadequate facilities	80%	10%	10%
3	Parents' participation is still low	100%	-	-
4	Schools lack coordination with parents and the community	-	90%	10%
5	Communication between teachers and parents is well established	80%	10%	10%

Based on Table III, it can be seen that most teachers (75%) stated that the school environment did not support the improvement of the quality of teaching and learning. most teachers (80%) stated that the available facilities were adequate. All teachers (100%) stated that parents' participation in the 2013 curriculum implementation was still low. Most teachers (90%) state that the school has coordinated with parents and the community. Then, most teachers (80%) stated that good communication had been established between the teacher and the parents of the students.

This finding is reinforced by the results of the interview stating that most teachers stated that school support for various learning activities had not been maximized. Therefore teachers expect greater attention from the school for the sake of learning; Furthermore, a small number of teachers also stated that parental participation in activities and learning achievement is still low, this is because the location of the school is a little far from where students live, especially schools in the North Bandung area.

Based on the findings above, it can be concluded that the teachers lack support from the school, meaning that the teacher does activities independently and is required to innovate independently, whereas in some cases, support from the school is very necessary. Parent participation in the success of learning activities is still lacking, this is because parents tend to leave the problem to teachers and schools assuming that the school has received assistance from the Government, namely the BOS Fund. In addition, parents also assume that teachers have received certification allowances so that they should be able to carry out all their own learning activities. The findings regarding the importance of social competencies are in line with Westergård's opinion which states that there is still a gap between the social competencies and personal competencies of teachers. Therefore, teachers' social competencies need to be improved [16].

The Personal Competencies of certified teachers, presented in the Table IV:

TABLE IV. PERSONAL COMPETENCIES

No	Statement	Agree	Disagree	Hesitate
1	The teacher tries to establish communication with parents	75%	20%	5%
2	Teachers feel more confident because they already have knowledge	80%	10%	10%
3	Awards and appreciation of schools and communities is increasing	75%	-	25%
4	Teachers believe student prestais will increase	-	90%	10%
5	Efforts are still needed to increase knowledge	80%	10%	10%

Based on Table IV, it can be seen that most teachers (75%) stated that they tried to establish communication with parents of students. most teachers (80%) state that they have good self-confidence. most teachers (75%) state that the appreciation and appreciation of schools and communities for teachers is increasing. Most teachers (90%) stated that they believed in improving student achievement. Then, most teachers (80%) stated that there was a need for efforts to increase teachers' knowledge.

This finding is reinforced by the results of the interview stating that some of the certified teachers still claim that they do not have good self-confidence. this is because the briefing obtained from the PLPG is relatively short, so that it is felt that it is not enough to equip the teachers to become more professional; Most of the teachers stated that they were motivated by certification to become better and more professional teachers, so that they were pursued by means of independent learning; All teachers stated that there were improvements in economic conditions by obtaining certification allowances; Some teachers stated that they were still uncertain whether obtaining certification had an impact on personal quality as a professional teacher.

Based on the findings above, it can be concluded that based on the awareness of the importance of communication with parents of students in order to improve the quality of learning activities, teachers try to collaborate with parents. In addition, debriefings obtained from the PLPG and certification allowances made the teachers feel more confident and determined to increase their knowledge so that learning could be maximized to improve the quality of learning and student achievement.

Research findings are in line with the opinions of Bhagava and Pathy which state that teacher personal competencies have a significant influence on student learning motivation. therefore, the development of personal competence is needed.[17].

IV. CONCLUSION

Certification and provision of certification allowances for elementary school teachers have not had a significant impact on improving the quality of learning. Therefore, systematic and comprehensive efforts are needed to improve teacher performance in carrying out teaching and learning activities. In addition, selection is more stringent in the process of selecting teachers to be certified as well as providing financial benefits to teachers who have been certified as needed.

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