The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies

Umi Rusilowati*, Wahyudi Wahyudi
School of Post Graduate Studies
Universitas Pamulang
Tangerang Selatan, Indonesia
*umi_rusilowati@yahoo.com

Abstract—**According to UNDP, UNESCO, and GTCI reports, the quality of Indonesian education was still low, so that a joint effort (government, educational institutions and community) is required to improve the quality of education, such as participating in a program educational certificate. This research was conducted to recognize and understand the competency indicators of pedagogy, personality, social, and professional relating to certified teachers. Moreover, this research employed a qualitative method using a triangulation analysis method. The objects of the research are private vocational schools in South Tangerang City with A-grade accreditation by involving certified teachers as the respondents with the criteria of characteristics, educational background, status, experience, and readiness. The data were collected using verbal, written and structured interviews. The result revealed that teachers certified by regulations could not be considered as professional or competence teachers, which were indicated by the lack of knowledge of the certification regulations, innovation, linearity, contextual and character personality. The findings revealed the importance of supervision and evaluation, socialization and mentoring, education and training, and reciprocity.**

Keywords: pedagogy, personality, social, professional

I. INTRODUCTION

The goals of Indonesia government have been clearly stated in the preamble to the 1945 Constitution of Indonesia in the fourth paragraph that "…to advance general prosperity, to develop the nation's intellectual life…". This statement clearly explains that as an independent country, human resource development needs to be done first in order to achieve the ideals of the nation, i.e. "…sovereign, just and prosperous…" (The Preamble to the 1945 Constitution of Indonesia, the Second Paragraph).

Furthermore, the statement is explained in detail in the Act Number 20 of 2003, "A national education system should ensure equal opportunity, improvement of quality and relevance and efficiency in management to meet various challenges of changes of local, national and global lives", which indicate that one of the government's manifestations in creating quality human resources is done by developing the quality of education. In meaning that it is conscious and well-planned effort in creating a learning environment and learning process is significant to develop learners' full potential in acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State (the Act Number 20 of 2003, Article 1).

Based on the aforementioned explanation in Article 1, the word "effort" refers to one of the most important educational components, namely educator (teacher/lecturer). Specifically, a teacher is defined as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education programs, such as formal education, primary education, and secondary education (Act Number 14 of 2005, Article 1). Based on these obligations, a teacher is required to have competencies including pedagogical competence, personal competence, social competence, and professional competence (Act Number 14 of 2005, Article 10).

Considering the importance of producing competent teachers, the government through the Ministry of Education and Culture created a system of competency recognition through Educator Certification in which every educator will be declared competent after passing a series of tests consisting of academic qualifications, education and training, teaching experience, planning and implementing learning, assessments from directors and supervisors, academic achievements, professional development work, participation in scientific forums, organizational experience in the field education and social affairs, and relevant awards to the field of education (Ministerial Regulation Number 18 of 2007).

Even though various regulations and policies have been made to improve the quality of education, there are still many notes on the current Indonesia's education. According to the statement of National Commission on Human Rights on Kompas in 2018, at least, there are four bad track records of education in Indonesia, including 1) cases of violations of human rights in the field of education, there are 19 cases in 2017 and 11 cases in 2018, which related to violations of getting education, violations of educated justice in getting

education (zoning system), violations of the right to develop children's potential, and violations of violence; 2) Indonesia's education ranking dropped. Based on Programme for International Student Assessment (PISA) data in 2015, Indonesia's education ranked 62nd out of 72 countries, even Indonesia was defeated by Thailand, despite Indonesia has budgeted 20% of the national budget, or approximately Rp400 trillion per year, for the national education budget. 3) The national education budget has great potential to be corrupted, based on the Indonesian Corruption Watch (ICW) data for the past 11 years (2005-2016), there were 425 cases of education corruption involving the ministries and education authorities, school principals and teachers/lecturers, regional heads and DPR/DPRD members with total state losses of Rp1.3 trillion and the bribes of Rp55 billion, and 4) the poor education system and teacher quality, the existing curriculum are considered burdensome for students, because the educational process takes a long time, which is 7-8 hours a day, especially teacher's competencies, including pedagogic, professional, social and personality, have not been able to reach potential children, so that the results of Indonesian education has not been progressing.

The Global Talent Competitiveness Index (2019) states that the level of competitiveness of Indonesia's human resources was at 38.61, and ranked 6th in ASEAN. Meanwhile, according to the Human Development Reports in 2017, the Indonesian Education Index was 0.622, and ranked 7th in ASEAN. UNDP notes that the Indonesian Human Development Index in 2016 was 0.689, which ranked 113th out of 188 countries. Furthermore, based on the UNESCO's EFA Global Monitoring Report (2014), there were at least 12 problems resulted in low education in Indonesia, including many citizens who did not attend primary school, lack of availability of expert and experienced teachers, low teacher salaries, lack of availability of expert teachers in the field of science, the educational target has not been achieved, and the low achievement of subjects in the field of science.

These conditions explain that all parties involved, such as ministries and education authorities, educational institutions, and educators, have not implemented the mandate of the 1945 Constitution and its derivatives. Hence, it is not surprising if there are many problems in the field of education often occurred. First, a number of harassment and violence in the school environment is done by teachers and students. According to KPAI (*Komisi Perlindungan Anak Indonesia*/Indonesian Commission on Child Protection), there were 24 cases of violence occurred in the school environment during January 2019. Second, low morality of students, the results of KPAI and Ministry of Health survey in 2013 revealed that there was 62.7% of adolescents in Indonesia had sex before marriage. Third, the high rate of unemployment of students who have taken formal education. The BPS (*Badan Pusat Statistik*/Central Agency on Statistics) data in May 2019 noted that the unemployment rate in Indonesia reached 136.18 million, and the highest unemployment rate of vocational school graduates was 8.63%. Fourth, Criminal cases committed by students have increased. BPS noted that there were 336,652 cases of crimes and 2.18% committed by students in 2018. Specifically, these conditions demand immediate

improvements of the education system, especially in improving the quality of educators. Teachers or educators are the main components, that have the most influence on children's achievement. The quality teacher will potentially influence the quality of students as well. According to Liakopoulou, the teacher's competence can be seen from the learning method enlivening students' enthusiasm for learning, the adaptive ways to communicate and interact, their knowledge and experiences based on the student learning outcomes, and their attitudes and behaviour as role models for students [1].

Kulshrestha and Pandey explain that professional or competent teachers are people who focus on practice, namely trying to manifest their knowledge, showing good learning outcomes, trying new methods in teaching, and taking risks for innovation [2]. In other words, potential teachers can possibly create quality education. However, in attempting to accelerate human development, every element of education must be optimized. Kunter et al. explain that the quality of education is entirely a reflection of the characteristics of the teacher, and a few other factors [3].

Based on the aforementioned explanation, it is not surprising that the developed countries treat teachers with appreciation by providing decent living guarantees, such as salaries and large incentives, retirement benefits, residences, transportation and self-development facilities (scholarships and literature). However, it is not the essence of education, but part of creating a good education system, one of which is to provide welfare and justice [4].

In Indonesia, the welfare model oriented towards teacher development that has implications for the quality of education has been set in the teacher certification program. This program has certain criteria that emphasize every teacher in order to improve the four basic competencies, namely; 1) Pedagogical competence, teachers are required to be able to improve the ability to manage learning; 2) Personality competence, teachers are required to be able to improve their attitudes and behaviours that are steadfast, wise, noble, and role models; 3) Professional competence, teachers are required to be able to improve their knowledge (literacy); and4) social competence, teachers are required to be able to improve their humanistic and religious communication and interaction (Act Number of 2005, Article 10). Koswara and Rasto state that these four basic competencies are holistic characteristics in realizing the ideals of the nation [5]. Therefore, the teachers' perspective and practice in the teaching and learning process in Indonesia need to be based on values in order to create an Indonesian learning environment (a combination of religion, culture, and social).

II. LITERATURE REVIEW

Certification is the process of giving educator certificates to teachers and lecturers (Act Number 14 of 2005, Article 1). In this process, a series of competency tests were conducted, including pedagogical, personality, professional and social competencies. The purpose of the certification is to create professional educators, and to provide a certain amount of compensation in accordance with the rank/class achieved.

Since certification is a process of testing the recognition of teacher competencies, teachers must prove their abilities by

increasing their knowledge through formal and non-formal education, honing their skills through practice and testing, improving attitudes through inculcation of religious values and social norms, improving the humanistic values through adaptive communication and interaction, and so forth. McDonald et al. express that the teacher's pedagogical ability is very useful to revive student enthusiasm, even it can be said that the teacher's unique success is due to the ability to manage the classroom well [6]. This statement emphasizes that the certification program is expected to encourage teachers to become good class leaders, which are able to manage the learning with enthusiasm and optimism. In addition, pedagogical ability is closely related to success, efficiency, self-professional development, and positive social environment changes [7,8].

In addition, certification examines the extent of the teacher's personal competence. It means that it is considered as a method of approach for the formation of students' character. The teacher who has good character will not only show the best way to understand science, but definitely also shows a commendable attitude and behaviour. Pishghadam and Sahebjam state that teaching knowledge is not easy, because what it teaches humans who have thought and feelings [9]. However, for someone who can control himself, he/she always has a way to give the best even slightly. The findings explicitly explain that in addition to teaching about lessons, the most essential role for the teachers is to direct and guide students to the right path, there are only a few teachers who can implement it, except those who have mature attitude (more accurately considered as a wise teacher). Hakim states that in developing human resources (students), a character approach is needed to make it easier for students to imitate their teacher [10]. Furthermore, Ayan and Kocacik explain that the strength of teacher characteristics can influence and even change the learning environment of students [11].

Furthermore, certification must measure the educators' social abilities. In the process of teaching and learning, social interaction between teachers and students and among students always occur. Therefore, interaction in learning must be based on the humanistic nature, which is the basic nature of social itself. Students will feel happy if their personality is recognized, valued, motivated and directed towards good aspects. Therefore, the teachers' social ability needs to be tested. Shanmugasundaram and Mohamad state that the ability of teachers simply can be seen from how they communicate [12], meaning that diction and narration used and expressions have a good level of stability, so that people feel happy with it. Selvi states the beauty of a teacher while teaching can be seen from the use of good language, their words have a meaning that can be understood and able to influence the emotions of the listeners (students) [13]. This explanation is precisely considered to be educational therapy. It is very difficult to see teachers who have communication skills that can affect students' emotions. The are many things that have been experienced and learned, so that every word used in teaching can affect the students perspective well, Shaffer and Thomas-Brown state that speaking skills are an important social requirement to interact well, but it needs a lot of experience in observing various kinds of differences in the students' nature

and character [14]. In other words, the development of social skills is not easy, it takes a long time and a great opportunity, because language has meaning with different expressions. In order not to be seen wrongly and to be ridiculed, the teacher must develop social mentality that never give up with kindness in order to not be considered wrong and underestimated.

The last aspect to be tested in the certification is professional ability, which is examined based on the extent of teachers' knowledge, whether they only know, adequately know, or understand the implementation of knowledge. In other words, this test measured the teachers' textual and contextual abilities based on their knowledge. The professional ability makes teachers confident in teaching lessons, thus it can create an emotional learning environment (students' interest in learning) [15,16]. Kabakci and Liakopoulou explain that professional ability is the first aspect that must be owned by teachers, because an individual can be considered to be a teacher if they master knowledge [17,18].

III. METHOD

In attempting to prove the aforementioned arguments, several methods were used, including a qualitative approach with descriptive explanation. The derivative method used is survey based on the implementation in accordance with the research object in order to obtain deeper information related to this phenomenon. The objects of the research were private vocational schools in South Tangerang City with A-grade accreditation. While the analysis units (correspondent) were teachers who had an educator certificate with a number of predetermined criteria (Characteristics, Education, Status, Experience, and Willingness). The data were collected using verbal, written and structured interview methods. Furthermore, the triangulation method was used as an amplifier of argument in explaining the research phenomenon. Finally, complete content and organizational editing before formatting.

IV. RESULTS AND DISCUSSION

A. Results

In the first stage, general questions related to educator certification were asked, in which educator certification questions consisted of four main questions as indicators in measuring teacher competence, such as knowledge about Act/Government Regulation/Ministerial Regulation on Certification Candidates, Certification Requirements, Certification Rights, Certification Obligations. The interview result revealed that information was obtained from the six regulations regarding certification (Act Number 20 of 2003, Act Number 14 of 2005, Government Regulation Number 19 of 2005, Minister of National Education Regulation Number 16 of 2005, Minister of National Education Regulation Number 18 and Number 40 of 2007), almost all informants did not know in detail how the certification was regulated. Therefore, it was not surprised if in its implementation many teachers who are certified educators have not been able to implement their obligations. Furthermore, all informants were considered very good in understanding the certification requirements, certification rights, and certification obligations. These findings revealed that lack of understanding related to certification

regulations indicated a lack of socialization, which indirectly influenced the attitudes and perceptions of certified teachers in implement their obligations. The absolute consequence is that teachers work only to complete obligations. This condition was very contrary to the basic principles of certification as mandated in Act Number 20 of 2003 and Act Number 14 of 2005. The facts proved that there was no difference in knowledge, attitudes and behaviours of educators who already have an educator certificate or who have not. In other words, the certification program can be called as futility, because the certification budget could not have an influence on improving teacher quality, and it only wasted the state budget, while on the other hand, there are still many children of the nation in other parts of the island who have not received educational opportunities.

In the pedagogical competency test for teachers with educator certification, there were three main questions with several derived questions, including methods, creativity and innovation. The interview results revealed that in terms of methods and creativity, the teachers were considered adequate good, indicating even though the main teaching method used the lecture method, but sometimes it was combined with the method of discussion, participation and practice, so that the students were not too bored in learning. Whereas in terms of creativity, it was not considered having much progress, but occasionally the teachers created learning methods combined with the forms of games (puzzles, guesses, prizes, etc.) and/or used case study methods combined with the form of competitions in which the students who could solve problems first would be given a certain number of prizes. However, in terms of innovation, the teachers had not been able to implement anything, there was no the development or the creation, so that this was considered as a weakness in almost every teacher. Moreover, lack of financial facilities and power analysis had also a negative influence on teachers' exploration.

In the personality competency test, there were four main questions with several explanatory questions, including principles, noble, wise, and authoritative. The interview results revealed that in terms of attitudes, the teachers realized that they were still far from the word of principle, noble, wise, and authoritative. Especially in the exemplary category (noble character), the teachers honestly still did not deserve to be called as "*Bapak/Ibu Guru* (Mr./Mrs.)". This condition confirmed that the teachers as educational agents were learners. Therefore, there was no perfect word, but still seeking knowledge until the end of life was a moral consequence that must be fulfilled. On the other hand, the teachers realized that their role was not only to convey knowledge, but also become educators and mentors who definitely must try showing good example.

In the professional competence test, there were four main questions, including linearity, mastering material, literacy, and teachers' contextual ability. The interview results revealed that the workload of teachers was not entirely linear (in accordance) with their knowledge, while in terms of mastering material, the teachers were considered quite mastering, especially in subjects that were in accordance with their scientific fields, but they admitted that in terms of literacy, they still need to read a lot of books and find examples of the learning implementation of that

fit the characteristics of their students. Based on the four indicators, contextual recognition was considered being the main weakness of the teachers. The lack of experience and references was a major problem in outlining a discussion of knowledge.

In the social competence test, there were two main questions, including communication and interaction. Communication is defined as diction, narration and expression used by the teachers in communicating with students. While interaction is described as openness, friendliness, and adaptability (self-adjustment). The interview results revealed that the teachers were very socialist, meaning that the teachers realized their profession demanded to speak gently, politely, grammatically well, and systematically accompanied by the expressions of friendly and responsive attitudes that would establish kinship relations in the school environment.

B. Discussion

Based on the aforementioned findings, there are some interesting aspects to be discussed, including knowledge of the regulations on certification. It assumes that the teachers are able to understand the provisions forming the legal umbrella of certification through the method of socialization, assessment, evaluation and/or testing. This is based on the belief that the core of the correct implementation of the certification obligations and rights lies in understanding the certification regulations. Therefore, if it is neglected, the consequence is futility (the issuance of a budget for something that is less beneficial to the quality of education). This is in line with Mulyani explaining that understanding the legal umbrella of certification is fundamental, if not, then the consequence is the weakness of the teacher's personality, resulting in inappropriate behavior (low motivation in self-development, and lack of enthusiasm in implementing quality education oriented towards pupil's future), and these caused decrease quality of education [18]. Suprastowo emphasized that a little understanding on laws resulted in decreased teacher attendance. Therefore, knowing and understanding the certification regulation are a principle for the teachers' strength in its implementation [19].

In addition, an interesting aspect to be discussed is related to pedagogical competence, specifically measuring the level of teacher innovation. The Ministry of Education, education authorities, and educational institutions are expected to provide training, comparative studies or other activities, in principle, these activities should improve the teachers' thinking power in order to be able to create a new method of directing the students to be achievers, both with new learning methods, new facilities, new management, etc. Carril, Sanmamed, and Selles stated that identifying rules and competencies is a way could be done by educational institutions, therefore, it is quite effective in creating a performing environment, and at the same time to train teacher initiatives [7]. The same idea was stated by McDonald et al., specific skills and practical learning are considered quite good in motivating teachers to grow an idea or creativity [6]. On the other hand, Suciu and Mata had a different view in which pedagogical competence was related to teacher professionalism, so the first important thing is to present the right rules/SOP [8].

Another interesting aspect to be discussed is the personality competence, which is principled, noble, wise, and authoritative. It is expected that there is a certain model or therapy that can encourage teachers to act and behave in an ideal, noble, wise, and authoritative manners, whether it uses a religious, or cultural approach, and/or use a motivational or sanctioning method to forming a virtuous personal educator. Mulyani argued that personality competence is the core of a teacher, and with these a lecturer could provide character education, however to realize this, mental maturity and sensory intelligence (mind and heart) are needed [18]. The same idea was stated by Pishghadam and Sahebjam, teachers for needed is being a real parent of students, thus a reason to remain a role model [9]. Ayan and Kocacik added that personality competence is obtained from the amount of knowledge that has been tested and proven by experience, so giving responsibility to the teacher is one thing true [11].

Furthermore, other interesting aspects that can be discussed from these findings are linearity, literacy and teachers' contextual ability. There are many tasks to be conducted by teachers, namely how to use the certification budget to buy books or scientific journals in order to increase scientific literacy, and/or participate in various training programs to add new experiences, so that they can provide up-to-date enlightenment of teaching practices. In addition, the role of educational institutions is crucial to the linearity of teachers, it is important that educational institutions provide subjects that are in accordance with the knowledge of the teachers (the right man on the right place). Morris and Mustafa stated interestingly that many teachers fail to become professional, because they did not consider their students as a source of learning, therefore teachers lack practice [15,16]. Kabakci and Liakopoulou added that professionalism obtained from learning and teaching process, so the keyword is increasing knowledge to manage well learning through good personality and social skills [1,17].

V. CONCLUSION

The analysis results revealed the findings based on certificate regulations, the teachers still could not be considered as competent and professional teachers, even though they already had educator certificates. It was shown from lack of the teachers' knowledge about the certificate regulations, and in facts, the implementation of new tasks is only limited to complete their obligations. Other fact supported this conclusion is that every teacher realized their weakness in terms of learning innovations, linearity, literacy, and virtuous personality.

Based on the aforementioned findings: 1) it is required to conduct supervision and evaluation, 2) socialization and mentoring, 3) education and training, and 4) reciprocity. In other words, these four recommendations can be maximized if all elements collaborate with each other. It means that every teacher understands their professions as educators, so that they are not only demanded to be intelligent and fun, but they also can become a role model for the students. Likewise, educational institutions must create a system supporting the development of teachers' professionalism. Then, the Ministry and education authorities need to provide facilities for education and training. Whereas, the central government provides a budget with a solid implementation system structure, which is a system that encourages the development of the four basic competencies (pedagogic, personality, professional, social) assisted by the supervision of DPR members in order to create effectiveness and efficiency (a wise way to create a smart and prosperous society).

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