

Job Performance, Expert Linear Class Evaluation Teacher Certified on Pedagogic and Professional Competencies

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ABSTRACT

This study aims to determine the level of expertise based on the non-Islamic elementary school of teacher training (PGMI) bachelor linearity as class teachers, and to evaluate the job performance of linear and non-linear certified teachers on pedagogical and professional competence. This type of research is a case study, with eleven Muhammadiyah of Islamic elementary school (MIM) and 52 certified teachers. This research conducted with a mix method approach, data collection techniques are observation, documentation, in-depth interviews, and questionnaires. The analysis techniques data are descriptive statistic, multiple regression, path analysis, qualitative analysis.

Keywords: job performance, teacher, pedagogic, professional competence

1. INTRODUCTION

At present, a teacher is required to have good competence and qualifications with the aim that the learning process has very high quality so it is expected that the quality of education, in general, will continue to increase. a teacher has an important task in the learning process so that the teacher not only delivers the material in class but also instils positive values from the learning process towards students. To realize this, the Ministry of Education and Culture in the regulation of culture and education No. 46 of 2016 by issuing a letter guarantees the quality of competence of a teacher by arranging teacher-certified linear linearity which is expected that in the future all teachers in Indonesia will have an educator certificate or bachelor accordance with the subjects taught in class [1].

Linearity for educated certified teachers is a match between the educator's certificate and the subjects taught by the teacher, regulation of the minister of education and culture article1, number 46 of 2016, is intended to strengthen the teacher's professionalism so it is necessary to adjust the linearity aspects of the teacher's task implementation. The Implementation of the curriculum-2013 Impacts on changes in the number of teaching hours and educator certificate codes so that it is necessary to adjust the teaching authority of teachers in fulfilling the teaching burden and structuring the educator certificate code according to the subjects taught. Teachers who fulfil the conditions as referred to in paragraph (1) and paragraph (2) still receive the rights (in this case the teacher professional allowance) as stipulated in Article 14 section 1 of the constitution No. 14 of 2005 about teacher and lecturer.

Based on the observation temporary results: 1) there are still many teachers of MI in Magelang who are certified MI class

teachers but the competencies recorded in the educator certificate document are not recorded as MI class teachers, 2) Teachers of MI who are class teachers but non-PGMI as a reference for teacher competency qualifications as a rule of professional teachers. The focus of this research location is 11 (eleven) of MIM with a total of 52 certified teachers.

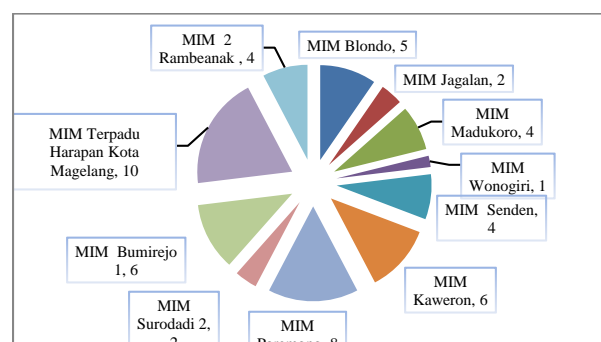


Figure 1 The number of MIM conducted the research

Figure 1. explained that certified class teachers are very significant, however there are certified class teachers who are not in accordance with bachelor qualifications so that it has an impact on the performance of pedagogical and professional competencies, this data is consistent with the results of the study that certification has a positive effect on teacher performance, but none has researching about certified teachers on bachelor as a determinant of performance qualifications for classroom teachers at MIM [2].

2. METHOD

Starting from the interests and concerns of researchers towards Muhammadiyah certified MI teachers who clashed with government policies regarding the structuring of linearization of professional teachers as MI class teachers

who had to qualify for a PGMI bachelor; research after the study was conducted. This study uses a mixed method approach [3], mixed method design used in this research is triangulation design. [4] The following methods and stages of research: 1) Research Preparation: Study scientific articles and certificates of educator certificates; data observations (teachers certified and non-PGMI bachelor qualifications for MI class teachers; Obtained data to make a linearization test for educator certificates for MI Class Teachers; technical data, 2) Implementation of Linear test: Retrieval of standard data in the document linear test; Identification of the linearization mapping of teacher certificates for MI class teachers; Linear and non-linear educator certificate of PGMI bachelor, 3) Testing research data: Processing questionnaire data using quantitative statistics and processing of qualitative drafts through documents, questionnaires, FGD's; Obtained data Identification of certified teachers and PGMI non-bachelor teachers; Test result data, 4) presentation of research results:

Analysis of test results, discussion and publication of research results; chart of linearization results in the mapping of certified teachers and PGMI non-bachelor teachers for MI grade classes; publication of journal articles and international seminars.

3. RESULTS AND DISCUSSION

From the data collected in the process of taking documentation and observations, explained that 11 MIM with total of 52 certified teachers in the research data with details of linearity certified teachers with PGMI, elementary school teacher training (PGSD) bachelor, and subject teacher assessment and certified teachers without linearity Non-PGMI bachelor, PGSD and subject teachers' assessment, as follows:

Table 1 The MIM class teacher certified

Class Teacher Certified	Quantity	Percentage
Certified teacher in linear (Certified PGMI, PGSD, physical education)	23	36%
Certified teacher in Not linear (Islamic studies, English education)	29	64%
Total	52	100%

The most important aspect in seeing the performance of a teacher is performance, performance is the main aspect determining the success of education [5]. The fact shows that teacher performance is still not optimal. It was found that teachers did not make a lesson plan, there were still those who ignored the administrative completeness of the teacher, gave assignments without a face-to-face process, the use of monotonous models and methods, and evaluation of learning that was not optimal.

Submission requirements to become a teacher are to have an educator certificate, be healthy physically, and have a strong vision to support and realize quality national education. The government created a teacher competency development program by conducting a certification program. Teacher certification is an effort to realize national education goals. The constitution No. 14 of 2005 concerning teachers and lecturers regarding the provision of "certification" to further improve welfare and performance, teacher competence, and quality of learning towards quality education in Indonesia [6].

The main objective of certification to realize teacher competencies still seems to be addressed as a discourse, fact shows that teacher certification is not enough as an effort to realize and improve teacher competence and performance. Even though it has been declared passed the certification and has received the professional allowance, it does not mean that the teacher has the competence and shows the performance required by law. In order to create truly professional teachers, post-certification needs a systematic and synergic and sustainable effort that ensures teachers remain professional [7]. Each teacher's performance can be measured based on the competency specifications possessed. Job performance is a very considerable factor

influencing profitability of any organization [8]. Performance is important for organizations as employees' performance leads to business success. Also, performance is important for individuals, as achieving tasks can be a source of satisfaction [9]. Job performance is a behavioural skill to achieve the target of a job that has been set in an organization [10]. Performance is the achievement of the performance of a person or group in carrying out the vision and goals of an organization. Factors that affect the performance of the example of communication, work atmosphere, physical work environment, the utilization of work results, work instructions, the consequences of the risk agreement, rewards, and knowledge, skills, and attitudes [11][12]. Teacher performance is an important factor in supporting the creation of an effective educational process, especially in fostering a sense of discipline and the quality of student learning outcomes. Thus, the teacher greatly determines the quality of education, the success or failure of learning, the achievement of the goals of education and learning, organized facilities and infrastructure, students, media, tools and learning resources. Teacher performance is the ability of a teacher to carry out learning tasks in school and is responsible for participants under his guidance by improving student learning achievement [13].

Performance evaluation is a process that measures a person's performance where the measurement process will always be compared with the standards, targets/criteria, or criteria that have been set in advance and have been agreed upon [14]. Teacher performance evaluation is carried out to identify teacher performance indicators. Regarding the weaknesses found, relevant recommendations can be submitted. The first component in teacher performance is planning the learning process. The first component that

must be prepared in learning planning is a syllabus and a learning implementation plan that contains learning objectives, learning materials, learning methods, learning resources and assessment of learning outcomes. The first indicator of planning the learning process is compiling a syllabus. The second component is the evaluation in the form of a series of reflections on the learning process. The third component is the assessment which aims to measure the achievement of student competencies. The assessment carried out by the teacher on the learning outcomes to measure the level of achievement of student

competencies and used as a material for preparing the progress reports on learning outcomes and improving the learning process [15]. The last component is an evaluation of the teacher's self-development. Self-development should be carried out by the teacher well based on instructions from the principal or the teacher's own initiative to improve the quality of its performance [16]. The self-development of a teacher is in line with changes in the development of knowledge, so teachers are required to have professional.

Table 2 Integration of teacher learning performance for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	94	72	63	19	12	260
Percentage	36%	28%	24%	7%	5%	100%

The table 2 explained that the condition of the performance of certified teacher linearity and non-linearity Bachelor shows good performance with the answer indicators "Always" and "Often" in the range of 94 scores with a total

percentage of 36%, then the performance of teachers in planning learning is very influential by not seeing academic qualification data on the linearity and non-linearity Bachelor for educator certification.

Table 3 Integration of teacher performance in learning implementation for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	80	65	74	23	18	260
Percentage	31%	25%	28%	9%	7%	100%

The table 3 explained that the condition of the performance of certified linearity and non-linearity bachelor teachers shows good performance with the "Always" and 'Frequent' response indicators in the range of 80 scores with a total percentage of 31%, the teacher's performance in learning is very influential with no see data on academic qualifications on linearity and non-linearity Bachelor for educator certification. In the process of influencing the implementation learning with qualifications, good teaching planning is needed. Planning teaching is an important and integral part of complex teaching activities. Learning how

to plan teaching continues to challenge teacher educators, who are looking for effective ways to support prospective teachers in this effort. Among the various options available, making "lesson plans" continues to be a choice. In fact, almost everyone who has undergone a formal teacher education program must prepare lesson plans according to a number of formats that are specified. We suspect that almost no one, after becoming a teacher (even very good) must always carry out the learning planning process so that the implementation is obtained in accordance with the procedures that have been prepared [17].

Table 4 Integration of teacher performance learning evaluation for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	164	72	24	0	0	260
Percentage	63%	28%	9%	0%	0%	100%

The table 4 explained that the condition of the performance of certified linearity and non-linearity bachelor teachers shows good performance with "Always" and 'Frequent' answer indicators in the range of 164 scores with a total percentage of 63%, so the teacher's performance in learning evaluation is very influential with no see data on academic qualifications on the Liner and Non-Liner bachelor for educator certification. Assessments function formally to provide feedback information in response to effective learning [18]. In addition, for this assessment treatment to

be different and to be carried out appropriately, the teacher needs an adequate model of how students will react, and utilizes feedback. Feedback given to students in class is like so many bottles being thrown into the sea. No one can be sure that the message they contain will one day find the recipient [19]. The consequence of this is that an effective formative assessment design cannot be separated from the learning environment. Students' motivation and self-perception, and the history of their assessment, will all be

important influences on how feedback is received as a major component in the conduct of assessment [20].

Table 5 Integration of task discipline teacher performance for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	174	63	22	1	0	260
Percentage	67%	24%	8%	0%	0%	100%

The table 5 explained the condition of the performance of certified linearity bachelor and Non- linearity bachelor teachers shows good performance with the answer indicators "Always "and" Frequently "in the range of 174

scores with a total percentage of 67%, the performance of teachers in task discipline is very influential by not seeing academic qualification data on the Liner and Non-Liner Bachelor for educator certification.

Table 6 Integration of pedagogic competence for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	137	92	30	0	1	260
Percentage	53%	35%	12%	0%	0%	100%

The table 6 explained the condition of the performance of certified linearity bachelor and non-linear bachelor teachers shows good performance with the answer indicator "Always" in the range of 137 with a percentage of 53%, the teacher's performance in pedagogical competence is very influential by not looking at the academic qualification data on linearity and non-linearity bachelor for educator certification. The development of pedagogical practices refers to student-teachers to understand learning objectives that are in accordance with the order in which the order of learning activities is appropriate. [21] In a pedagogical

approach divided into two, including 1) teacher-centered, the teacher aims to control learning and convey knowledge to students, especially for memorization [22]. Thus, the focus is more on content than on the learning process, in a teacher-centered approach, students are treated as a group 2) A student-centered approach, on the other hand, shifts the power from teacher to student and student to agent of their own learning [23],[24]. Whereas in a student-centered approach, students can work either individually or in groups according to their learning needs, strategies and styles [25].

Table 7. Professional competence integration for certified teachers

Learning plan	Always	Often	Sometimes	Seldom	Never	Quantity answer of questioner
Total	83	102	71	1	3	260
Percentage	32%	39%	27%	0%	1%	100%

The table 7 explained that the condition of the performance of certified linearity bachelor and non- linearity bachelor teachers shows good performance with the answer indicator " Often "around 83 with a total percentage of 39%, the teacher's performance in professional competence is very influential by not seeing academic qualification data on the linearity bachelor and non-linearity bachelor for educator certification. Learning how to build and maintain productive professional relationships with people in one institution is not easy, but many assume that this is a reasonable capacity and must be learned. A person can be described as "good with people" in pure social interaction is not the same as fostering relationships in a professional role. But the teaching profession and professional work aspects must be prioritized not made up to create additional challenges to become professional educators [26],[27]. The evaluation of certified teacher performance; teachers are an important factor in improving the quality of education services. However, there are still many teachers in

Indonesia that show low quality performance. [28] This is due to the lack of fulfilment of minimum education qualifications, as stated in the constitutional mandate No. 14 of 2005 concerning teachers and lecturers and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. This mandates a minimum educational qualification of diploma-4 Fresh graduate. Data from the Research and Development Agency of the Ministry of National Education) in 2005 showed that there were 1,646.05 (69.45%) elementary, middle, high school, vocational, and high school teachers who did not meet the minimum educational qualifications (Teacher Certification Team, 2006) Competence is a series of knowledge, skills, and behaviours that must be owned, internalized, and mastered by teachers or lecturers in carrying out professional duties (Law No.14 of 2005). Whereas article 10 paragraph 1 states that the competencies that must be possessed for teachers of primary and secondary education and early childhood education include

pedagogical competence, professional competence, personality competencies, and social competence. Pedagogic competence is the ability to master the class in learning. Professional competence is the ability to master the subject matter according to science.[6]

4. CONCLUSION

The level of expertise based on the non-Islamic elementary school of teacher training (PGMI) bachelor linearity as class teachers shows an imbalance with actual facts based on educator certificate documentation data with 23 linearity class teachers with PGMI, PGSD bachelor and physical education and 29 non-linearity class teachers with bachelor namely the Islamic studies and English education bachelor and the total number of teachers certified in education totalling 52 teachers from 11 MIM.

The evaluation of the job performance of linear and non-linear certified teachers on pedagogical and professional competence shows teacher performance "always" and "often" learning planning work with 64%, performance of "always" and "often" learning with 56%, evaluation performance "always" and "often" learning with an amount of 91%, the performance of the "always" and "often" task discipline with an amount of 91%, "always" and "often" pedagogical competence with 87% and professional competence "always" and "often" with the amount of 71% showing balance by not seeing the background of bachelor, because the educator certificate document is written as a classroom teacher, strictly there is no a specific policy for certified teachers to conduct certification linearity arrangements as class teachers based on regulatory demands in MIM.

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