The Effect of Competence and Certification on Teacher Performance

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ABSTRACT

The purpose of this study was to determine the effect of teacher competence and teacher certification on the performance of elementary school (SD) in Tungkal Jaya District. The sample of this research was all teachers in Tungkal Jaya District. The sampling technique was purposive sampling, namely, where the respondents who were taken were some of the teachers who were the study population as samples. The sample was 78 teachers. The data was collected by distributing questionnaires using a 5-point Likert scale to measure 69 statement items. The analysis technique used multiple linear regression analysis. The results showed that simultaneously teacher competence and teacher certification had a significant effect on teacher performance. Second, the teacher competence has a partial and significant effect on teacher performance. The three teacher certifications have a partial and significant effect on teacher performance.

Keywords: Teacher Competence, Teacher Certification, Teacher Performance

1. INTRODUCTION

The progress of a nation cannot be separated from the human resources owned by the nation. The good and bad quality of existing human resources is a measure of the progress of a nation's development. As for the facilities that can affect whether the quality of human resources is influenced by whether or not the existing education system is good or not, this of course requires continuous efforts from both regional and central government to ensure the implementation of quality education for every citizen.

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that teachers are professional educators. Teachers are required to have a relevant minimum academic qualification of Bachelor Degree (S1) and master competence as learning agents, this is also stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 8, it states that teachers are required to have academic qualifications, competence, educator certificate, physically and mentally healthy, as well as having the ability to realize the goals of national education.

Teachers are the main resource in efforts to develop the potential of students in the future. Therefore, teachers with the profession of strategic meaning, because they carry out a true task for the process of humanizing, educating, cultivating, cultivating values and building the nation's character.[1] Recognition of a teacher's position as a professional is evidenced by an educator certificate, which is obtained through teacher certification.

Teacher certification is the process of granting teacher certificates to teachers in formal education units. Educator certificates are formal proof of recognition given to teachers as professionals. Teacher certification as an effort to improve teacher quality is expected to improve teacher performance (performance) in carrying out their duties and responsibilities as teachers in the subjects they serve. Teachers are expected to be able to carry out quality learning, which can enlighten and direct students to master the specified competencies, which in turn can improve the quality of education in Indonesia in a sustainable manner.[2] With the existence of educator certification, it is hoped that it can improve teacher performance, or in other words, the ownership of an educator certificate by the teacher is a representation of the quality of the teacher's performance.

A professional teacher: (1) has a strong scientific basis, namely teachers who can take students across the world of science and technology; (2) mastering professional methods based on research and educational praxis; (3) continuous professional development because educational praxis is continuous and unique to

each individual; (4) has a *mature* and *developing personality*.[1]

The professionalism of teachers in practice is proven by at least two things. First, the possession of an academic qualification, a minimum educational background of the SI-D4 level, and second, recognition of the position of teachers as professionals as evidenced by certification (granting of teacher certificates).

This recognition serves to uplift the dignity and role of teachers as agents of learning in improving the quality of national education. An employee with a good performance is not only determined by the individual's internal factors (motivation, perception, substance mastery and technical skills), but is also strongly influenced by external factors, especially those from the organization where they work, such as assignment accuracy, leadership attitudes, organizational work systems and opportunities / opportunities to do work optimally Teacher performance is basically the performance or performance of the teacher in carrying out his / her duties as an educator. Teacher performance greatly determines the quality of educational outcomes, because teachers are the party who has the most direct contact with students in the education / learning process in school educational institutions.

Murwati's research states that there is an effect of professional certification on teacher performance at State Vocational High Schools in Surakarta. Melati's research (2013) shows that, (1) There is a positive effect of teacher certification on teacher performance at SMA N 5 Surakarta. (2) There is a positive influence on teacher work motivation on the performance of teachers in SMA N 5 Surakarta. (3) There is a positive effect of teacher certification and teacher work motivation on teacher performance at SMA N 5 Surakarta. [2]

Utomo's research states that teacher certification has an influence on teacher performance at MI Hayatul Islam. [3] Koswara's research states that the equation *linear regression* shows the effect of teacher competence on teacher performance. Thus teacher competence has a significant effect on teacher performance. Based on the results of the coefficient of determination, the effect of job satisfaction on teacher performance is 36.47%. [4]

This research was conducted on public elementary school teachers in researcher analyzed that there are still teachers who have not fulfilled their obligations to the maximum. There are still teachers who do not have the ability to teach properly. In addition, the existing certification program also does not make teachers work consistently and responsibly, teachers only think about how to get a certification program while some students are still being neglected. It is what encourages the author to conduct research in the Tungkal Jaya sub-district, Musi Banyuasin Regency to find out more about this problem.

2. METHODS

The type of research is quantitative research. It was focused on the study of objective phenomena to be studied quantitatively.[15] Quantitative research is a process that uses data in the form of numbers as a tool to analyze information about what you want to know. Starting from data collection, interpretation of data and displaying research results. The data used in this study are primary data, namely questionnaire data obtained from interviews with teachers. This research consists of two independent variables, namely competence (X1), teacher certification (X2), while the dependent variable (dependent) namely teacher performance (Y).

The data collection research was conducted quantitatively. This research method used partial and simultaneous regression methods, used for analysis or hypothesis testing if the researcher intends to know the effect or relationship of the independent variable with the dependent, where one of the independent variables is controlled (fixed), The research design *ex post facto* is a research that aims to investigate events that have occurred and then according to backwardness to find out the factors that caused these events.

The population in this study was all teachers in elementary school of Tungkal Jaya sub-district, Musi Banyuasin Regency consisting of 366 teachers. This research used purposive sampling. The sample was taken by the technique, which is a sampling technique that takes a portion of the number of populations according to the criteria made. The number of samples uses the Slovin formula and the sample used 78 teachers in Tungkal Jaya sub-district, Musi Banyuasin district.

Data collection techniques were carried out by using questionnaires, interviews, and observations, exams or tests, documentation and so on. Furthermore, data collection techniques can be done by interviewing, questionnaires, observations, and a combination of the three. In this study, the data collection technique used by the researcher was a questionnaire that the respondent had to answer according to the situation he was experiencing, observation and documentation.

Data collected using a Likert scale model. The data analysis technique used simple regression analysis and multiple regressions using SPSS *For Windows* version 25.00

3. RESULTS AND DISCUSSION

3.1. The Influence of Teacher Competence on Teacher Performance

The relationship model of teacher competence to teacher work performance is expressed in the form of the regression equation $Y = 85.038 + 0.505 X1$. The regression equation significance test can be presented in the following table:

Table 1. The Significance of Teacher Competence on Teacher Work Performance

		Coefficients Variable Competence				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	85,038	14,519		5,857	0,000
	Competence	0.505	0.083	0.571	6,058	0.000

Based on the significance test of teacher competency variables on teacher performance in Tungkal Jaya district, the t value is 6.058> the t table price is 1.9908 where the t value is more the size of the t table and a significance value of 0.000 less than 0.05, so Ho1 is accepted so that there is a significant influence between teacher competence on teacher performance in Tungkal Jaya sub-district, Musi Banyuasin district.

3.2. The Effect of Teacher Certification on Teacher Performance

The relationship model of teacher certification to teacher work performance is expressed in the form of the regression equation $Y = 31.691 + 0.649 X1$. The regression equation significance test can be presented in the following table.

Table 2. The Significance of Teacher Motivation on Teacher Work Performance.

		Coefficients Variable Certification				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	68,478	12,665		5.407	0.000
	certification	0.590	0.071	0.688	8,258	0.000

Based on the significance test of the teacher certification variable on teacher performance in Tungkal Jaya sub-district, the t value is 8,258> the t table price is 1.9908 where the t value is greater than the t table and the significance value is 0.000 less than 0.05, so Ho1 is accepted so that there is a significant effect between teacher certification on teacher performance in Tungkal Jaya sub-district, Musi Banyuasin district

3.3. The Effect of Teacher Competence and Teacher Certification on Teacher Performance.

The relationship model of teacher competence and teacher certification to teacher performance is expressed in the form of regression equation $Y = 67.439 + 0.566X1 + 0.4030X2$. This means that teacher performance will experience a positive increase with teacher competence and certification.

Table 3. The Significance of the Influence Teacher Competence, Teacher Certification and Teacher Performance.

		Anova Competency and Certification				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6541,446	2	3270,723	33,705	000[b]
	Residual	7277,887	75	97,038		
	Total	13819,333	77			

a. Dependent Variable: performance

b. Predictors: (Constant), competence, certification

To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of school culture variables and organizational commitment on teacher performance. The test criteria are as follows:

a. If the probability value (significant) <0.005, then Ho3 is rejected

b. If the probability value (significant)> 0.005, then Ho3 is accepted.

Then for the F test, the test criteria are as follows

a. Ha3 accepted if Fcount> Ftable

b. H03 is accepted if Fcount ≤ Ftable.

The results of multiple regression analysis can be seen in the following table.

Based on the significance test of the variable teacher competence and teacher certification together on teacher performance in Tungkal Jaya district, the f value is calculated at 33.705> the price of f table is 3.96 where the price of f count is greater than f table and a significance value of 0.000 which is smaller than 0.005 then Ho3 is accepted so that there is a significant influence between teacher competence and teacher certification together on teacher performance in Tungkal Jaya sub-district.

To find out how much influence the independent variable has on the dependent variable can simultaneously seen at the model summary following

Table 4. Model Summary Competency and Certification

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	0.473	0.459	9,851

a. Predictors: (Constant), competence, certification

b. Dependent Variable: performance The

Table above displays value of R which is a symbol of the correlation coefficient value. At the value table above the correlation value is 0.688. This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table also obtained the value of R Square or the coefficient of determination (KD) which shows how good the regression model is formed by the interaction of the independent and dependent variables. KD value

obtained is 0.473 which can be interpreted to mean that the independent variable X has the effect of a contribution of 47.3% to variable Y and 52.7% are influenced by other factors beyond the variables X

The Effort to Improve the Performance of Teachers by Improving the Competence of Teachers

Based on the receipt first hypothesis, the teacher competence shows a positive and significant relationship with teacher performance. Hence, the effort to improve teacher performance is to improve the quality of teacher competence. The principal must be able to become the best leader in the school who can always improve the competence of teachers in order to improve their performance.

The Teacher competence has a significant role in improving teacher performance, the principal has the responsibility to encourage and motivate teachers so that the teacher continue to improve their performance.

The City Government was the main person responsible for improving teacher performance. Therefore, in achieving good teacher performance, it must refer to Law Number 14 of 2005 concerning teachers and lecturers. Improving the teacher competence and performance was responsibility of local governments, school principals and teachers themselves.

For this reason, real efforts from the local government are needed in conducting guidance, training and improving the quality of human resources for school principals and teachers to realize good teacher performance.

Teacher competency improvement starts from being accepted as a teacher until entering retirement. Increasing teacher competence for a teacher is one of the supporters of improving performance so that what the school wants can be achieved. Improve teacher competence and performance in the context of implementing the education and learning process in the classroom and outside the classroom. Efforts to increase competence and professionalism must be in line with efforts to provide appreciation, increase welfare, and protect teachers. This activity is an integral part of the continuous professional development of teachers.

This is in line with the research of Suratman, Yasir Arafat, Syaiful Eddy. 2020 entitle The Influence of Principal's Leadership and Teacher's Competence toward Teacher's Performance in Indonesia. The results obtained in this study 1) there is no influence of principal leadership on teacher's performance; 2) there is an effect of teacher's competence on teacher's performance; and 3) there is simultaneously an effect of principal leadership and teacher's competence on teacher's performance. This paper contributes to improve teacher's performance through principal leadership and teacher's competence. [18]

Research by Susti Marce, Syarwani Ahmad, Syaiful Eddy. 2020, Leadership Management of Principals as Administrators in Improving Teacher Competence From the results of the study it was found that: 1) policy formulation; 2) Arrangement of the Principal of SDN 3 Babat Toman is carried out by the Principal by dividing tasks according to the competence abilities in their respective fields, 3) Supervision of the Principal of SDN 3 Babat Toman is carried out directly to teachers and students through morning breaks, monitoring activities students and teachers by monitoring each class. [19]

This research is in line with Meidiana, Meidiana, Ahmad, Syarwani, Destiniar, 2020 with the title, The Effect of Principal Managerial Competence and Academic Supervision on Teacher Performance. The results of this study indicate, 1) there is a significant effect of principal managerial competence on teacher performance; 2) there is a significant effect of academic supervision on teacher performance; and 3) there is a significant effect of principal managerial competence and academic supervision on teacher performance. The conclusion is that there is a significant effect of principal managerial competence and academic supervision on teacher performance at SMA Negeri 3 Martapura. [20]

The Efforts to Improve Teacher Performance Through Increasing Teacher Motivation

With the acceptance of the first hypothesis, namely teacher certification shows a positive and significant relationship with teacher performance, the efforts to improve teacher performance are to increase certification for all teachers. On the basis of the above findings, a number of implications related to efforts to improve teacher certification.

For a teacher, the certification is the goal and desire of all teachers with the existence of teacher or educator certification that will be a fairly large additional remuneration to provide enthusiasm for working as a teacher. With high teaching motivation, it is expected that teacher performance and student learning outcomes will increase.

So that, every teacher must be given the opportunity to take part in the process of obtaining certification by following the applicable regulations. It is given the convenience for a teacher to get a certification certificate, because currently without certification a teacher only earns less than maximum income.

Schools, including the principal, must provide the widest opportunity for each teacher to pursue certification. So that teachers have a better livelihood and there will be an immediate increase in performance.

This research is in line with the research of Titin Damayani, Yasir Arafat, Syaiful Eddy. 2017 The Influence of Principal Leadership and Work Motivation on Teacher Performance The results of the study state that 1) there is a significant influence between principal leadership on teacher performance; 2) there is a significant influence between work motivation on

teacher performance; and 3) there is a significant influence jointly between principal leadership and work motivation on teacher performance. [21]

This research was line with the research conducted by Farhah, Adinda Ahiri, Jafar, Ilham, Muh.2020 with the title Effect of Work Motivation and Work Discipline on Employee performance. The results show that: 1) there is a significant effect of work motivation on teacher performance, 2) there is a significant effect of work discipline on teacher performance, 3) there is a significant influence between work motivation and work discipline on teacher performance [22]

4. CONCLUSION

Based on the results of data analysis, the effect of competence and certification both partially and simultaneously on work performance can be explained as follows:

1. The t value is 6.508. The value of t table with N = 78 is 1.9908. Thus the value of t count> from t table or 6.508> 1.9908. Meanwhile, the significance level is smaller than the specified level of significance, namely 0.000 <0.05. This shows that the partial effect of teacher competence and significant *to* teacher performance. The competence has a partial effect on performance. So it can be concluded that the first hypothesis is accepted.

2. Based on the test results, the t value is 8,258. The value of t table N = 78 is 1.9908. So that the value of t count> the value of t table or 8,258> 1,9908. Meanwhile, the significance level is smaller than the specified level of significance, namely 0.000 <0.05. This indicates that teacher certification has a significant and significant effect on teacher performance. That certification has a partial effect on performance, so it can be concluded that the first hypothesis is accepted.

3. The calculated f value is 33.705. The f table value with N = 78 is 3.96. This means that the calculated F value> f table or 33.705> 3.96. Meanwhile, the significance level is smaller than the specified level of significance, namely 0.000 <0.05. This shows that teacher competence and teacher certification have a simultaneous and significant effect on teacher performance. That competence and certification simultaneously influence teacher performance so that it can be concluded that the first hypothesis is accepted.

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