

The Difference Between Certified And Non Certified PE Teachers Performance Based On Range Of Service Period

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Abstract - There are four competencies that should be owned by a teacher, pedagogic, personality, professional and social. Low compensation will make performance low and vice versa. If the compensation is high, it will make the performance high. The certification allowance given to the teacher for one months salary is a form of compensation to the teacher. Based on the result of performance appraisal conducted by the District Education of Deli Serdang (School Supervisor), the data of physical education teachers performance in January 2017 at SMP Negeri Deli

Serdang got the result that there is no the difference between certified and non-certified teachers performance on the subject physical education. It can make a big question mark, because according to the prevailing theory that the compensation will affect the performance. Its hoped this research will describe the difference between certified and non-certified PE teachers performance based on range of service period

Keywords: *difference, teachers performance, certified, education*

I. INTRODUCTION

Education is a conscious and planned effort to realize the learning atmosphere and the learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. Education is a conscious and systematic effort to achieve a standard of living or for better progress. Simply put, the notion of education is a learning process for students to be able to understand, understand, and make humans more critical in thinking.

The main components that can affect the quality of education are: students, financing, management, and teachers. Teachers are professional educators who play a role in increasing intelligence, attitudes and behavior of students to become better human beings. Teachers can educate and shape the personality of students to have high intellectuality and a responsible leadership spirit. The teacher is also the person who gives knowledge to students. Teachers carry out education in certain places, not necessarily in formal educational institutions but can also be carried out in non-formal educational institutions such as mosques, mosque / prayer rooms, at home and so on. There is a tendency that FPOK / FIK (Faculty of Sport and Health Education / Faculty of Sport Sciences) in Indonesia is insensitive and earnest in anticipating the dramatic development of the demands of the times that encourage all subjects in schools, including the National Education Agency, to always be adapted to the global development of the world. As a result, the National Examination program in school never goes far beyond the process of "sports the children", with the aim not too far from the process of socialization of the sports movement (Mahendra, 2014: 12)

Judging from the results of the teacher competency test, the competency multiplied by motivation will affect performance (Usman, 2008: 145). This means, the higher the value of competency and motivation tests, the higher the performance. Based on the results of the teacher competency test conducted by the Ministry of Education, it was obtained data that the higher the teacher's tenure, the lower their UKG value. This means that the older the teacher, the lower their UKG score. And the younger the age of the teacher, the higher their UKG value. This can be seen in the following table:

MASA KERJA	JUMLAH	RATA-RATA	UKG MAX	UKG MIN
10 – 14	16891	58,40	79,76	4,46
15 – 19	2064	55,21	79,76	16,37
20 – 24	1261	50,79	78,87	20,24
25 – 29	630	50,01	79,76	22,32
30 – 34	123	48,08	78,87	19,05
35 - 39	3	47,89	53,57	41
Grand Total	20972	57,32	79,76	4,46

Discussing teacher performance is very interesting because the teacher is the determining factor to produce students who master the high level of thinking (intellectual intelligence), the education model can do the form of teaching in the context of transfer of knowledge. Meanwhile, efforts to produce students have a realm of taste (social intelligence), realm of intention (intelligence of the soul / psychic), and the realm of religion (spiritual intelligence) is high, then the education model must be developed through the provision of examples (exemplary), leadership and habituation in order of transfer of value or civilization of national character values. While efforts to produce students who have a high physical (kinesthetic intelligence), education can be done through training models and habituation in order to develop reflexes and dexterity of action (Supardi, 2012: 3)

The teacher's job as a profession requires the teacher to develop self-professionalism according to the development of science and technology. Educating, teaching, and training students is the task of the teacher as a profession (UzerUsman, 1995: 14). The task of teachers as educators, to continue and develop the values of life to students. The teacher's job as a teacher means to continue and develop science and technology to students. The teacher's job as a trainer means developing skills and applying them in life for the future of students. Teachers must have the ability, expertise or often referred to as teacher competence. There are four competencies that must be possessed by a teacher, namely competence: pedagogic, personality, professional and social.

The four competencies as teachers are managed through the teacher certification process, with the title as a professional teacher. Certification is the process of granting certificates to teachers who have met teacher professionalism standards. Certification aims to improve teacher professionalism and welfare. Certification is carried out in the form of portfolio assessment, Assessment includes; 1) pedagogic competence, 2) professional competence, 3) personality competence, and 4) social competence. A portfolio is a collection of teacher's personal information. Information in the form of notes and documentation on achieving teacher achievement in education (Dirjen DIKTI: 2009).

Based on the results of a temporary observation in detail by researchers to a number of teachers, junior high school principals and supervisors in Deli Serdang District with performance appraisal interview points, among others: the learning tools they have, communication with fellow teachers, parents of students and students, cooperation, exemplary use of technology in teaching and learning and assessment, the development of the potential of the teacher shows the performance of teachers Physical education in January 2018 the teachers of Deli Serdang District Middle School obtained results that teaching was still as a release of obligation, came not on time, the teaching and learning tools (RPP, KKM, learning media) were not completed, then the data from the school supervisor if seen in general there is no difference in the performance of teachers who have received certification allowances with the performance of teachers who have not received certification allowance for Physical Education subjects. From the explanation above, there are some problems that must be found a solution, because according to the theory that applies, compensation will affect performance.

Based on the facts above, the researchers compiled it in the form of research by referring to the "Difference in Performance of Physical Education Teachers Who Have Certification and Not Certified Based on the Differences in Working Period".

II. THEORY

The term performance is a translation of English, work performance or job performance, but in English it is often abbreviated as Performance. Performance in Indonesian is also called work performance. Performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something. The word "performance" gives three meanings,

namely: (1) "achievement" as in the context or "high performance car" sentence, or "very fast car": (2) "performance" as in the context or sentence "Folk dance performance", or "Folk dance performances"; (3) "execution of tasks" as in the context or the sentence "In performing his / her duties" (Ruky, 2004: 14).

According Simanjuntak (2005: 56) Performance is the level of achievement of results on the implementation of certain tasks in order to achieve organizational goals. In this case, Simanjuntak asserted that performance is something that is important in order to achieve organizational goals, because every individual or organization in achieving the target or goal is a performance.

Prawirosentono (1992: 2) defines performance as work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each in order to achieve the objectives of the organization legally, not violating the law and in accordance with moral or ethics. Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Judging from the meaning of the word performance comes from the word Performance.

Based on the above opinion, the performance is defined as achievement, showing an activity or deed and carrying out a task that has been charged in a certain period.

Performance is more often referred to as achievement which is 'results' or 'what comes out' (outcomes) from a job and the contribution of human resources to the organization. In a company, according to Mutis, performance issues that can be identified from several angles include: (1) companies must be able to produce goods or services with increasing quality; (2) service to consumers is faster and more efficient; (3) emphasis on production costs so that the cost of goods sold can be stabilized so that it can be felt by all consumers; and (4) increasing the knowledge and skills of workers so that they can innovate in meeting the needs of consumers who always change according to the dynamics and demands of the times (Mutis, 1995: 42).

Performance contains the meaning of work, ability, achievement or encouragement to carry out a job. The success of individuals or organizations in achieving these targets or goals is performance. "Performance is the work of a person in a certain period compared to several possibilities, such as the target standard, target, or predetermined criteria" (Suprihanto, 1996: 16).

Based on the opinions above it can be concluded that performance is the work that has been achieved by someone in an organization to achieve goals based on standardization or size and time that is adjusted to the type of work and in accordance with the norms and ethics that have been determined

A. Factors that affect performance

Performance can be influenced by several things, including: motivation, competence, compensation, organizational climate, supervision, leadership, organizational culture and commitment. Husanker stated that: "performance = X motivation ability. Ability = aptitude X training X resources. Motivation = desire X commitment" (Usman, 2008: 145). Thus, Performance = aptitude X training X resources X desire X commitment. In this study the training is intended in the form of supervision services provided by the head of the madrasah, resources are the atmosphere of the work climate, and the commitment contained in the effort to truly understand the curriculum.

Many factors influence the quality of one's performance, including: "(1) HR participation, (2) career development, (3) communication, occupational health and safety, (4) conflict resolution, (5) good incentives, and (6) pride" (Cascio in Nawawi, 2000: 244). Other aspects that can be used to assess performance or work performance include: (1) work ability, (2) crafts, (3) discipline, (4) employment relationships, (5) initiatives, (6) leadership or things specifically in accordance with the field and level of work that he holds

Another opinion regarding performance states: "Performance is a function of the interaction between abilities (basic abilities) with morivation (motivation), namely the performance (performance) $P = (AxM)$ " (Robbins, 1994: 187). The theory shows that people who have low motivation will produce low performance as well as when people who actually have high motivation, but basic abilities are low, then the performance is also low. A person with high performance besides having high basic skills must also have high motivation. Motivation can be interpreted as an effort that gives rise to an urge to do a task. An important concept of the above theory is that to reveal and measure teacher performance can be done by examining the teacher's basic abilities or the implementation of the teacher's basic competencies or motivation in working.

B. Teacher profession

The teacher profession is a special field of work carried out based on the principles: (1) having talent, interest, calling and idealism, (2) having a commitment to improve the quality of education, faith, piety, and nobility; (3) having the appropriate competencies required in accordance with the field of duty; (4) obtaining income determined according to work performance; (5) have the opportunity to develop professionalism in a sustainable manner; (6) has a guarantee of legal protection in carrying out professional duties; (7) has a professional organization that has the authority to regulate matters relating to the task of teacher professionalism (Article 7 of the Republic of Indonesia Law No. 14: 2005).

Furthermore, it was stated that: "Teachers are required to have academic qualifications, competencies, educator certificates, physically and spiritually healthy, and have the competence to realize national education goals" (Article 8 of the Republic of Indonesia Law No. 14: 2005).

C. Understanding Teacher Performance

Teacher performance is a display of teacher's work which includes all work views that are quantitative or qualitative. The teacher performance criteria that can achieve their work performance are more directed at teacher competition as stated in Government Regulation No. 19 of 2005 concerning National Education Standards, that teacher performance, in this case the teacher competency includes four competencies, namely: pedagogic competence, personality competence, professional competence, and social competence.

First, pedagogic competence, is the ability in the management of students, which includes:

- 1) Understanding of insight or educational foundation.
- 2) Understanding of students
- 3) Curriculum / syllabus development
- 4) Designing learning
- 5) The implementation of educational and dialogical learning
- 6) Evaluation of learning outcomes
- 7) Development of students to actualize their various potentials.

Second, personality competence, which is a personality ability which includes:

- a. Steady
- b. Stable
- c. Adult
- d. wise and prudent
- e. Authority
- f. Noble character
- g. Become an example for students and the community
- h. Evaluate your own performance
- i. Develop yourself sustainably

These three professional competencies are the ability to master learning material widely and in depth, which includes:

- a. Concepts, structures and scientific / technological / art methods that cover the teaching material
- b. Teaching material in the school curriculum
- c. Relationship between interrelated subject concepts
- d. Application of scientific concepts in daily life
- e. Professional competence in a global context while maintaining national values and culture

Fourth, social competence, namely the ability of educators as part of the community to play a role in the rights:

- a. Communicate verbally and in writing
- b. Use technology and information functionally
- c. Interact effectively with students, fellow educators, educational staff, parents of students
- d. Associate politely with the surrounding community

A teacher is considered to have good performance if he has the four competencies mentioned above, so that he is able to carry out his duties as an educator in accordance with what is demanded by the organization in this case is school. And, in carrying out its role as an educator, the quality of their performance is an important context that will determine the success of the education process in schools. Therefore,

attention to the performance of teachers to continue to increase and be improved becomes very important, especially when paying attention to the increasing demands of the community related to the quality of education, and of course this will have implications for the increasing need for improving the quality of teacher performance.

III. METHODS

Research Method The type of this research is a qualitative descriptive research which is one of the research conducted with the aim to find a solution or problem solving for things that happen then presented data and analysis of the information collected (Nazir, 2009). In connection with this research, this type of research will tell and interpret data relating to the symptomatic situation regarding the performance of teachers who teach in junior high schools in all Deli Serdang Districts who have received certification and those who have not been certified.

Data collection technique

Data collection techniques for obtaining data for the purposes of this study are through interviews, observation, documentation.

1. Interview

The interview technique used is interview dep interview (in-depth interview).

2. Documentation

Documents according to Sugiyono (2010) are past event records. The data to be collected through this documentation are archives in the form of documents.

3. Observation (observation)

This observation is intended to supplement the data obtained from interviews and filling out questionnaires to answer the three problems in this study.

The data analysis technique used in this study is descriptive analysis, which is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation and action.

Qualitative data (Interview)

Data collected through interviews is written in words or verbally. Data collected from several sources in the field, the authors present it, the analysis process will first be carried out so that the data can be truly accounted for.

The steps in the data analysis process according to Miles and Huberman (2009) are as follows:

- a) Reducing data, namely researchers reviewing all records obtained through observation, interviews, and documents. Data reduction is an activity of abstracting or summarizing data in a systematic report that is focused on core issues.

In this study, data reduction is done to sort out the data that has been obtained based on the indicators that have been set. Although the instrument has been made, it does not mean that there is no data that is outside the discussion. Scientific data

that needs to be reduced by interviews that are not related to research.

- b) Data display, which summarizes the main things and then is arranged in the form of narrative and systematic descriptions so that it can make it easier to find a central theme in accordance with the focus or formulation of the elements and make it easier to give meaning.

Withdrawal of conclusions is the last activity carried out and is the subject of the results of the study. The conclusion is the answer to the formulation of the problem that has been formulated from the beginning and is expected to be a new finding in Deli Serdang District.

IV. RESULTS AND DISCUSSION

From the results of field observations, it is shown that the performance of teachers who have been certified with those not certified shows no different, the root of the problem of differences in performance is the personal of each teacher, the teaching profession as a moral responsibility shows performance in accordance with teacher performance guidelines from Government Regulation No . 19 of 2005. On the contrary, with the assumption that the teacher has become, the performance is not in accordance with the teacher performance assessment guidelines from the Government Regulation.

V. CONCLUSIONS

Awareness of the teacher is not yet inherent about how to be the right example, giving an example looks easy, but being an example of a teacher to students is not easy. Teaching is only limited to releasing the responsibility of teaching hours, so that moral responsibility should improve the morals of students.

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