

ANALYSIS OF IMPACT FROM TEACHER CERTIFICATION

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Abstract

This research applies qualitative research and study case as its method. The aim of this research is to describe professional competence and learning process improvement after teacher certification program in Bojongrangkas 02 Elementary School, Bogor. Triangulation is employed during the data collection, which is the combination of observation, interviews, and documentation. The data analysis consecutively consists of data reductions process, presentation, and conclusion. The data then is examined through credibility, transferability, dependability, and confirmability test. The subjects taken are three teachers who have been certified in Bojongrangkas 02 Elementary School. The result of the professional competence reveals that the teachers are able to master the fundamental notions of learning, handle the various students' ability, prepare the learning program, cope with stake holders at the school, understand the learning subject well, prepare the lessons based on the curriculum and level of students' development, conduct evaluation, and cultivate students' personality. On the other hand, they need guidance in exploring the material, using an appropriate strategy and teaching media, using information technology and communication as well as doing self reflection. The result of learning process improvement reveals that most teachers are competent in conducting the pre-activity session in the learning process, mastering the material, and using the appropriate language. However, they still need guidance in finding the appropriate learning strategy, using teaching media, encouraging students' participation and enthusiasm, and applying the post-activity session in learning process. It can be concluded that the certificate program is greatly beneficial although some teachers may still need some coaching. This need emerges, as, in the real situation, there are drawbacks that need to be addressed, especially those in the aspects of professional competence and learning process.

Keywords: Teacher certification, Professional competence, Learning.

1. Introduction

Any nation would consider that education sector plays a central or a significant role in the life of a nation as it serves and is responsible for providing and developing the human resources. Kompas (Kompas, May 13, 2014) reported that,

according to some international research, Indonesia education system continuously produced unfavorable results. Based on *Pearson'* rating in 2014, Indonesia stood at the bottom position out of 40 countries. Whereas according to the latest *Learning Curve* of *Pearson* describing the index of global cognitive ability and the result of educational system, Indonesia' rate has not shifted from that of 2012. This unfavorable situation shared similar rate with that of other international rating systems. The rate given by such leading international education company also considers the results of the study of mathematics, science, and reading as stated in *Progress in International Reading Literacy Study (PIRLS)*, *Trends in International Mathematics (TIMMS)*, as well as *Program for International Student Assessment (PISA)*. Indonesia was left behind Mexico (39), Brazil (38), as well as Thailand (35). In contrast, the top five positions were occupied by South Korea, Japan, Singapore, Hong Kong, and Finland.

The success of those Asian countries was due to their strong "Culture of Accountability" wherein teachers, students, and parents actively participate in education. In addition, people therein highly appreciate teachers and schools. To put a bright face on education system in Indonesia, or at least to drag it to the top position in Southeast Asia, competent teachers are undeniably needed, since teachers are those who directly participate in the educational process. The success of the process and the outcomes of learning activities depend on teachers. Therefore, teachers are accordingly the key to successful achievement of the educational objectives and teachers are also believed to play an important role to improve the quality of education.

Major breakthrough in 2005 has been evidence to the eye of public that the government has been literally improving the teachers 'competency by issuing the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers. The Indonesia Government through the Ministry of National Education (MONE) has administered Teacher Certification Program since 2007. To determine teachers' level of competence mastery, the mapping of competence should be performed through the Preliminary Competency Test (UKA) before teachers' participating in the teacher certification program.

Ministry of Education and Culture of the Republic of Indonesia in 2015 announced the results of UKA (Preliminary Competency Test) held in February. The area that managed to stand at the highest position was the Special Region of Yogyakarta (DIY) with an average score of 50.1. Following the Special Region of Yogyakarta were the top 10 Provinces consisting of DKI Jakarta (49.2), Bali (48.9), East Java (47.1), Central Java (45.2), West Java (44.0), Riau Islands (43.8), West Sumatra (42.7), and Papua (41.1). There were also 5 Provinces which gained the lowest average scores namely Maluku (34.5), North Maluku (34.8), West Kalimantan (35.4), Central Kalimantan (35.5) and Jambi (35.7).

Teachers who passed the Preliminary Competency Test were then eligible for Teacher Professional Education and Training (PLPG). Several universities have been appointed by Teacher Training Institute (LPTK) to run PLPG successfully. These include Pakuan University (District 135), State University of Jakarta (District 109) and Indonesia University of Education (District 110). This PLPG program is to be held for at least 9 days consisting of 90 Meeting Hours (JP), distributed into 30 JP for theories and 60 JP for practices. One JP lasts for 50 minutes. This PLPG starts with a *pre-test* in writing (1 JP) aimed for measuring the participants' initial pedagogical and professional competence. Afterwards, some learning that includes the delivery of material theoretically (30 JP) and the implementation of theory into practice (60 JP) takes place. At the end of PLPG, there is a competency test that includes a written test and a practice test. Participants who manage to pass the test will receive a certificate of professional educators and are entitled to educator professional allowance (TPP).

A total of seven provinces obtain the best score in the administration of teacher competency test (UKG) in 2015. The score obtained at the time evidently hit the minimum competency standards (SKM) which is a nationally targeted score of 55 on average. Those seven provinces were DI Yogyakarta (62.58), Central Java (59.10), Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06). The 2015's national average score of UKG results for both field of competence was 53.02. In addition to the seven provinces above which

successfully passed the minimum competency standards (SKM), there were three provinces that surpassed the national average, namely Riau Islands (54.72), West Sumatra (54.68), and South Kalimantan (53.15).

Based on the UKG results gained by teachers having participated in PLPG, there is a necessity to improve the implementation of PLPG in the sense that it should become more stringent, or to render effort to improve the teachers' professional competence.

There was an adverse tendency arising from the teacher certification program which denoted the same idea as the study conducted by Prof Dr Baedhowi, M. Si. uploaded in kompas.com under the article entitled "The teacher certification targets no points". This article reads, "A study to determine the competence of teachers post certification, conducted by Baedhowi and Hartoyo in 2009 reveals that the motivation of teachers to promptly participate in the competence program is not solely based on their willingness to acknowledge their level of competence but rather on financial motivation. It can, therefore, be concluded that the certification is not solely a means to improve teachers' professionalism, but rather to gain the material benefits which is the main driving factor for teachers' engagement in this program.

The inconsistency found between the certification program and the facts on the ground have driven the researcher to conduct a study entitled the Analysis of Impact from Teacher Certification in Bojongrangkas 02 State Elementary School of Ciampea District, Bogor Regency during the second semester in the academic year of 2015/2016. This research is focused on the professional competence of teachers and improvement of the learning process after certification.

Teachers, posted as professionals in primary, secondary, and early childhood education in formal institution are appointed in accordance with the legislation. Their professionalism as teachers should be evidenced by a teaching certificate which is to be issued after they participate in the certification program. On this, Makawimbang (2011:140) argues that certification is the process of providing a teaching certificate for professional teachers, where this certificate is formal proof that supports the recognition granted to teachers as professionals.

Mulyasa (2012: 33) argues that certification is a process of granting recognition to teachers who have acquired competence in carrying out educational services at a certain level, after they manage to pass the competency test conducted by the certification institution.

National Commission on Educational Services cited by Mulyasa (2012: 34) provides a more general understanding of certification *that certification is a procedure whereby the state evaluates and reviews a teacher candidate's credentials and provides him or her a license to teach*. In this case the certification is a procedure to determine whether a prospective teacher is eligible to obtain license and authority to teach. This is necessary as the graduates from teaching program of both the public and private universities come with various competences.

Basically the implementation of the teacher certification has many goals. Suyanto and Djihad (2013: 44) stated that the teacher certification aims to determine the eligibility of a teacher in carrying out duties as agents of learning at schools and to provide teaching certificate for teachers who have satisfied the requirements and passed the certification test.

Whereas, Wibowo, as quoted by Mulyasa (2012: 35) propose that this certification aims to : (1) Protect the profession of educators and education personnel; (2) Protect the public from incompetent practices that possibly ruin the reputation of teachers and education personnel; (3) Assist and protect the providers of education, by providing guidelines and instruments to recruit the qualified applicants; (4) Establish public image of the profession of teachers and education personnel; (5) Provide solutions in order to improve the quality of teachers and education personnel.

In addition to the objectives, the implementation of teacher certification also brings several benefits. The benefits of the certification, according to Djihad and Suyanto, are (2013: 44) to : (1) protect the profession of teacher from incompetent education services which may ruin the reputation of the teaching profession itself; (2) protect the public from educational practices that are not qualified and professional which will hamper efforts to improve the quality of education and

preparation of human resources in the country; (3) become the means of quality assurance in LPTK which is to prepare prospective teachers and also serve as a quality control for educational service users; (4) keep education provider institutions on track that they will not be distracted by internal and external intention which may potentially depart from the applicable provisions.

From a different angle, Mulyasa, argues (2012: 35) that the certification of teachers and educational personnel can be said to bring benefits as it consists of: (1) Quality Supervision, in the form of, for example, : (a) Certification bodies that have identified and determined a set of unique competencies (b) For every type of profession that may lead practitioners to sustainably develop their level of competence (c) The professionalism improvement by means of a selection mechanism at the time when teachers start their professional carrier in the organization and in their further career development. (d) The better selection process, the more qualified training programs as well as the more independent learning efforts to improve their professionalism; (2) Quality Assurance, which includes: (a) The professionalism development process and practitioner performance evaluation which will create a better image in the eye of the public and government regarding the profession organizations and their members. Thus stakeholders, especially customers/users, will be more appreciative of the profession organizations and in turn, profession organizations will be competent enough to provide a guarantee or to protect customers and users (b) Certification provides valuable information for customers/users who need to employ workers in some expertise area with certain skills.

Professional competence is the mastery of learning materials broadly and profoundly. As noted by Makawimbang (2011:139), professional competence is the ability of mastering the subject matter broadly and profoundly. Suyanto and Djihad confirm similar tone (2013: 51) as they argue that professional competence is the broad and profound mastery of learning materials which include mastery of curriculum subjects at school and substances of knowledge that cover the materials, as well as mastery of the structure and methodology of the knowledge.

In addition, Mulyasa (2012: 135) also makes some citation regarding the

National Education Standards based on the elucidation of Article 28 paragraph (3) point c which states that professional competence is the ability of mastering learning materials broadly and profoundly which facilitates students to meet the standards of competence set out in the National Education Standards. In contrast to the opinion of the experts above, Sanjaya (2008: 145) argues that professional competence is the competence or skills related to the completion of the tasks of education. From the foregoing, it is sufficient to conclude that professional competence is a competence that should be mastered by the teacher which relates to the implementation of the main task of teaching.

Suyanto and Djihad (2013: 51) argue that any sub professional competences should have the essential indicators as follows: (1) The ability to master the structured knowledge substances related to the field of study. This means that teachers should comprehend the teaching materials contained in the school curriculum, comprehend the structure, concepts and methods of knowledge behind it and which are relevant with the teaching materials, understand the relationship between the concept of the related subjects, and apply the knowledge concepts in teaching and learning; (2) The ability to master the structure and the scientific method which implies that teachers should master the steps of research and critical studies to deepen their knowledge or to enhance their understanding of the subjects.

Furthermore, Sanjaya (2008: 146) mentions several skills related to professional competence which come to be as follows: (1) The ability to master the fundamental aspects of education, for example, comprehension of the educational purpose to be achieved i.e. national objectives, institutional objectives, curricular goals and learning objectives; (2) The comprehension of educational psychology, for example, the notion of the development stages of students, the notion of learning theories, etc.; (3) The ability in the mastery of the lessons in accordance with the subject areas they teach; (4) The ability to apply various learning methodologies and strategies; (5) The ability to design and utilize various media and learning resources; (6) The ability to carry out the learning evaluation; (7) The ability to prepare a learning program; (8) The ability to work with supporting elements, for

example, comprehension of the school administration system, guidance and counseling; (9) The ability to conduct research and produce scientific notions to improve performance.

Regarding this subject, Mulyasa (2012: 135) also suggests the scope of teachers' professional competence, that they should: (1) Understand and be able to implement a basic educational notion in terms of philosophical, psychological, sociological aspects and others; (2) Understand and be able to implement learning theories according to the level of students' development; (3) Be able to handle and develop subject areas that they teach; (4) Understand and able to implement various learning methods; (5) Be able to develop and use a various tools, media and learning resources that are relevant; (6) Be able to organize and implement learning programs; (7) Be able to carry out the evaluation of learning outcomes; (8) Be able to grow the personality of the learner.

The term of learning is a new term that is used to identify the activities of teachers and students. Previously, it was known as the learning and teaching process. Gagne, Briggs, and Wager quoted Harvest (2001: 1.5) are convinced that learning is a series of activities designed to allow the students to experience the learning process. Learning refers to all activities that directly affect the students' learning process.

Rukmana and Suryana (2006: 10) argue that the learning process is basically an interaction between teachers and learners. The quality of relationships between teachers and students in the learning process is heavily determined by teachers' personality in teaching and those of students in learning. The relationship would influence students' willingness to engage in this activity. If a positive relationship is well-established between teachers and students, the later will try to earnestly engage in this activity. This happens as, in addition to students' tendency to imitate, students would have the pleasure gained from the positive relationship with the teacher. In other words, the quality of relationships between teachers and students determines the success of an effective learning process.

Sutardi and Sudirjo (2007: 2) consider that learning is a provision of environmental setting which provides a deep impression for students so that the

learning program may grow and develop optimally. Thus, the learning process is an external learning that is intentionally planned.

The Supervision Team for Didactic Method/Curriculum Course of IKIP Surabaya, as quoted by Suryosubroto (2009: 8) argues that efficiency and effectiveness in the interaction process of teaching and learning refer to the teachers' moving heaven and earth to help the students to learn well. To determine the effectiveness of teaching, teachers should conduct a test to evaluate various aspects of the teaching process. The test results will reveal the weakness of students' learning and those of teachers' teaching thoroughly.

The effectiveness of an activity depends on whether its plan is implemented or not. Regarding this, Sutardi and Sudirjo (2007:3) argue that learning should be effective and meaningful if it is conducted under the following procedure: (1) Recap of prior knowledge; (2) Exploration; (3) Consolidation of learning; (4) Establishment of competence, attitude, and behavior. (5) Formative Assessment.

Further, Suryosubroto (2009:13) argues that in providing the effective implementation of learning, the following points should be considered carefully: (1) The consistency of teaching and learning activities in the curriculums which should be based on the following aspects: (a) The purpose of teaching (b) The teaching materials provided (c) The teaching tools used (d) The evaluation strategy/assessment applied; (2) The implementation of learning and teaching process which includes (a) Creating environment for students' learning activities (b) Presenting the tools, resources, and learning equipment (c) Using the time available for teaching and learning activities effectively (d) Motivating students to learn (e) Mastering materials to be delivered (f) Engaging students in the learning process (g) Implementing communication/interaction during the learning process (h) Providing assistance and guidance for students (i) Implementing the assessment of the process and the learning outcomes (j) Generalizing the learning outcomes and making the follow-up.

2. Method

The research was conducted at the Bojongrangkas 02 State Elementary School, Bogor Regency. As to the time, this research was conducted in May 2016. The subjects were three teachers who had been certified and the principal at Bojongrangkas 02 State Elementary School, Bogor Regency during the second semester of academic year 2015/2016. This type of research is qualitative research which employs the case study method. Data is collected by means of triangulation, which is the combination of the results of observational studies, interviews, and documentation. The results of the data collection and the reflection on data regarding what was heard, seen, experienced, and thought were recorded in written form in the field notes. In a qualitative study, the research instrument was the researcher himself. The data analysis is consecutively performed through the process of data reduction, data presentation, and conclusion. Data validity was examined by means of the test of credibility, transferability, dependability, and confirmability.

3. Result and Discussion

The issues, revealed from and discussed based on the interviews, observation, and documentation, address the professional competence of teachers and improvement of the learning process after certification. The findings in this study are evidently in accordance with the research focus and sub research focus, which will be presented as follows:

1. Teachers' professional competence post-certification.

The teachers were able to master the fundamental notions of education, which was, for example, shown by their comprehension of the educational purpose to be achieved. They were able to handle the students' distinctive ability. The lessons should be made to correspond to the curriculum and students' levels of development. The teachers were able to arrange the learning programs. The teachers were able to cope with the stake holders at schools, which was, for example, shown by their conducting a meeting with the parents and becoming committees at school events. The teachers were able to understand the lessons they should teach and able to carry out the evaluation. They were also able to cultivate the personality of the

students, while at the same time applied the character values of the nation during the learning.

On the other hand, these teachers still need guidance to improve their ability in delivering material to the students, utilizing information and communication technology, self-reflecting, applying the training previously followed, and in seeking the relevant learning strategies where a need of guidance to implement cooperative learning model and utilize media in learning continuously exists.

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Furthermore, Sanjaya (2008: 146) mentions several skills related to professional competence as follows: (1) The ability to master the fundamental aspects of education, for example, comprehension of the educational purpose to be achieved i.e. national objectives, institutional objectives, curricular goals and learning objectives; (2) The comprehension of educational psychology, for example, the notion of the development stages of students, the notion of learning theories, etc.; (3) The ability in the mastery of the subject matter in accordance with the subject areas they teach; (4) The ability to apply various learning methodologies and strategies; (5) The ability to design and utilize various media and learning resources; (6) The ability to carry out the learning evaluation; (7) The ability to prepare a learning program; (8) The ability to work with supporting elements, for example, comprehension of the school administration system, guidance and counseling; (9) The ability to conduct research and produce scientific notions to

improve performance.

Further, Mulyasa (2012: 135) also suggests the scope of teachers' professional competence, that they should: (1) Understand and be able to implement a basic educational notion in terms of philosophical, psychological, sociological aspects and others; (2) Understand and be able to implement learning theories according to the level of students' development; (3) Be able to handle and develop subject areas that they teach; (4) Understand and able to implement various learning methods; (5) Be able to develop and use various tools, media and learning resources that are relevant; (6) Be able to organize and implement learning programs; (7) Be able to carry out the evaluation of learning outcomes; (8) Be able to cultivate the personality of the students.

2. Improvement of learning process post-certification

In terms of prelearning activities, most teachers are competent enough in having the students' prepared for the learning and in delivering the learning objectives. Nevertheless, these teachers still need guidance in recapping the prior knowledge or in linking what has already been known with what the students will learn. As to the aspect of learning material mastery, most teachers were able to deliver the teaching materials orderly and clearly, to link the material with the reality, and to present the material in accordance with the allocation of the predetermined time.

When viewed from the aspect of learning strategies, most teachers have already applied a contextual learning approach, but they still need guidance in the implementation of learning activities regarding how to implement cooperative learning model and various methods. In relation to the aspect of utilization of the learning resources/media, most teachers have already used learning resources that correspond to the learning objectives, but they still need guidance regarding how to utilize the tools or media in learning.

Regarding the aspects of student engagement, most teachers have been able to respond to every student's question well, but they still need guidance as to how to foster the active participation and enthusiasm of the students in learning. This is

because teachers still need guidance in finding relevant learning strategies and media. In terms of the aspect of language use, most teachers have been using appropriate, clear and correct spoken and written language. The teachers also deliver their arguments using appropriate language.

In relation to the aspect of learning assessment, most teachers have already been competent in monitoring the students' progress during the learning process. They have conducted the final assessment according to indicators/objectives. However, regarding the aspects of learning conclusion, most teachers still need guidance in implementing the follow-up and reflection sessions.

Regarding this, Sutardi and Sudirjo (2007: 3) argues that learning should be effective and meaningful if conducted under the following procedures: (1) Recapping prior knowledge. This stage can be done by: (a) Starting the learning process with points which the students have been familiar with (b) Providing motivation with interesting and useful learning materials as well as linking it with the meaning in everyday life (c) Encouraging students to be curious about new things; (2) Doing exploration. This stage is designed to associate new materials with the knowledge which the students have been familiar with by: (a) Introducing the standard material and the basic competencies that students need to have (b) Relating the new standard material and the basic competencies with the knowledge which the students have been familiar with (c) Implementing the most appropriate method and various methods; (3) Performing learning consolidation. This activity is to enable students in the formation of competence, by associating the competence with everyday life. This can be done by: (a) Involving students in interpreting and understanding the standard materials and new competencies (b) Engaging students in problem solving (c) Emphasizing the relevance of the standard material and new competencies with aspects of activities in the community; (4) Establishing the students' competence, attitude, and behavior. The formation of the intended competencies, attitudes and behaviors can be obtained by: (a) Encouraging the students to apply concepts, understanding and competencies that they have learned in everyday life (b) Directly practicing what is learnt so that students are able to

build competencies, attitudes, and the new behaviors in everyday life (c) Applying the appropriate method to enable the formation of intended competencies, attitudes, and behaviors; (5) Performing formative assessment. The assessment is conducted by: (a) Developing instruments to assess students' learning outcomes (b) Using the results of the assessment to analyze the shortcomings and weaknesses of the students as well as the problems faced by teachers to improve their services to students.

Further, Suryosubroto (2009:13) argues that to provide an effective implementation of learning, the following points should be considered carefully: (1) The consistency of teaching and learning activities in the curriculum, which is to be observed against the following aspects: (a) The purpose of teaching (b) The teaching materials provided (c) The teaching tools used (d) The evaluation strategy/assessment used; (2) The implementation of learning and teaching process which includes (a) Creating environment for students' learning activities (b) Presenting the tools, resources, and learning equipment (c) Using the time available for teaching and learning activities effectively (d) Motivating students to learn (e) Mastering materials to be delivered (f) Engaging students in the learning process (g) Implementing communication/interaction during the learning process (h) Providing assistance and guidance for students (i) Conducting the assessment of the process and the learning outcomes (j) Generalizing the learning outcomes and making the follow-up.

4. Conclusion and Remark

This research which addresses the professional competence reveals that the teachers have been able to master the fundamental notions of education, cope with students' various abilities, prepare the learning program, cope with stake holders at schools, master the lessons, in which the materials are prepared in accordance with the curriculum and the students' level of development, carry out the evaluation of learning, and cultivate the students' personality. On the other hand, they still need guidance to improve their ability in delivering materials, using the relevant instructional strategies and media, utilizing information and communication

technology, and self-reflecting. Furthermore, the research, regarding the improvement in the learning process, reveals that most teachers are competent in conducting prelearning, mastering the materials, using the proper language, and conducting the assessment of learning. On the other hand, they still need guidance in finding relevant learning strategies, utilizing the learning media, encouraging active participation and enthusiasm of the students, and concluding the learning. It can be concluded that the certification program is very beneficial despite the fact that, due to facts on the ground, the teachers still need coaching. There are still shortcomings that must be addressed, which in particular, are the aspects of professional competence and the improvement of the learning process.

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