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## THE IMPACT OF TEACHER CERTIFICATION ON TEACHER PERFORMANCE IN SCHOOL

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**Abstract:** *Teacher certification is one form of implementation of Law Number 14 of 2005 concerning Teachers and Lecturers by providing teacher certificates to teachers who have met certain requirements, namely having academic qualifications, competence, being physically and mentally healthy, and having the ability to realize national educational goals, followed by an increase in decent welfare. Teacher certification aims to increase knowledge, performance, creativity, and be able to carry out other main tasks and functions related to the teaching and learning process. Based on the background of the problem above, researchers are interested in revealing this phenomenon in a study. The purpose of this study was to determine the impact of teacher certification on teacher performance in schools, especially at SMAN 5 Jambi City. This type of research is field research using a qualitative-naturalistic approach. Through this qualitative approach, it is hoped that a picture of the quality, social reality and perceptions of the research objectives will be lifted without being contaminated by formal measurements. The subjects in this study were 60 certified teachers in State Senior High School 5 Jambi City. The required data is obtained through interviews, observation and documentation.*

**Keywords:** Teacher certification, teacher performance, school.

### INTRODUCTION

Education is an important aspect and is the spearhead in improving the quality of human resources so that they are able to compete in the midst of the increasingly advanced and modern competition in national life. Education is a long-term investment and is the key to a better future in the life of the nation and state. Without adequate and quality education, the Indonesian people

will be increasingly left behind from other countries. one important aspect to promote education is the professional teachers.

Quality education is very dependent on the existence of quality teachers, namely teachers who are professional, prosperous and dignified. Therefore, the existence of qualified teachers is an absolute prerequisite for the existence of quality education systems and practices. Almost all nations in the world have always developed policies that encourage the existence of qualified teachers.

Teachers play a very important and strategic role in an effort to shape the character of the nation and develop the potential of students in the framework of educational development in Indonesia. It seems that the presence of teachers until now and even to the end of life will never be replaced by others, especially in a multicultural and multicultural society, the presence of technology cannot replace teachers' duties (Muslich, 2007). Therefore, it is necessary to have teachers who have the maximum ability to realize the goals of national education and it is hoped that they can continuously improve their competences, both pedagogical, personal, social and professional competencies.

In Al-Qur'an Surat Ali Imran Verse 159, Allah SWT says which means :

"It is due to Rahmad from Allah that you are gentle with them. If you are hard-hearted again harsh, they will distance themselves from around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, put your trust in Allah. Indeed, Allah loves those who put their trust in Him. "

Teachers greatly determine the success of students, especially in relation to the teaching and learning process. The teacher is the component that most influences the creation of quality education processes and outcomes. The demands of the times require that teachers continue to improve their quality in carrying out their professional duties as teachers. The quality improvement can be seen from the performance of teachers in educating students so that the students get a satisfactory academic achievement. A good teacher performance cannot be separated from a professional teacher. Professional teachers are teachers who are able to carry out the duties of a teacher well, and can manage the available educational resources and coordinate them for educational success. The government's demands or hopes for professional teachers in Indonesia in order to improve the quality of education also apply in several countries around the world.

In connection with this, the government through the Ministry of National Education and Culture has made various strategic efforts to improve the quality of education and human resources in Indonesia by paying special attention to teachers. One of the efforts is by issuing policies that seek to increase the professionalism of teachers with a certification policy. The teacher certification policy is regulated through Permendiknas No. 18/2007 which refers to the Law of the Republic of Indonesia No. 20/2003 concerning the National Education System and the Teacher and Lecturer Law No. 14/2005 and Government Regulation No.19 / 2005 on National Education Standards.

Martinis Yamin (2006: 2) states that the certification is proses educator certification for teachers and lecturers or evidence of formal recognition given to teachers and lecturers as professionals ". Teacher certification as an effort to improve teacher quality is expected to improve teacher performance in carrying out their duties and responsibilities as teachers in the subjects they serve. Based on the background of the problem above, researchers are interested in revealing this phenomenon in a form of research. The purpose of this research is to determine whether the certification that has been obtained by the teacher has an effect on the performance of teachers, especially at SMAN 5 Jambi City .

## **LITERATURE REVIEW**

### **Certification Concept**

The teacher certification program is a program that contains the process of awarding teacher certificates for teachers. Teachers who have participated in the certification program and are declared to have passed will receive a professional teacher certificate as a professional. There are two teacher certification, namely in-service teacher certification and certification program for prospective teachers. Certification is in the form of a competency test which consists of two stages, namely a written test and a performance test accompanied by a self-application and a portfolio and an appraisal (superior assessment). The test material is based on essential indicators of teacher competence as a learning agent (Yamin and Maisah, 2010)

Meanwhile, Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers article 1 explains that 1) certification is the process of granting educator certificates for teachers, 2) teacher certificates are formal evidence as recognition given to teachers as professional staff.

The elucidation of article 2 paragraph 1 of Law No.14 / 2005 states that teachers as professionals mean that teacher work can only be done by someone who has academic qualifications, competencies, and an educator certificate according to the requirements for each particular type and level of education. This law confirms that teachers have a position as professionals in the formal education pathway who are appointed in accordance with statutory regulations. Furthermore, the Teacher and Lecturer Law (UUGD) defines that professional is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency or skills that meet certain quality standards or norms and require professional education. The recognition of the teacher's position as a professional is proven by an educator certificate. As professionals, teachers are expected to increase their dignity and role as agents of learning. With regard to teacher certificates that must be owned by professional teachers, the mandate of UUGD has been implemented since 2007 through the in-service teacher certification program after the issuance of Minister of National Education Regulation Number 18 of 2007 concerning Certification for Teachers in Occupation ( Sumarna Surapranata, 2016)

The main requirement for participating in the certification program is that teachers must have academic qualifications that have been determined by the government. After passing the certification program competency test, if the teacher passes the requirements and certification examination, the teacher will have a certificate as proof of his professionalism as a teaching staff. The expected benefit of holding a certification program is that it raises the desire of

teachers to improve their quality as professionals. Juridically, the legal basis for the mandatory certification for teachers is Law no. 14 of 2005 concerning Teachers and Lecturers which was legalized on December 30, 2005. Article 8 states that teachers are required to have academic qualifications, competency certificates of educators, physically and mentally healthy, and have the ability to realize national education. Article 11 paragraph (1) states that teacher certificates are only given to teachers who have met the requirements. The requirements for obtaining an education certificate according to article 9 are that the teacher must have a minimum higher education qualification for the undergraduate program (S-1) or the Diploma program .

Based on the above-mentioned regulations, clearly pointed out that the teachers doing professional shall have the academic qualification of at least Level 1 / Diploma IV corresponding program of studies of teaching and a certified educator.

According to the observations of researchers when looking directly at documents at SMAN 5 Jambi City. As follows :

**Table 1. Education Qualification**

No.	Type	Qualification Diploma			Total
		Already S1	Not yet S1	S2	
1	Subject Teachers	76	-	9	85
2	BK teacher	8	-	1	9
	total	84	-	10	94

From the observations of these documents, it can be concluded that all teachers at SMAN 5 Jambi City have met the academic qualification criteria, namely at least Strata 1 or Diploma IV.

Meanwhile, according to the results of the researchers' observations when looking directly at the documents at SMAN 5 Jambi City regarding the ownership of educator certificates are as follows:

**Table 2. Educator Certificate Ownership**

No.	Type	Educator Certificate Ownership		Information
		Have	Do not have yet	
1	Subject Teachers	54	31 *	* New Teacher & Honor
2	BK teacher	6	3 *	* Honor teacher
	total	60	34	

The results of the researchers' observations of the school documents above, also strengthened by an interview with one of the education staff who took the initiative, al NF, said that it was true that the English teacher with the initials NV did not have an educator certificate because he had just been appointed as a civil servant and had not worked until 5 years and interviews with teachers with the initials EL and WH said that it is true that I as a teacher of Mathematics and Cultural Arts does not have this educator certificate because I was

just appointed as a civil servant. Based on the results of observations, interviews, and by looking at the documents at SMAN 5 Jambi City, the results were the same.

In Law No. 14/2005 concerning teachers and lecturers in article 10 states: In carrying out professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and arts.

Teacher certification ideally has an impact on teacher performance. This is in line with the requirements for teacher certification which require certain qualifications and competencies which entitles teachers to receive allowances. Professional teachers are an absolute prerequisite for creating quality education systems and practices. Sunanik in Maisah said that teacher certification aims to: (a) determine the eligibility of teachers in carrying out their duties as learning agents and realizing the goals of national education (b) improving the process and quality of educational outcomes, (c) increasing teacher dignity, (d) increasing teacher professionalism.

In order to make the understanding of certification clearer and more solid, the following articles are cited in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers as follows:

1. Article 1 point 11: Certification is the process of giving educator certificates to teachers and lecturers.
2. Article 8: Teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize the goals of national education.
3. Article 16: Teachers who have an educator certificate receive a professional allowance of one salary, public and private teachers are paid by the government.

From this quote, it can be understood that certification is the process of giving educator certificates to teachers who have met certain requirements, namely having academic qualifications, competencies, teacher certificates, being physically and mentally healthy, and having the ability to realize national education, which is accompanied by a decent increase in welfare. . The academic qualification referred to in Article 9 is through higher education undergraduate programs or diploma four programs. Likewise, teacher qualifications can be seen in PP 19 of 2005, article 29 (paragraphs 1-6) for the teaching profession for early childhood education to high school level and the equivalent must be diploma four (D-IV) or bachelor degree (S1). Competence is a set of knowledge, skills and behaviors that teachers must possess, live and master in carrying out their professional duties. Certification is the process of giving educators to teachers.

### **Purpose and Benefits of Certification**

Law No. 14 of 2005 on Teachers and Lecturers states that "certification is part of improving the quality of teachers and increasing their welfare". Therefore, through this certification it is hoped that "teachers will become professional educators, namely those with a

minimum education of S1 / D4 and competent as learning agents as evidenced by having an educator certificate after passing the competency test ". (Muslich, 2007)

Teacher certification policy through Permendiknas No. 18/2007 is one of the government's efforts to improve the quality and professionalism of teachers . The objectives of the certification program are:

1. Determine the eligibility of teachers in carrying out their duties as professional educators.
2. Improve learning processes and outcomes.
3. Improve teacher welfare
4. Increase the dignity of teachers.
5. Improve teacher professionalism

According to Wibowo in E. Mulyasa (2007), teacher certification has the following benefits: a. Protect the teaching profession and education personnel. b. Protecting the community from incompetent practices, thus damaging the image of educators and education personnel. c. Assisting and protecting educational institutions, by providing signs and instruments for selecting competent applicants. d. Build a public image of the profession and education personnel. e. Providing solutions in order to improve the quality of educators and educational staff.

Meanwhile, according Muslich (2007) the benefits of the certification test are as follows: *First*, protect the teaching profession of educational services practice incompetent and can damage the image of the teaching profession itself. *Second*, protecting the public from unqualified and professional educational practices that will hinder efforts to improve the quality of education and prepare human resources in this country. *Third*, to become a vehicle for quality assurance for LPTKs that are tasked with preparing prospective teachers and also function as quality control for users of education services. *Fourth*, safeguarding educational providers from internal and external desires that could potentially deviate from the prevailing regulations.

### **Implementation of Teacher Certification**

The implementation of teacher certification is one form of implementation of Law Number 14 of 2005 concerning Teachers and Lecturers. The implementation of teacher certification is expected to be a solution related to achieving the standards of qualified and professional teachers.

Broadly speaking, the certification program can be divided into two:

- a. Certification program for existing teachers (in-service teachers).
- b. Certification program for prospective teachers.

A person who wants to become a certified teacher (professional) must attend a professional education program and a competency test. Requirements to take part in the teaching profession, is to have a S 1 diploma either from S1 Education or Non-Education and pass a selection test conducted by the LPTK (Educational Higher Education Institution) as the



organizer. After taking and passing professional education, then he joined the teacher candidate certification program. If declared to have passed the certification, he or she is entitled to hold a certified pre- profession certified novice teacher.

According to Mutmainnah (2012) The certification process can be taken in two ways, through: a. Portfolio assessment, b. Path of education. Likewise, the implementation of certification for in-service teachers, there are two routes, namely through portfolio or teacher professional training (PLPG).

Below will explain the certification path for in-service teachers, as follows:

a. Portfolio path

The regulation of Minister of National Education No. 18 of 2007 states that certification for in-service teacher competency test carried through to obtain a teaching certificate. The competency test is carried out in the form of a portfolio, which is an acknowledgment of the professional experience of the teacher in the form of an assessment of a collection of documents that reflects the competencies the teacher had during his time as a teacher. According to Muslich Masnur (2007: 21) The portfolio components include:

- a. Academic qualifications,
- b. Education and training,
- c. Teaching experience,
- d. Planning and implementation of learning,
- e. Assessment from superiors and supervisors,
- f. Academic achievement,
- g. Professional development work
- h. Participation in scientific forums,
- i. Organizational experience in educational and social fields, and
- j. Awards that are relevant to the field of education .

After running for almost three years, the teacher certification implementation process that has been going on from 2006-2008 has not been spared from problems in the field. Among them is that the requirements for collecting portfolio documents are too heavy. In The regulation of Minister of National Education no 18/2007, in which position it is stated that certification for in-service teachers is carried out through competency tests in the form of portfolio assessments or documentary assessments that reflect teacher competence by covering the 10 components above.

If these ten components have been fulfilled objectively by achieving a minimum score of 850 or 57% of the estimated maximum score (1500), then the person concerned can be assured of the right to hold the title as a professional teacher, along with a number of rights and facilities attached to his position. Unfortunately, meeting this minimum threshold is not as easy as imagined. As a derivative problem from the severity of these requirements is the appearance of fraud, especially in attaching portfolio documents. Falsification of portfolio documents is an inevitable event .

Based on important findings by the Monitoring and Evaluation (M & E) selected Independent Teachers Certification Consortium for Monitoring and Evaluation report on Teachers Certification 2008. The team was comprehensively provide recommendations to the government to increase the implementation of teacher certification for approximately 2.7 million teachers must completed in 2015. Unifah Rosyidi, Chair of the Independent Monev Team representing the Indonesian Teachers Association (PGRI), said, from the 2006-2008 quota teacher certification evaluation, it was found that portfolio assessments that were difficult to fulfill were professional development work, scientific forum participation, and relevant awards with the field of education. Then starting in 2009 teachers certification was carried out through the education route.

#### b. Path of education

Certification is also carried out through direct education, without going through a portfolio first. This path can be the choice of bag i younger teachers who do not have hours to teach high school. This education path certification is carried out in the form of lectures. As in education and training (diklat), in this PLPG lecture, a final evaluation will be held, in the form of a written test and a performance test . In written exams, participants work on written questions in the form of a questionnaire and multiple choices, while in practical / performance exams, participants are required to demonstrate competence in real life management in the classroom, starting from planning, implementing, to the closing stage of the learning cycle.

Based on the results of direct observations of researchers on documents at SMAN 5 Jambi City, data on teachers who received teacher certificates through the portfolio and education channels were obtained as follows:

**Table 3. Educator Certificate Ownership**

No.	Type	Educator Certificate Ownership		Total
		Portfolio Track	Educational Path	
1	Subject Teacher	24	30	54
2	BK teacher	5	1	6
	total	29	31	60

Requirements to take teacher certification are as follows (Ministry of Education, 2010):

- (1) Status as a permanent teacher, proven by a Decree (SK).
- (2) Already have Teaching and Education Personnel Unit Number (NUPTK).
- (3) Actively teaching in public and private schools, which become the base administrative unit (satminkal; or main / main task place) and at least have a workload of 6 (six) hours face to face per week.
- (4) Maximum age 58 (fifty eight) years as of December 31, 2010.
- (5) Having an undergraduate academic qualification (S-1) or diploma four (D-IV) from a study program that has an operating permit.
- (6) Teachers who do not graduate from S1 / D4 (at least have a high school certificate) can become certification participants if:



- a. Have been 50 (fifty) years old as of January 1, 2010 and have a minimum work experience of 20 (twenty) years as a teacher; or
  - b. Have class IV / a or meet a cumulative credit score equivalent to class IV / a (for civil servants) .
- (7) Have a working period for teachers (PNS or non PNS) of at least 5 years in an educational unit continuously.
- (8) Listed in the long list of participants (long list) certification year / quota 2010.
- (9) Teachers can be given an educator certificate directly if they meet the following requirements:
- a. Have an academic qualification of master (S-2) or doctoral (S-3) from an accredited tertiary institution in the field of education or a field of study that is relevant to the subject or group of subjects that he is teaching and has a group of at least IV / b or that meets the numbers cumulative credit equivalent to group IV / b; or
  - b. Has a class as low as IV / c or that meets the cumulative credit score equivalent to group IV / c.

### **The Concept of Teacher Performance**

Performance according to LAN (State Administration Institution) is a work performance or work implementation, or work performance. According to August W. Smith defines performance by: performance is output derives from processes, human otherwise, namely the result of a process carried out by humans. Meanwhile, according to Mangkunegara in Khairul Azwar, performance is work performance or output, both in quality and quantity achieved by the unity of the period of time in carrying out its duties in accordance with the responsibilities assigned to it ".

With regard to teacher performance, the form of behavior in question or an indicator is the teacher's activities in managing learning, starting from how a teacher plans learning, carries out learning activities, evaluates learning, and analyzes and follows up on the results of the evaluation of learning.

According to Anwar in F Arida (2009) define the same performance as a performance whose essence is how much and how far tasks which have been spelled out and has to be realized or implemented relating to the duties and responsibilities that describes the behavior patterns as actualization and competence which is owned.

Based on the above definition of performance, in more detail performance can be defined as the work performance achieved by a person. Job performance or performance is the end result of an activity that someone has done to achieve a goal. This result is fulfilled if the achievement can be achieved maximally by someone. The achievement of this work is a form of comparison between a person and a predetermined work standard. Here, if the work done by someone is in accordance with work standards or exceeds the standard, it can be said to be good.

Teachers who have high performance will be eager and try to improve their competence, both in relation to planning, implementing and assessing learning, so that optimal work results

are obtained. At least there are ten factors that can improve the performance of teachers, among others:

a) The drive to work

Someone will do something or working to meet its needs and realize the desire of his ideals .

b) Responsibility for duties

Each teacher has responsibility for a number of tasks that must be carried out in accordance with their position. light weight duties will affect his efforts in working according to his ability.

c) Interest in the task

The task done by the teacher reflects activities - activities related to the interests of the tasks assigned to them.

d) Rewards for assignments

Appreciation on the success achieved preformance teachers worked is one of the motivations that spurred and encouraged him to work and perform better

e) Opportunities for growth

High work motivation among others characterized by a condition when a person has an opportunity to increase their knowledge and skills, and have a chance to develop.

f) Attention from the principal

The principal's attention to teachers is very important to improve the professionalism and performance of teachers and other education personnel in schools. The principal's attention in improving teacher professionalism can be done through group discussions and class visits.

g) Interpersonal relationships among teachers

Interpersonal relations among teachers in schools can affect the quality of teacher performance, because the work motivation can be formed from interaction with the social environment surrounding areas, in addition to the result of physical changes, such as work conditions and the physical condition of buildings dekolah.

h) MGMP and KKG

Subject course teacher deliberation (MGMP) and teacher working group (KKG) are two organizations or forums that can improve teacher professionalism and performance.

## i) Guided discussion groups

To support the implementation of KTSP, especially in developing teacher competence in developing learning implementation plans, it is necessary to form guided discussion groups to overcome teachers who are less enthusiastic in carrying out learning tasks.

## j) Library services

One means of increasing teacher professionalism is the availability of resource books that can support learning activities and the formation of teacher competencies .

Competence means the authority (power) to determine or decide something. Competence in language is a skill, competence and authority. Competence is an adequate skill to carry out a certain task or skill required. Competence can also be defined as the basic characteristics of a person who has a causal relationship with the reference criteria for effectiveness and excellence in certain jobs or conditions.

In Government Regulation Number 19 of 2005, Article 28 paragraph 3 states that competence as learning agents at the primary and secondary education levels as well as early childhood education includes pedagogical competence, personality competence, professional competence and social competence. The Directorate General of PMPTK Educators (2007: 5-9) explains that the competencies that must be mastered by teachers include pedagogical, personal, social, and professional competencies.

According to Yatim Riyanto in Muammar et al (2006) Competency is also defined in various ways, but basically competence is the unanimity of mastery of knowledge, skills, and attitudes displayed through work performance, which is expected to be achieved by someone after completing a program. education.

The description above shows that the teacher must have certain competencies. According to the rules of Law No. 14 of 2005 , article 10 paragraph 1 the competencies that teachers must have include pedagogical competence, personality competence, professional competence , and social competence. Of these four competencies, teacher performance can be measured .

First, pedagogic competence is the teacher's ability to manage learning, at least includes (1) understanding educational insights or foundations, (2) understanding of students, (3) curriculum / syllabus development, (4) learning design, (5) implementation educational and dialogical learning, (6) the use of learning technology, (7) evaluation of learning processes and outcomes, and (8) developing students to actualize their various potentials.

Second, personality competence includes at least (1) noble character, (2) wise and wise, (3) steady, (4) dignified, (5) stable, (6) mature, (7) honest, (8) capable become role models for students and society, (9) objectively evaluate their own performance, and (10) develop themselves independently and sustainably.

Third, social competence is the ability of teachers as part of society, at least includes (1) communicating orally, in writing, and / or clues, (2) using communication and information

technology functionally, (3) associating effectively with students, fellow educators, educational staff, leaders of educational units, parents / guardians of students, (4) socializing politely with the surrounding community by heeding the prevailing norms and value systems, and (5) applying the principles of brotherhood and a spirit of togetherness.

Fourth, professional competence is the teacher's ability to master knowledge in the fields of science, technology, and / or arts which at least includes the mastery of (1) subject matter broadly and deeply according to the standard content of the educational unit program, subjects, and / or group of subjects to be taught, and (2) concepts and methods of scientific, technological, or artistic disciplines that are conceptually relevant or coherent with the educational unit program, subjects, and / or groups of subjects being taught.

Meanwhile, the Directorate General of Professional Educators PMPTK (2007) explains that the competencies that must be mastered by teachers include pedagogical, personal, social, and professional competencies.

### **Pedagogic Competence**

Pedagogic competencies include teacher understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials. In detail, each competency section is translated into essential indicators as follows.

- a. Understanding students in depth has essential indicators: understanding students by utilizing the principles of cognitive development; understand students by making use of personality principles; and identify the initial teaching of students.
- b. Designing learning, including understanding the foundation of education for the sake of learning has essential indicators: understanding the educational foundation; apply learning and learning theory; determine learning strategies based on the characteristics of students, the competencies to be achieved, and teaching materials; as well as compiling a learning plan based on the chosen strategy.
- c. Implementing learning has essential indicators: setting the learning setting; and carry out conducive learning.
- d. Designing and implementing learning evaluations has essential indicators: designing and carrying out an evaluation (assessment) of learning processes and outcomes on an ongoing basis with various methods; analyzing the results of the evaluation of the process and learning outcomes to determine the level of mastery learning; and utilize the results of learning assessments to improve the quality of learning programs in general.
- e. Developing students to actualize their various potentials, has essential indicators: facilitating students to develop various academic potentials; and facilitate students to develop various non-academic potential.

According to the observations of researchers on documents 1, 2 and 3 of SMAN 5 Jambi City, the following data were obtained:

**Table 4. Educator Certificate Ownership**

No.	Type	total	Percentage of Teachers who made Teaching Kits		Ket
			total	%	
1	Certified teachers	60	60	100	
2	The teacher is not yet certified	34	20	60	
total					

From the results of these observations it is clear that all certified SMAN 5 Jambi City teachers make Learning Tools which include: Syllabus, Prota, Prosem, RPP, Evaluation Programs, and Enrichment and Remedial Programs. Meanwhile, there were still 40% (14) of 34 teachers who had not made the learning tools completely, or 7% of the total 94 teachers.

### Personality Competencies

Personality competence is a personal ability that reflects a stable, stable, mature, wise and dignified personality, is a role model for students, and has a noble character. In detail, the competency section can be described as follows.

- a. A steady and stable personality has essential indicators: acting in accordance with the norm of law; act according to social norms; proud as a teacher; and have consistency in acting according to norms.
- b. Mature personality has essential indicators: showing independence in acting as educators and having a work ethic as a teacher.
- c. A wise personality has essential indicators: showing actions that are based on the benefit of students, schools and society and showing openness in thinking and acting.
- d. An authoritative personality has an essential indicator: having behavior that has a positive effect on students and behavior that is respected.
- e. Noble morals and can be role models have essential indicators: acting in accordance with religious norms (faith and piety, being honest, sincere, helpful), and having behaviors that are emulated by students.

### Professional Competence

Professional competence is the mastery of learning material broadly and deeply, which includes mastery of subject curriculum materials in schools and the scientific substances that cover the material, as well as mastery of the scientific structure and methodology. Each part of the competency has the following essential indicators.

- a. Mastering scientific substances related to the field of study has essential indicators: understanding the teaching materials in the school curriculum; understand the structure, concepts and scientific methods that are shading or coherent with the teaching material; understand the conceptual relationship between related subjects; and apply scientific concepts in everyday life.
- b. Mastering scientific structures and methods has essential indicators of mastering research steps and critical studies to deepen knowledge / material in the field of study.

According to the results of the researchers' observations on the personnel data document, data was obtained that most of the teachers with the rank IV / a have not been promoted for more than 10 years - 20 years, this is because the requirement for promotion is to do research or critical studies to deepen their knowledge.

The results of the researchers' observations of the school documents above, also strengthened by an interview with one of the education staff who took the initiative, NE, said that it is true that the Indonesian language teacher with the initials YR has not been promoted for 15 years due to constraints on research results in the form of a national journal.

### **Social Competence**

Social competence is the teacher's ability to communicate and socialize effectively with students, fellow educators, education staff, parents / guardians of students, and the surrounding community. This competency has a competency section with the following essential indicators.

- a. Being able to communicate and socialize effectively with students has an essential indicator: communicating effectively with students.
- b. Able to communicate and mingle effectively with fellow educators and education personnel.
- c. Able to communicate and get along effectively with parents / guardians of students and the surrounding community. These four competencies must be owned and closely attached to each individual teacher who shows his professionalism as an educator in both the school and community environment. For a teacher, this competence is a capital in carrying out the teaching and learning process in order to achieve learning goals effectively and efficiently.

All of these professional competencies are teacher abilities that are holistic and integrative in teacher performance by mastering knowledge in science, technology, and / or arts which at least includes mastery of (1) subject matter broadly and deeply according to the standard content of the educational unit program, subjects lessons, and / or groups of subjects were taught, and (2) the the concept and methods of scientific disciplines, technology, or the relevant art that is conceptually shade or coherent with the program .

Therefore, teacher competence is needed so that the implementation of the teaching and learning process can run well without failing. Because in the world of education failure that occurs at one level will cause failure at the next level. If a teacher with his / her competencies



manages the teaching and learning process, the learning objectives will be fulfilled automatically. This success is manifested in student achievement after learning evaluation.

In practice, the four competencies form a complete unit. This division into four, solely for ease of understanding. Some experts state that the term professional competence is actually an "umbrella", because it includes all other competencies. Meanwhile, mastery of teaching materials in a broad and deep manner is more accurately called disciplinary content or often referred to as a field of study of expertise. This refers to the view which states that as a competent teacher has (1) an understanding of the characteristics of students, (2) mastery of the field of study, both from the scientific and educational sides, (3) the ability to organize educational learning, and (4) willingness and ability to develop professionalism and personality in a sustainable manner.

All of the things mentioned above are things that can support the formation of teacher professional competence. With this professional competence, it can affect the education management process so that it can produce quality educational output. Quality output can be seen in the direct results of education in the form of values achieved by students and can also be seen through the accompanying impact, namely in society, because among those that affect education are the components of input, process and output of education as well as various other systems that develop in Public.

From the explanation above, it is clear that teacher competence is one of the elements that plays a major role in student learning success. In other words, the level of student achievement is influenced by the competence of teachers in addition to other factors. Therefore, teacher competence should not be neglected in the management of the teaching and learning process.

## **RESEARCH METHODS**

In this study, researchers used a qualitative-naturalistic approach. Through this qualitative approach, it is hoped that a picture of the quality, social reality and perceptions of the research objectives will be lifted without being contaminated by formal measurements. The naturalistic approach demands data collection in a natural *setting*. With this concept, researchers strive so that the presence of researchers does not change the situation or behavior of the person being studied. The methods for collecting data in the field are observation, interview and documentation.

## **FINDINGS AND DISCUSSION**

Teacher certification has an effect on teacher performance although the magnitude of the effect, as measured by the coefficient of determination, is not too large. However, if teacher certification, especially the certification allowance, is eliminated, teacher performance will decline. Conversely, if the teacher certification policy is prioritized, a teacher will no longer live below the poverty line, a teacher's life will be prosperous. If the welfare of teachers is not fought for, how can we change the future generation of this nation.

Apart from that, with teacher certification, teachers will be enthusiastic in teaching. It will also have an impact on their performance in teaching students. There are several factors that affect teacher performance, both from internal and external aspects, al . From the internal aspect of the teacher, the biggest part is the educational / scientific background of the teacher and their physical health problems . Meanwhile, from external factors, the dominant ones are the availability of textbooks and the support provided by the family.

To measure the job performance of teachers based on the rules that have been established, conducted by comparing the target (of his work) with the requirements of the job description that the standard of work has been established for a certain period. These work standards can be made both qualitatively and quantitatively.

In the context of implementing teacher performance appraisal certification, it can be seen from the DP3, namely:

1. Loyalty

It is the determination and ability to obey, carry out and practice something that is obeyed with full awareness and responsibility. This determination and ability must be proven in everyday attitudes and behavior in performing tasks.

2. Work performance

It is an actual work result that can be achieved by a government employees in carrying out the tasks assigned to him. The work performance will be influenced by the skills, skills, experience and seriousness of the civil servants concerned.

3. Responsible

It is the ability of a civil servant to complete the work assigned to him as well as possible and on time and dare to take risks for the decisions he makes or the actions he takes.

4. Obedience

It is the ability of a civil servant to comply with all applicable statutory regulations and official regulations, obeying official orders given by authorized superiors and the ability not to violate specified prohibitions.

5. Honesty

It is the sincerity of a civil servant in carrying out his duties and the ability not to abuse the authority given to him.

6. Cooperation

It is the ability of a civil servant to work together with others in completing a specified task, so as to achieve the maximum efficiency and efficiency.

7. Initiative

He is a civil servant's ability to make decisions, move - move or carry something necessary actions to carry out basic tasks without waiting for orders from above.

#### 8. Leadership

It is the ability of a civil servant to convince others so that they can be maximally mobilized to carry out their main duties. Assessment of the element of leadership is only applied to civil servants with the rank of Young Regulators for class II / a and above who hold a position.

The effect of teacher certification for teachers at SMAN 5 Kota Jambi who is certified on performance is seen from four competency aspects, namely personality, pedagogy, professionalism and social.

Performance improvement on pedagogical competencies includes 10 (ten) performance aspects, namely: mapping the potential of students; determine learning methods and strategies; determine steps to make RPP; learning steps; class management skills; utilize learning media and teaching aids; learning evaluation techniques; make remedials in learning evaluation; mapping through learning evaluation; make a grid of questions. Of the ten work fields that are somewhat lacking are the learning evaluation techniques and mapping of the potential of students. The last two points need to be improved performance.

From the results of observations on the administration of the majority of teachers in the field, researchers did not find the administration of mapping documents on the potential of students, and learning evaluation techniques did not vary.

Performance improvement on personality competencies includes 5 (five) performance aspects, namely: work ethic and discipline; pride as a teacher and love their profession; act according to norms or rules; have attitudes and actions that can serve as examples; and deliberate in making decisions. Of these five aspects, four aspects have a good performance improvement, but in terms of work ethic and discipline need to be improved again.

Improved performance in the professional competence includes four (4) aspects of performance are: understanding of the curriculum, the understanding of a concept map, the effort mastery of the subject matter, and making a move - step study of the scientific domain. The three aspects are good, and what is still lacking is the aspect of making research on the scientific domain. This is a general weakness that deserves special attention.

Performance improvement in social competence includes 4 (four) performance aspects, namely: involvement in communication, involvement in activities at schools / madrasahs, social or religious awareness, and ability to adapt to the environment. The performance in this field of social competence is generally good.

From the description above, it shows that teachers of SMAN 5 Jambi City who have received the professional allowance have a fairly good performance in every competency that teachers should have. This gives hope that there will be an increase in the quality of learning which has an impact on increasing output and outcomes. A number of deficiencies in certain

criteria in the four competencies described above should be improved. A striking deficiency is in the research step related to the scientific domain of teachers. This is what needs serious attention.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

From the previous explanation, the following conclusions can be drawn:

- a. Teacher certification is one form of implementation of Law Number 14 of 2005 concerning Teachers and Lecturers by providing teacher certificates to teachers who have met certain requirements, namely having academic qualifications, competence, being physically and mentally healthy, and having the ability to realize educational goals. national, followed by an increase in decent welfare.
- b. Performance can be interpreted as the performance achieved by someone. Job performance or performance is the end result of an activity that someone has done to achieve a goal.
- c. There is an impact of teacher certification on teacher performance at SMAN 5 Jambi City, although it is not too big. This is based on the teacher performance appraisal indicator component. Teachers who have obtained professional allowances had pretty good performance on each competency that should be owned by teachers .

### **Recommendation**

Based on the description above, the following can be recommended:

- a. Jambi Governor u ntuk can provide direction and guidance to the Department of Education in particular sectors to improve the performance of teachers in charge of SMA certified in particular on pedagogical competence and professional . In this pedagogical aspect, what really needs to get attention is the research related to the scientific domain of teachers.
- b. The Provincial Education Office through school supervisors can provide guidance to teachers through MG MP for each subject , especially in conducting research related to the scientific domain of teachers.
- c. The principal is to be able to facilitate teachers in improving teacher competence through IHT activities, workshops, and others.

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