The Influence of Teacher Certification and Teaching Motivation on Teacher Performance

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Abstract

This study aims to find out how these three components are related and influence each other. This study specifically analyzes the effect of teacher certification and teacher motivation on teacher performance in several Islamic elementary schools in South Jakarta. This study uses a regression analysis method with a quantitative approach. The quantitative method was chosen to be used in this study because the specifications of this design were systematic, planned, and clearly structured from the start of the creation of the research design. This research will also take a descriptive approach in order to adequately describe the research object or research results. The population in this study are teachers who have received a teacher certification allowance for at least five years and have had teaching experience for approximately ten years. Based on research data and discussion regarding the effect of teacher certification and teacher work motivation on teacher performance at Madrasah Ibtidaiyah as KKMI Kebayoran Lama, the following conclusions can be drawn: First, teacher certification has a partially positive effect on teacher performance. This is indicated by the value of the X1 regression coefficient of 1,401, which states that every 2 percent increase in teacher certification will increase teacher performance by 1,401 percent. The probability value is less than 5%, namely 0.000 < 0.05 indicating that teacher certification has a positive effect on teacher performance. Second, teacher work motivation partially has a positive effect on teacher performance.
Keywords: teacher, performance, school, regression

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana ketiga komponen tersebut saling terkait dan saling mempengaruhi. Penelitian ini secara khusus menganalisis pengaruh sertifikasi guru dan motivasi guru terhadap kinerja guru di beberapa Madrasah Ibtidaiyah di Jakarta Selatan. Penelitian ini menggunakan metode analisis regresi dengan pendekatan kuantitatif. Metode kuantitatif dipilih untuk digunakan dalam penelitian ini karena spesifikasi desain penelitian ini sistematis, terencana, dan terstruktur dengan jelas sejak awal pembuatan desain penelitian. Penelitian ini juga akan menggunakan pendekatan deskriptif agar dapat menggambarkan objek penelitian atau hasil penelitian secara memadai. Populasi dalam penelitian ini adalah guru yang telah mendapatkan tunjangan sertifikasi guru minimal lima tahun dan telah memiliki pengalaman mengajar selama kurang lebih sepuluh tahun. Berdasarkan data penelitian dan pembahasan mengenai pengaruh sertifikasi guru dan motivasi kerja guru terhadap kinerja guru di Madrasah Ibtidaiyah selaku KKMI Kebayoran Lama dapat ditarik kesimpulan sebagai berikut: Pertama, sertifikasi guru berpengaruh positif secara parsial terhadap kinerja guru. Hal ini ditunjukkan dengan nilai koefisien regresi X1 sebesar 1.401 yang menyatakan bahwa setiap kenaikan sertifikasi guru sebesar 2 persen akan meningkatkan kinerja guru sebesar 1.401 persen. Nilai probabilitas kurang dari 5% yaitu 0,000 < 0,05 menunjukkan bahwa sertifikasi guru berpengaruh positif terhadap kinerja guru. Kedua, motivasi kerja guru secara parsial berpengaruh positif terhadap kinerja guru.
Kata Kunci: guru, performa, sekolah, regresi

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INTRODUCTION

Indonesia, as a developing country, faces various obstacles that affect the quality of education in Indonesia. Hardianto (2018, 1) said that according to Deuthsce Welle, at the end of 2017, Indonesia was in the 108th position in the world with a score of 0.603, where in general the quality of education in Indonesia was below Palestine, Samoa, and Mongolia. Only 44% of the population completed secondary education, while 11% of students failed to complete secondary education.

Various factors allegedly contribute to the quality of education in Indonesia. Some experts state that these factors include low quality of facilities and infrastructure, low quality of teachers, low welfare of teachers, low achievement of students, lack of opportunity to obtain education, low relevance of education to needs, and a high cost of education. Of all the factors that are thought to have greatly contributed to the world of education in Indonesia, the factor of teacher quality is said to be the biggest contributor. UNESCO data in the 2016 Global Education Monitoring (GEM) Report states that education in Indonesia is only ranked 10th out of 14 developing countries, while the quality of teachers in Indonesia ranks 14th out of 14 developing countries in the world.

Indonesia, as a country that still adheres to eastern customs, still makes teachers the main actors in the teaching and learning activities that occur in educational institutions. The teacher is a very decisive component in the entire education system because of his roles as educator, teacher, director, and evaluator for students. Because of its very important role, the Indonesian government always makes every effort to improve the quality of educators and advance the education system in order to create professional, qualified, and highly competitive educators.

A professional teacher is one who understands the intricacies of education and can comprehend and impart various knowledge that must be acquired during a specific educational period. A teacher's profession is very different from that of an ordinary employee, who only carries out his responsibilities in accordance with the rules, profession, and scientific discipline he carries. Teachers have special responsibilities related to the sustainability of a nation and state because they are very closely related to the students who determine the future of the nation and state. So it can be concluded that a developed country is greatly influenced by the quality of national education in that country, where the quality of national education is largely determined by the teachers.

With this rationale in mind, since 2007, the Indonesian government has issued a policy on teacher certification under which teachers who are deemed capable and have good competence are entitled to a professional allowance. Through this certification program, all teachers in Indonesia are entitled to an additional allowance, whether they work in public or private schools. PNS teachers get allowances according to their rank, while non-PNS teachers will get allowances according to in-passing (adjustments according to work class in the private sector), while non-in-passing private teachers get allowances determined by the government. The 2017 education budget data (Doksetjen RI, 2017) shows that to support the teacher certification program, 20% of the total RI APBN is allocated to finance the education budget, with a value of up to 419 trillion rupiah. Most of the

education budget is used to provide salaries and allowances for teachers. All of these efforts are aimed at improving the welfare of teachers, which in the end is expected to have an impact on improving the quality of education.

As a rule, this teacher certification policy program is included in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, as well as in Government Regulation Number 19 of 2005 concerning National Education Standards, which states that teachers are professionals. As professional teachers, they are required to have an academic qualification of S-1 (Strata 1) or D-4 (Diploma 4) in a field that is appropriate to the subject being taught and master competence as a learning agent and learning method. Educator competency certification is an example of meeting the competency standards established in teacher certification. This certificate can be proof of the recognition of the competence of teachers or prospective teachers who meet the standards to do professional work at certain types and levels of education. In other words, the teacher's professional allowance is the fulfillment of the need to improve professionalism. so that teachers who have received professional allowances can better educate students and provide higher-quality lessons or teaching that can increase student competence in following the education level.

Teacher certification does not only aim to get a certificate as an educator, but with certification, it is hoped that teacher performance will be better and the goals of national education will be properly achieved. Teachers who have been certified are expected to become professional teachers, capable of teaching effectively, expanding their knowledge, and upholding the teaching profession in order for it to be more respected.

The level of professionalism of the teacher, according to Widia (2018: 2175), will be reflected in the teacher's performance. A number of experts in the fields of education and psychology say that there are many factors that influence teacher performance, both internal and external factors. Internal factors are factors contributing to performance that come from within the teacher himself, such as work motivation factors and teacher competence factors. While external factors are influences that come from outside the teacher's environment, such as the family environment and the work environment, The work environment, among other things, is the relationship between fellow teachers, school principals, school committees, and school stakeholders. In real-world conditions at school, if some teachers have shown maximum performance in carrying out their duties and functions as educators while some others have not, this will affect teacher performance at a macro level. Sedarmayanti, as quoted by Supardi (2013), mentions several factors that affect performance, including: (1) mental attitude (work motivation, work discipline, and work ethics); (2) education; (3) skills; (4) leadership management; (5) income level; (6) salary and health; (7) social security; (8) work climate; (9) infrastructure; (10) technology; and (11) achievement opportunities.

In addition to the certification program, which is expected to positively influence teacher performance, motivational factors are also thought to have an influence on teacher performance. Motivation is one of the factors supporting success in learning and automatically supports teacher

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success in managing the learning process. According to McClelland in Robbins (2003: 3), there are three human needs that can motivate performance: the need for power, the need for affiliation, and the need for achievement. The force that arouses and directs a teacher's behavior in an act or work is known as work motivation. Teacher work motivation is very important because it will greatly affect the improvement of the quality of teacher performance. If a teacher has high work motivation, the teacher's performance will also increase.

Granting certification with the aim of improving teacher welfare and encouraging good motivation from these teachers should result in good performance in the field. However, this is not as easy as turning the palm of the hand. In a survey conducted by Payong (2011, 70), it was stated that some of the impacts of certification were also not entirely positive. Several requirements for teacher certification, such as a minimum teaching hour of 24 hours per week, cause some teachers to experience fatigue, depression, and sleep disturbances.

Payong's research results also reveal that the impact of certification is more on improving teacher welfare than increasing professionalism. Approximately 76% of professional allowance funds are used to meet household needs every day. Certification has also ts a increased respect for the status of the teacher as a job to be proud of. Some teachers who have been certified are still carrying out other jobs, which are feared to interfere with their main duties as teachers. For example, around 24% of teachers still provide private lessons for students, 20% continue to carry out their activities as entrepreneurs, and 38% continue to carry out their activities as farmers. Teacher certification has also not had an impact on increasing teacher discipline in carrying out their professional duties. Approximately 45% of teachers who have been certified are often absent because they do not have teaching hours at school.

Since the implementation of the teacher certification program in Indonesia, a number of teachers at the KKMI (Madrasah Ibtidaiyah) environmental Madrasah Kebayoran Lama, South Jakarta, have also received certification. Even though not all teachers in the KKMI environment are certified, most of them have been able to enjoy this program. Until now, there has not been any literature found regarding the evaluation of the awarding of teacher certification on the performance carried out in Madrasah Ibtidaiyah in that environment. Therefore, the authors intend to analyze whether the teacher certification program has had an impact on teacher performance. Further research in a different environment from previous research, namely in the Madrasah Ibtidaiyah environment in South Jakarta, should be conducted to examine whether it is true that teacher certification and teacher motivation will have a positive correlation with teacher performance in a deeper way. Based on this background, this study aims to find out how these three components are related and influence each other. This study specifically analyzes the effect of teacher certification and teacher motivation on teacher performance in several Islamic elementary schools in the KKMI Kebayoran Lama area, South Jakarta.

METHOD

This study uses a regression analysis method with a quantitative approach. The quantitative method was chosen to be used in this study because the specifications of this design were systematic, planned, and clearly structured from the start of the creation of the research design. This research will also take a descriptive approach in order to adequately describe the research object or research results. The population in this study are teachers who have received a teacher certification allowance for at least five years and have had teaching experience for approximately ten years at the Madrasah Ibtidaiyah level in the KKMI Kebayoran Lama area, South Jakarta. In this study, the authors used purposive sampling, where the sampling technique was carried out with certain considerations. The sample that the researcher will use has provisions; teachers at the Madrasah Ibtidaiyah level have received certification for at least five years and have had teaching experience for approximately ten years at that level.

The data analysis technique used in this study is multiple linear regression analysis. Supangat (2008: 336) states that the multiple linear regression analysis technique is a linear regression equation model with more than one variable. Then Misbahudin (2014: 159) also states that the test is used to test whether or not the relationship between two variables is significant through the regression coefficient. In order to obtain good regression results, this method requires that you first perform a classical assumption test before performing multiple linear regression analysis.

HASIL DAN DISKUSI

Teacher Certification (X1)

The first hypothesis states that "teacher certification has a positive effect on teacher performance." To test this first hypothesis, using a simple linear regression analysis. The regression equation can be written as follows: $Y = 86,866 + 1,401X1$.

The constant value is 86,866, which means that the teacher's performance will be 86,866 if the teacher's certification is equal to zero. This can be explained by the fact that teacher performance will decrease if there is no teacher certification.

The teacher certification variable (X1) has a positive effect on teacher performance with a regression coefficient of 1,401, indicating that if teacher certification increases by 2 percent, teacher performance will increase by 1,401 percent, assuming the other independent variables are constant. a significant value (sig.) of 0.000; this value is lower than 0.05, so the effect of teacher certification on teacher performance is significant.

Based on IBM SPSS calculations, the t-value is 6,677, while the p-value is 0,000, so the p-value is 0,000 < 0.05, meaning that there is a significant effect of the teacher certification variable on teacher performance. These results indicate that the higher the teacher certification, the better the teacher performance, and vice versa.

The coefficient of determination R^r is 0.326 or 32.6%, and the variation in the dependent

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variable Teacher performance can be explained by variations in the independent variable, teacher certification. while the rest, 67.4%, is influenced by variables that are not explained in the model.

Thus, it can be concluded that Ho is rejected and H1 is accepted, so that it can be stated that "Teacher Certification has a positive effect on Teacher Performance."

Teacher Work Motivation

The second hypothesis states that "teacher work motivation has a positive effect on teacher performance." To test this second hypothesis, simple linear regression analysis is used. with the help of the IBM SPSS Statistics 25 program. The regression equation can be written as follows: $Y = 42.053 + 2.436X2$.

The constant value is 42,053, which means that the teacher's performance will be 42,053 if the teacher's work motivation is zero. This can be explained by the fact that if teachers are not motivated, their performance suffers.

Teacher Work Motivation Variable (X2) has a positive influence on teacher performance, with a regression coefficient of 2,436 indicating that if teacher work motivation increases by 3 percent, teacher performance will increase by 2,436 percent, assuming the other variables are constant. a significant value (sig.) of 0.000; this value is lower than 0.05, so the effect of teacher work motivation on teacher performance is significant.

Based on IBM SPSS calculations, the t-value is 8,899, while the p-value is 0.000, so that the p-value is < 5% (0.000 < 0.05) meaning that there is a significant influence of the teacher work motivation variable on teacher performance. These results indicate that the higher the teacher's motivation, the better the teacher's performance, and vice versa.

The coefficient of determination R^2 is 0.462, which means that 46.2% of the variation in the dependent variable of teacher performance can be explained by variations in the independent variable of teacher work motivation while 53.8% is influenced by variables not explained in the model.

Thus, in the second hypothesis, it can be concluded that H0 is rejected and H1 is accepted; in other words, it can be stated that "teacher work motivation has a positive effect on teacher performance."

Teacher Performance

The third hypothesis states that "teacher certification and teacher work motivation together have a positive effect on teacher performance." The results of testing the multiple regression model on the variables teacher certification (X1) and teacher work motivation (X2), which affect teacher performance, in this study, the following multiple linear regression equation model was used: $Y = a + b1X1 + b2X2$.

The following equation of the factors influencing teacher performance is obtained by paying attention to the regression model and the results of multiple linear regression: $Y = 39.081 + 0.351X1 + 2.053X2$.

The f-count is 40,521 with a significance level of 0,00 based on the results of multiple linear

regression analysis. This shows that when the probability < the tolerated significance level (0.000 < 0.05), Ha is accepted and Ho is rejected. This demonstrates that teacher certification and teacher work motivation have a significant positive effect on teacher performance.

Then, to show what percentage of the influence of teacher certification and teacher motivation together on teacher performance is explained by the coefficient of determination, It is known that the coefficient of determination (R^2 Squared) is 0.471, which means that 47.1% of the variation in teacher performance can be explained by the three independent variables consisting of teacher certification and teacher work motivation, while the remaining 52.9% of the variation in teacher performance is influenced by other variables not included in the model study.

Thus, in the third hypothesis, it can be concluded that H0 is rejected and H1 is accepted; in other words, it can be stated that "teacher certification and teacher work motivation together have a positive effect on teacher performance."

The magnitude of the teacher certification variable is 8.1%, according to the results of multiple linear regression analysis. This means that the contribution of the teacher certification variable to teacher performance is 8.1%, and the relative contribution is 17.2%. shows that the magnitude of the teacher's work motivation variable is very large, namely 38.9%. This means that the contribution of the teacher's work motivation variable to teacher performance is 38.9%, and the relative contribution is 82.5%.

In this case, it means that the teacher's work motivation variable is more dominant and influences teacher performance. Based on the above table, it can be concluded that together the variables of teacher certification and teacher work motivation make an effective contribution of 41.7% to teacher performance, and 52.9% is given by other variables not discussed in this study.

The Influence of Teacher Certification on Teacher Performance

The results of the study support the first hypothesis that the variable "teacher certification" (X1) has a partial positive effect on teacher performance. This is indicated by the value of the X1 regression coefficient of 1,401, which states that every 2 percent increase in teacher certification will increase teacher performance by 1,401 percent. A probability value of less than 5%, namely 0.000 < 0.05, indicates that teacher certification has a positive effect on teacher performance.

According to Hartijasti (2002) on Budiman (2018) states that high teacher performance is believed to be able to influence the emergence of enthusiasm within the teacher to always improve the way he works. Then, Dewanto (2016) said that one of the factors that influences teachers is teacher certification. This is in line with the results of Nurbaiti's research (2015), which states that there is a significant relationship (r = 0.362) between certification and teacher performance. The results of Jakparudin's research (2018) also stated that 47% of the number of teachers who received certification had low performance, whereas originally only 19% of the number of teachers who had been certified showed low performance.

The Effect of Teacher Work Motivation on Teacher Performance

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The results of the study support the second hypothesis that the variable "teacher work motivation" (X2) has a partial positive effect on teacher performance. This is shown by the value of the X2 regression coefficient of 2,436; it states that every 3 percent increase in teacher certification will increase teacher performance by 2,436 percent. A probability value that is less than 5%, namely 0.000 <0.05 indicates that teacher work motivation has a positive effect on teacher performance.

Uno and Lamatenggo (2016: 77) say that the teacher's work environment has such an important role because the work environment can affect teachers in carrying out their duties, conditions, and work results. So, it is very possible that these variables can affect teacher performance. Teachers with good performance are not caused by factors at school, such as salary, health insurance, and work safety, but are driven more by a sense of pride in being able to work in a school.

The Effect of Teacher Certification and Teacher Work Motivation on Teacher Performance

The study's findings support the third hypothesis, which states that the variables teacher certification and teacher work motivation have a positive effect on teacher performance when combined. This is indicated by the f-value of 40,521 and the p-value of 0,000.

According to Robbins (2003), a person's work capacity is greatly influenced by various factors, including: (1) the mentality of challenging work; (2) equitably distributed rewards; (3) supportive working conditions; and (4) supportive miles. Teacher performance is basically the performance or work performed by the teacher in carrying out his duties as an educator. Teacher performance has a significant impact on the quality of educational outcomes because teachers have the most direct contact with students during the education/learning process in school educational institutions.

The implementation of the teacher certification program is directed at improving teacher performance so that students can achieve optimal learning outcomes. In improving teacher performance, the teacher certification program provides the potential for teachers to always be motivated to work professionally. Therefore, from the description and results of the analysis above, it can be concluded that teacher certification for improving teacher performance can be influenced by other factors, namely the teacher's own motivation to work both internally and externally. 75%.

CONCLUSION

Based on research data and discussion regarding the effect of teacher certification and teacher work motivation on teacher performance at Madrasah Ibtidaiyah as KKMI Kebayoran Lama, the following conclusions can be drawn: First, teacher certification has a partially positive effect on teacher performance. This is indicated by the value of the X1 regression coefficient of 1,401, which states that every 2 percent increase in teacher certification will increase teacher performance by 1,401 percent. The probability value is less than 5%, namely 0.000 < 0.05 indicating that teacher certification has a positive effect on teacher performance. Second, teacher work motivation partially

has a positive effect on teacher performance. The X2 regression coefficient is 2,436; this indicates that each increase in teacher certification by 3 units results in an increase in teacher performance of 2,436 units. The probability value of less than 5%, namely $0.000 < 0.05$, indicates that teacher work motivation has a positive effect on teacher performance. Third, teacher certification and motivation both have a positive effect on teacher performance. This is indicated by an f-value of 40.521 and a p-value of 0.000. The implementation of the teacher certification program is directed at improving teacher performance so that students can achieve optimal learning outcomes. In improving teacher performance, the teacher certification program provides the potential for teachers to always be motivated to work professionally. Therefore, from the description and results of the analysis above, it can be concluded that the role of teacher certification in improving teacher performance can be influenced by another factor, namely the teacher's own motivation, both internal and external.

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