

The Influence Of Certification Toward Work Motivation, Job Satisfaction And Performance Of State High Schools Guidance And Counseling Teacher In South Sulawesi.

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Abstract: This study examines the influence of certification on Guidance and Counseling teacher performance in Guidance and Counseling Bachelor degree who assigned in state high schools in South Sulawesi. In addition, the research also examines the effect of certification on work motivation and job satisfaction of Guidance and Counseling teachers. The method used is quantitative survey and instrument used is assessment scale and documentation. Data processing techniques with path analysis models of Amos to test the influence (certification, motivation, satisfaction and performance) and ANOVA of differences test (portfolio, training and pre-certification) with descriptive preceded. The objective analysis of this study was to determine (i) Portrait or description of certification, either by portfolio certification or training on guidance and counseling teacher performance at school (ii) To know any effect of certification either by portfolio certification and training on guidance and counseling teacher performance, work motivation and job satisfaction at school (iii) To know any effect not certified on guidance and counseling teacher performance, work motivation and job satisfaction at school. Population and sample of the study was teachers of guidance and counseling in state high school in South Sulawesi with 373 people of population and the samples were taken with a stratified random sampling technique (sampling area), amounting to 163 people on the subject for eight city/region in the eastern, southern, central and northern area. The results of the study are (i) an overview description of the certification of the performance, motivation and job satisfaction of guidance and counseling teachers tend to vary, but do not have significant differences. While the normal curve graph shows not occur in the extreme declivity. (ii) there is effect of certification on work motivation and job satisfaction, (iii) there is effect of work motivation and job satisfaction on the performance of counselors on specific performance assessment, and (iv) there is effect of job satisfaction on work motivation of counselor in school.

Keywords: Certification (Portfolio and Training), Work Motivation, Job Satisfaction and Performance Counselor.

PRELIMINARY

Important note to all parties, especially the government, particularly the Ministry of Education and Culture from the top down, from the minister to the superintendent and principals. The parties can always provide more conducive guidance, monitoring, coordination, and supervision, more focused and productive to the counselor at school. Assessment of school principals and supervisors need to be programmed and continuous. Various efforts must be create to achieve educational quality outcomes, and one of them is the improvement of the school counselor performance. Improved performance of professional counselors need to be considered to motivate to work vigorously with adequate satisfaction, in other words, encouraging counselors to work hard and empower the optimal level of satisfaction for counselors who have professional performance. The government's policy to improve the quality of education, especially quality guidance and counseling services with certified educators. There are laws and Government Rules (PP) underlying educators certification. Primarily the use of the term counselor as a professional educator (the term in Article 1, Section 6 UUSPN No. 20 th 2003). Then followed the Law on Teachers and Lecturers No. 14 th, 2005. Finally PP No. 19 year 2005 about the SNP stated that teachers and counselors are professional educators who master the competencies of a learning agent. The purpose and benefits counselor certification are: (a) determine the feasibility of realizing the goal of national education, (b) improve the process and quality of education, (c) enhance the dignity of teaching, and (d) increase the professionalism of teachers and counselors as agents of learning in addition to the embodiment of national education goals. The benefits counselor certification further itemized as follows: (a)

protect the profession of counselor practices incompetent, (b) protect the public from practices that are not professional education, and (c) improve counseling well-being. Just a comparison of 1977 in the U.S. has been certified by the two bodies, (NBCC and NCE) to be professional. According Willys that at the end of 1987 nearly 17,500 counselors have been certified, the average NBCC certificates 1000 issued each year, so the current (2003) had 40,000 counselors certified. The results of the interview on 12 September 2012 with two principals in Makassar, SMAN 3 and SMAN 8. Principal of SMAN 3 states that the counselor's performance cannot be distinguished by two forms of certification (portfolio and training). Similarly, the Principal of SMAN 8 hesitate stated performance assessment before and after getting certified counselors cannot be assessed. Questionable that further certification and performance even motivation and job satisfaction influential or not.

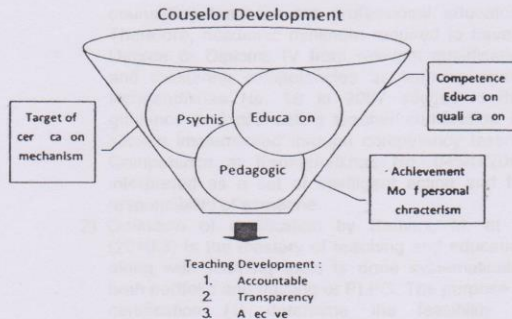
Problem Identification

- 1) How does the portrait of certification, either by portfolio certification or training on guidance and counseling teacher performance at school?
- 2) Is there any effect of certification either by portfolio certification and training on guidance and counseling teacher performance, work motivation and job satisfaction at school?
- 3) Is there any effect not certified on guidance and counseling teacher performance, work motivation and job satisfaction at school?

LITERATURE

A. The nature of guidance and counseling Teacher Performance

- 1) Definition of counselor performance by Wibowo that performance is a way of doing the work and the results achieved from the job, what is done and how to do it. Furthermore, stated that performance is defined as work or job performance. While Armstrong & Baron suggests that the performance is the result of work which has a strong relationship with the objectives of organization's strategic, customer satisfaction and contribute to the economy.
- 2) Objective of Guidance and Counseling is guidance and counseling services that counselee can (Kartadinata, S. et al, 2005:136); (1) planning study activities, career development, and life in the future, (2) develop the potential and power which has owned, (3) adjusting to the environmental community and the work environment, and (4) to overcome obstacles and difficulties encountered.
- 3) Profession or well done and structured job, and the adequately result called professionals. Sikun (Oemar, 2008:4) argues that the definition of a profession that is essentially an open statement or a promise, that a man will devote himself to an office or employment. It contains aspects that (1) the nature of the profession is an open statement or promise, (2) the profession contains elements of devotion, and (3) professional is a title or an employment.
- 4) The theory of counselor performance by McClelland (Sholeh, 2008:1145) that there is a positive relationship between motivation and performance of one's work. This means that every worker who has high motivation to work will result in a high performance anyway. The performance of the guidance and counseling teachers in carrying out the duties and responsibilities, authority, and right fully in the implementation of guidance and counseling to the number of students. Sajidan (2011:3) that improvement of the quality of guidance and counseling teacher should have a strong character and smart to be able to develop counseling quality which ultimately impact on improving the quality of performance. Bambang (2012:4) argues phenomenon coaching teachers in the school as follows.



- 5) Counselor performance assessment by Hartono (2011:3) that the counselor's role as guidance and counseling custodian of expert services that release students as counselees. Further, he pointed out that there are four types of service components and the four types of guidance and counseling expert teacher performance. (1) the basic service components (developmental tasks), (2) responsive service components (personal and emotional), (3) the individual service components (future), and (4) system support services component (performance). Furthermore, the management functions of guidance and counseling services in Kartadinata, S et al, (2008:200-202) is the planning, implementation, evaluation, analysis assessment and follow-up. A brief description follows that the initial guidance and counseling activities in the preparation of the program is assessment. Assessment to identify the aspects that becomes an input of the programs preparation. Implementation of the program on each service, ie basic services, responsive services, individual planning and support systems. Assessment aims to act or process of determining the quality degree of the advancement of the implementation certain aspects activities in accordance with the program. And follow up is a further assessment action to measures the presence of successful.

B. Counselors Work Motivation Itself

- 1) Definition of Work Motivation by Sardiman AM (2009: 89) is the motive is the driving force of the subject to perform certain activities in order to achieve a goal. Motivation is the driving force that has become active at certain times, especially if the need to achieve goals is urgent. Furthermore, proposed by Mitchell (Winardi, J.2002: 1) that "... the motivation represent psychological processes which causes appearance, be directed, and the persistence of volunteer activities that are forced to a specific purpose". So motivation is the driving force of the person to perform an act or behave in achieving a goal.
- 2) Definition of Work or Job interpreted that activity to an act or behave in produce a product as the results of attention. Work place started from the residence of the family, school, groups, peers, mass media and religion. The job can be a part of

one's self-concept, as proposed by Henslin that the longer we are involved in some type of work, then this job is getting to be a part of our self-concept.

- 3) The types of work motivation according Dimiyati and Mudjiono consist of two types of motivation, namely primary and secondary. The primary motivation is motivation that is based on the basic motifs, mainly derived from the physical aspect of the human. Secondary type is motivation to learn, that's why a well done work should be learned. Both type of motivation is useful for someone to achieve his certain objective.
- 4) Work motivation theories according McClelland (Siagian PS, 1989: 167-171) formulated the theory of motivation into four kinds of needs: (1) Need for Achievement (n Ach), (2) Need for Power (n Po), (3) Need for Affiliation (n Aff) and (4) Need for Autonomy (n Aut). Need for Achievement (n Ach), is reflected in the encouragement to achieve progress and achievement in accordance with established standards. Need for Power (n Po) is the need for a ruling that seemed to desire to influence others who interact with him. Need for Affiliation is affiliated with the need to build a friendship and a warm touch with others. Need for Autonomy (AUT n) is the need not to rely on others.

C. The Nature of Counselors Job Satisfaction

- 1) Definition of job satisfaction by Wexley and Yukl (1977:67) states that a person's feelings towards work. Tiffin (As'ad, 1987:105) suggests job satisfaction is closely linked to attitudes toward the job itself, the work situation and cooperation between the leaders and the fellow workers. Luthans (2006:243) job satisfaction is a result of the employee's perception about how good a job considered important. It can be concluded that the concept of job satisfaction is the result of the interaction of the individual person with his working environment.
- 2) Theory of job satisfaction by Luthans (2006:245) pointed out in four, namely (1) discrepancy theory, (2) equity theory, (3) two-factor theory, and (4) control theory. Job satisfaction discrepancies depends on *should be* (expectation needs or values) with what he felt was obtained by the job. Equity theory that people will be satisfied or not, depending on whether he felt fair or not. Two-factor theory that job satisfaction is not a continuum variable. Attitude toward work is twofold; *satisfiers* (motivators) are a source of job satisfaction, *dissatisfiers* (hygiene factor) is a factor that proved to be a source of dissatisfaction. Control theory is a cognitive phenomenon related to the individual feels control the level of their own lives or their work

D. The Nature of Counselor Certification

- 1) Law Foundation of Certification is UU RI No. 20 Year 2003 on the SPN, UU RI No. 14 Year 2005 on Teachers and Lecturers, and PP No. 19 Year 2005 about SNP. Which claim that guidance and

counseling teachers are professional educators. Therefore, academic minimum required to have a Degree or Diploma IV from relevant qualification and mastering competencies as learning agent. Permendiknas No. 18 in 2007 suggested that guidance and counseling teacher certification in-service implemented through competency testing. Competence at Kepmendiknas No. 045/U/2005 interpreted as a set of intelligent action and full responsibility of someone.

- 2) Definition of certification by Samani, M. et al (2010:3) is the mastery of teaching and education along with learning tools is done systematically, both portfolio and training or PLPG. The purpose of certification (1) determine the feasibility of guidance and counseling teachers in performing the task, (2) processes and learning outcomes, (3) teachers' welfare and (4) increase dignity. Professional competence can be assumed as physical evidence of academic qualifications, education and training, teaching experience, planning and implementation of learning, academic achievement, and profession holder creation.
- 3) Certification patterns of guidance and counseling teacher in Position Through Portfolio. The portfolio is (1) a full report on all the activities of a person, (2) a collection of a variety of skills, ideas, interests, and the success of a person, (3) a collection of assignments reports and research that provide an overview of his developments at any time, (4) assessment efforts through real approach, (5) assessment with a presentation of various things processes that happen that someone is shown.
- 4) Implementation of counselor certification in-service through portfolio assessment involve various government institutions, namely the Directorate General of Higher Education, Director General PMPTK, LPTK, LPMP, Department of Education and the Provincial Education Service District / City.
- 5) Counselor portfolio documents' assessed two assessors based on the Guidelines for Developing Portfolio book. Assessors were given the task to assess the portfolio assigned by the determined certification university based on the guidelines laid down by the Directorate General of Higher Education rules.
- 6) The purpose of education and training is to improve counselor competence as the requirements a professional teacher guidance and counseling in accordance with set out laws. Training participants are guidance and counseling teacher participants certification program who have not passed on portfolio assessment and recommended by LPTKs organizers to join in.

RELEVANT RESEARCH RESULTS

Presented by Hartono (2011) that the motivation of teachers in-service in certification programs driven by financial motivation, not competence development motivation. The same thing was stated by Ditjen PMPTK that motivation associated with financial. Bambang (2011:12) on various of subjects studied, such as

Indonesian language, English, Mathematics, Physics, Chemistry, Biology, Economics, Sociology and Geography, conclusions put forward recommendations to developed more directed at policy solutions and not using exclusive alternatives. That is, not only understood by social researchers, but also non-social. Tsung & Chin (2008:3-4) argues that in order to explain the negative effects of academic self-concept to achievement of learning mathematics and natural science, researchers provide a follow-up survey by asking active learning motivation. Seen from the confirmation of the question items that motivate active learning can be used to compare two groups of high and low achievers on the subjects of Mathematics and Science. Yisrael & Zisa (2005:374) argues about the perception of motivation among counselors and common school teachers that counselors who have experience of teaching have a better perception than the teacher. That's why a professional counselor with experience of teaching can dominate the social and educational situation is different in addressing a variety of issues. Mc.Clelland (Sholeh, 2001:1144) states that there is a positive relationship between motivation and performance of one's work. This means that every worker has a high work motivation can support peak performance or adequate work. Luthans (2005:243) suggests five dimensions of a become satisfied or dissatisfied of a job, namely: (1) work itself, (2) salary, (3) promotion opportunity, (4) monitoring, and (5) colleagues. He further pointed out that performance is something that is associated with behavioral outcomes. Wiener (Daft, 2000:106) found that when the suitability of these dimensions occurs in a job, the workers who are committed to creating a high-performing organization that is hard to beat.

Research Hypothesis

This below serve hypothesis that would be tested in this research :

1. Potrait of certification, either by portfolio certification or training on guidance and counseling teacher performance at school.
2. Any effect of certification either by portfolio certification and training on guidance and counseling teacher performance, work motivation and job satisfaction at school.
3. Any effect not certified on guidance and counseling teacher performance, work motivation and job satisfaction at school.

METHODS

This study uses a quantitative approach with a survey form with a stratified random sampling technique (sampling area). This study used a design analysis of Structural Equation Model (SEM) and forms Analysis of Moment Structures (AMOS). Counselor certification as independent variables or exogenous (affect), counselors motivation and job satisfaction as middle variable or mediation, counselor performance variables as dependent variable or endogenous (affected). In addition, the analysis was also performed by regression analysis and Analysis of Variance. Design research is presented as follows.

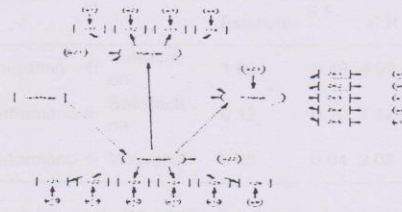


Figure 3.1. Research Design

The study population includes all guidance and counseling teachers of SMAN in South Sulawesi who have certification and not certification with Bachelor degree of Educational Psychology and Guidance (Guidance and Counseling) with a total of 373 people, 319 people passed the details of the portfolio/training and not certification yet 54 people. Random sampling technique with stratified random sampling technique (sampling area) on the East, South, Central and North. Total sample as many as 163 people. Data collection techniques used were assessment scale (questioner) and documentation. Grading scale is structured in the form of a closed statement, using a Likert scale values in the range 0-4. There are positive and negative statements categories. Data analysis with correlation coefficients for internal test analysis consistency, construct validity test by confirmatory factor analysis and calculate the reliability coefficient with alpha Cronbach. In addition the documentation is also used as a data collection by recording the work program, the service unit (RPBK), case notes, case conferences, parent consultation, counseling students, and so on.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis of performance variables, motivation and work satisfaction of guidance and counseling teacher.

Table 4.1 Analysis of Mean, Median, Standard Deviation, Kurtosis and Skewness

Descriptio n	Counselor Performanc e	Motivatin ion	Satisfact ion	Superior perform a
Mean	124.08	106.77	113.61	119.3 6
Std. Error of Mean	0.75	0.79	0.95	0.92
Median	123.00	106.00	114.00	121.00
Mode	121.00	102.00	112.00 ³	130.00
Std. Deviation	9.62	10.05	12.17	11.60
Variance	92.61	100.95	147.99	136.85
Kurtosis	0.09	1.66	0.69	0.52
Skewnes s	0.23	-0.53	-0.39	-0.53

Mean or average, median and standard deviation in Table 4.1 the performance, motivation and job satisfaction of

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guidance and counseling teachers tend to vary, but do not have significant differences. Furthermore, kurtosis and skewness shows the value of each performance. shows the normality line, do not lead to the left or toward the right in the extreme. Inferential Statistical Analysis with the Path Analysis guidance and counseling Teacher Performance Assessment Analysis

Table 4.2 Coefficient Certification Path With Other Variables

		Estimate	S.E.	C.R.	P
Satisfaction	← Certification	0.48	0.04	12.21	0.001
Motivation	← Certification	-0.82	0.09	-9.32	0.001
Motivation	← Satisfaction	1.35	0.18	7.65	0.001
Performance	← Certification	0.08	0.04	2.00	0.045
Performance	← Satisfaction	0.10	0.07	1.46	0.144
Performance	← Motivation	0.14	0.04	3.47	0.001

It can be concluded that the guidance and counseling teacher certification effect on job satisfaction, work motivation, counselor performance and job satisfaction effect on the performance of the counselor. Analysis of the certification portfolio to performance of the guidance and counseling teacher is presented as follows

Table 4.3 Path Coefficients of the portfolio Certification toward Motivation, Satisfaction and Counselors Performance

Performance Certification	Interpretation
Guidance/counseling certification	Certification effect on satisfaction, motivation and performance, while satisfaction has no effect on performance
Portfolio certification	Motivationaleffect on performance, whereas no effect on the satisfaction to performance
Training certification	Motivational effect on performance, whereas no effect on the satisfaction to performance
Pre-certification	Satisfaction effect on motivation, but motivation and satisfaction does not affect the performance.

Conclusion that guidance and counseling teacher certification in portofolio, issue affect significantly work motivation toward counselor performance and job satisfaction toward work motivation including all its indicators. Counselors Performance Analysis with Training on Motivation, Training Certification

Table 4.4 Path Coefficient Satisfaction and Performance

		Estimate	S.E.	C.R.	P
Motivation	← Satisfaction	1.99	0.49	4.02	0.001
Performance	← Satisfaction	0.12	0.10	1.12	0.264
Performance	← Motivation	0.08	0.04	2.02	0.044

It can be concluded certification training forms significantly effect job satisfaction toward motivation and performance of guidance & counseling teacher. Performance Analysis with Not yet Counselors Certification. Work motivation and job satisfaction on counselors performance demonstrate $p > 0,05$ value. Similarly, the indicators of job satisfaction on performance are co-workers and the work itself.

Table 4.5 Coefficient yet Certification Path to Motivation, Job Satisfaction and Performance Counselors

		Estimate	S.E.	C.R.	P
Motivation	← Satisfaction	1.13	0.45	2.51	0.012
Performance	← Satisfaction	0.19	0.28	0.66	0.507
Performance	← Motivation	0.08	0.22	0.36	0.721

This suggests that counselors are not certified does not affected by job satisfaction and work motivation on the counselor performance

Table 4.6 Performance Analysis and Certification & Interpretation Form

		Estimate	S.E.	C.R.	P
Motivation	← Satisfaction	0.48	0.20	2.40	0.05
Performance	← Satisfaction	-0.04	0.14	-0.27	0.78
Performance	← Motivation	0.77	0.31	2.45	0.05

Similarly, the general interpretation can be concluded, that the performance does not affect the job satisfaction of teachers guidance and counseling. ANOVA for all variables (motivation, satisfaction and performance), the following.

Table 4.7 ANOVA table of variable Motivation, Satisfaction and Performance

Variable	Group	Sum of Squares	Mean Square	P
Motivation	Group to group	65.57	32.79	.725
	Internal group	16287.57	101.80	
	Total value	16353.14		
Satisfaction	Group to group	756.08	378.04	.077
	Internal group	23216.47	145.10	
	Total value	23972.65		
Counselor Performance	Group to group	88.98	44.49	.621
	Internal group	14912.98	93.21	
	Total value	15001.96		

Table 4.7 shows that the work motivation, job satisfaction and performance of guidance and counseling teacher has a value of $p > 0.05$, which means that there is no difference in work motivation, job satisfaction and performance of guidance and counseling teachers. ANOVAs specifically for teacher performance appraisal guidance and counseling, below.

Table 4.8 Analysis of Variance Performance of guidance and counseling Teacher

Group	Sum of squares	Mean squares	p
Group to group	225.44	112.72	.392
Internal group	38764.60	120.01	
Total	38990.04		

Table 4.8 explains that the significance level from motivation variable in all forms of certification of three levels, the aspect of training partner, portfolio, and pre-certification, the value of $p > 0.05$. It can be concluded that, on the motivation variable there is no difference between certification form of training, portfolio and pre-certification.

Table 4.9 Dual Comparison of Certification and Motivation

	Mean differences	Standard error	P
pre-Portfolio	-0.52	2.28	0.82
pre-Training	0.89	2.14	0.68
PortfolioTraining	1.41	1.79	0.43

It can be concluded that, on the motivation variable there is no difference between certification form of training, portfolio and pre-certification.

Table 4.10 Dual Comparison Certification and Job Satisfaction of Counselor

Aspect Certification	Mean differences	Stand. Error	P
pre-Portfolio	-4.11	2.72	0.13
pre-Training	-5.83	2.55	0.02
Portfolio-Training	-1.71	2.14	0.43

Thus it can be concluded that there was no difference between counselors' job satisfaction with guidance and counseling teacher certification forms, both of portfolio-training and pre-certification-portfolio forms, but have not been training certifications.

Table 4.11 Comparison of Dual Certification and Performance guidance and counseling

Certification Aspect	Standard Error	Mean Differentiation	P
Pre-Portfolio	2.18	-1.54	0.482
Pre-Training	2.05	-1.99	0.331
Portfolio-Training	1.71	-0.46	0.790

Thus it can be concluded that the comparison has not been certified and has been certified (portfolio and training) showed no difference.

DISCUSSION

The results of first hypothesis testing, portrait picture of descriptive guidance and counseling teachers who are already certified, both on portfolio certification and the training to Department of Educational Psychology and Guidance Graduate, found that there was no significant difference. While the curve graph shows the principle of normality, there is no slope in the extreme. Certification (portfolio and training) affect the performance of guidance and counseling teachers in school. Although the research of Suharto (2011) and Director General PMP TK that influence the certification of teachers in schools is driven by financial motivation, not driven by professional competence. It can not be denied that the purpose of certification by Samani et al (2007-2010) two of the four elements put forward aimed at enhancing the welfare and dignity of teachers' guidance and counseling. This increase is not one that is driven by financial motivation, but it ignores the effort to improve the quality of education. The results of testing the second hypothesis that the certification portfolio both showed there was positive effect of work motivation on job satisfaction and job performance of teachers' guidance and counseling. This certification seems not effect of job satisfaction on the performance of guidance and counseling teachers, same with the training certification indicates that job satisfaction is not effect on performance. Sardiman (1996) suggests that intrinsic work motivation has the goal of becoming educated, knowledgeable, and an expert in his field. The way is learning, without learning it is impossible to have the knowledge, no way to be an expert in any field. Intrinsic work motivational also has the goal of becoming an educated person, intellectual, polite in communicating to everyone and a

profound general knowledge. This is important and necessary to intrinsic motivation including extrinsic motivation, because the overlap and complement each other. This flush has led to activities and event to execute the work effects in a responsible and become professional into the objectives of the certification. Mc.Clelland (Siagian, 1989) that there is a positive relationship between work motivation and performance of one's work. High level of achievement needs to be cultivated and developed by school leaders or education supervisors of higher position. As Nasir stated that the monitoring and evaluation of performance will be used as a barometer to determine the level of success of an individual's performance. Various forms of certification, both portfolio and training, empirically stated that the certification effect on all the variables studied, the work motivation, job satisfaction and performance of guidance and counseling teachers. This amplifies the effect of the relationship between motivation, job satisfaction and performance, in turn guidance and counseling teacher performance to be better. Tsung & Chin (2008) research that for the self-concept of students, including academic self-concept of learning achievement and motivation to learn actively. One factor, namely the need for achievement to guidance and counseling teacher performance is the same with academic self-concept in active learning motivation. Performance indicators into the main study was to achieved supported by the motivation to perform the work and job satisfaction were adequate. One thing that gave impetus or motivation for improvement of guidance and counseling teacher performance is guidance and counseling teacher certification, either by portfolio certification or training or PLPG that influence and support in deed. The results of the third hypothesis testing, pre-certification has demonstrated that there is no effect on job satisfaction to performance, while job satisfaction affect the work motivation. This means that perform the work dissatisfaction clearly visible and concrete. In connection with research of Sajidan (2011:3) that the improvement quality of teachers' guidance and counseling should have a strong character and smart to be able to develop quality counseling which ultimately impact on improving the quality of performance. Because performance of guidance and counseling teachers have other relationships with other intelligence factors and strong characters including attitudes and knowledge. So, there are driving factors other than the motivation and job satisfaction for teachers' efforts to improve the performance of the guidance and counseling, although not discussed in this study. This has become a special assessment for further research. That the certification has no effect on job satisfaction and work motivation and performance of guidance and counseling teachers. That means pre-certification effect on job satisfaction, work motivation and performance, as well as work motivation influence the performance.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

To conclude the number one below is about a portrait of guidance and counseling teacher certification, while the number two and so is the path coefficient analysis of the effect of various forms of certification of work motivation, job satisfaction and performance of guidance and counseling teachers.

1. Certification Portrait (portfolio and training) did not show significant differences in performance. Distribution motivation, job satisfaction and performance Guidance & Counseling teacher tend to follow a normal distribution.
2. Training certification showed that job satisfaction has positive influence on work motivation and work motivation has a positive effect on Guidance & Counseling teacher performance, so that job satisfaction has indirect effect on performance, but through the work motivation.
3. Portfolio certification results are the same as training certification, which can increase job satisfaction to work motivation and work motivation on Guidance & Counseling teacher performance.
4. Pre-certification indicates that job satisfaction has positive influence on work motivation, but job satisfaction and work motivation has no significant effect on the performance of Guidance & Counseling teacher.

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ABSTRACT

The purpose of this study is to explore the perceptions of school counselors and teachers regarding the motivation of students in the classroom. The study was conducted in a secondary school in South Sulawesi. The data were collected through interviews and questionnaires. The results of the study show that school counselors and teachers have different perceptions regarding the motivation of students. School counselors tend to be more concerned with the academic performance of students, while teachers tend to be more concerned with the social and emotional aspects of students. The study also found that the perceptions of school counselors and teachers regarding the motivation of students are influenced by their own experiences and beliefs. The study suggests that school counselors and teachers should work together to create a more motivating learning environment for students.

The purpose of this study is to explore the perceptions of school counselors and teachers regarding the motivation of students in the classroom. The study was conducted in a secondary school in South Sulawesi. The data were collected through interviews and questionnaires. The results of the study show that school counselors and teachers have different perceptions regarding the motivation of students. School counselors tend to be more concerned with the academic performance of students, while teachers tend to be more concerned with the social and emotional aspects of students. The study also found that the perceptions of school counselors and teachers regarding the motivation of students are influenced by their own experiences and beliefs. The study suggests that school counselors and teachers should work together to create a more motivating learning environment for students.

Problem Identification

- 1) How does the general perception of school counselors and teachers regarding the motivation of students in the classroom?
- 2) Is there any effect of perception about the motivation of students and teachers on the academic performance of students?
- 3) Is there any effect of perception on the social and emotional aspects of students and teachers on the academic performance of students?