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The Effect Of Teacher Certification Programs On Increasing Work Motivation And Teacher Performance

Zaenudin^{1*}

Rr. Sri Handari Wahyuningsih²

Heru Kurnianto Tjahjono³

^{1*}Muhammadiyah University of Yogyakarta, Indonesia, Email:zaenudinrefo@gmail.com

²Muhammadiyah University of Yogyakarta, Indonesia

³Muhammadiyah University of Yogyakarta, Indonesia

***Corresponding Author:** Zaenudin

*Muhammadiyah University of Yogyakarta, Indonesia, Email:zaenudinrefo@gmail.com

Abstract

Teachers' salaries have increased as a direct result of the in-service certification program that has been in place since 2006. Since schools reward teachers financially if they complete and pass an in-service certification program. This raise is meant to incentivize educators to do even better in the classroom. The purpose of this research is to ascertain whether or not the in-service teacher certification program has any positive influence on boosting teacher motivation and performance. Scopus journal searches are employed for this purpose. Multiple studies have found that a teacher's level of certification while in office has a significant impact on that teacher's level of motivation and overall performance in the classroom.

1. Introduction

A teacher who has completed their formal education, is competent and certified, and is both physically and mentally healthy is more likely to be successful in their role as an educator. All of this conforms to the requirements of Law of the Republic of Indonesia Number 14 of 2005 regarding professors and lecturers.

In accordance with the Act's aforementioned provisions, the requisite qualifications for the educator are as follows:

1.1 Educational Requirements

In this case, the requirement is that the educator have completed either a four-diploma (D IV) or undergraduate (S1) degree program.

1.2 Competency Criteria for Educators

In order to fulfill their legal responsibilities, teachers need to be highly competent in their field. These skills and knowledge are at issue:

a. Educator Abilities

As a teacher, you need the skills to organize the students' education. This KBM is managed through the ways in which educators gain insight into their students, develop lesson plans, implement instructional strategies, evaluate student progress, and tailor instruction to each individual's strengths and areas of growth.

b. Self-Sufficiency

Any educator sets an example for their students and for the larger community. The teacher pees standing while the students pee running is an old saying that refers to the teacher's high standards for their own behavior in the classroom.

A teacher's character is scrutinized by the respectable community in which he or she works, so he or she needs to exhibit qualities like being sociable, being decisive, being wise, being open to learning, being influential, and having strong religious convictions.

c. Ability to interact successfully with other people

Teachers in Indonesia must have a "togetherness-upholding" attitude and the ability to separate facts and personal opinions when working with students, other educators, and the surrounding learning environment, as outlined in Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

Teachers also need to be accepting of differences and have strong interpersonal and communication skills to effectively engage their students, colleagues, parents, and the community.

d. Capability in one's chosen field

A teacher in Indonesia must be proficient in the material, structure, concept, scientific mindset, competency standards, and basic competencies of the subjects taught in order to meet the requirements of Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence.

In addition to being able to use ICT effectively, teachers also need the ability to create their own learning materials and maintain a high level of professionalism over time.

2. Literature review

2.1 Obtaining Your Credentials to Teach

The Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers establishes that educators are a recognized profession in Indonesia. There is a procedure a teacher must go through to earn his professional teaching credential. Universities with approved teacher education programs and government appointments are responsible for issuing teaching licenses.

Certification, as defined by Shoimin (2013:81), consists of a set of procedures designed to award individuals with credentials in a specific field. Employees who meet the standards established by the certification body will be awarded a professional certificate and given the right to be recognized in their field.

Article 2 of Chapter II of Law No. 14 of the Republic of Indonesia 2005 establishes teachers as professionals. A teacher needs to take part in in-service certification activities in order to be recognized for their work. There are three paths to becoming a certified teacher in Indonesia: a) the Teacher Professional Education and Training (PLPG) program; b) the Teacher Professional Education (PPG) program; and c) the Bachelor of Education Program with Additional Authorities (SKKT) program from universities designated by the Minister of Education.

2.2 Impetus to Perform

Below, I argue that Kanfer's (1999) opinion can bridge the gap in understanding the concept of motivation as identified by Kast and Rozenweigh (1990: 389) and Gibson et al (1996: 183). Specifically, Kanfer (1999) distinguishes between "motivation in the general sense" (or "human motivation" in general) and "motivation in the work context" (or "work motivation"). Kanfer (1999) broadly cites Vroom (1964) to argue that motivation is a mental process that determines the nature, strength, and duration of an individual's actions. The terms "direction," "intensity," and "persistence" all have to do with the decision to take action, with the use of the action's power, and with the decision to keep taking the action over and over again. Actions like these have nothing to do with differences in how well people can meet their immediate (or pressing) needs, but rather with the broader needs of what it is that each person hopes to accomplish in the long run. One way to study what drives people in general is to look at their selection of a career path.

2.3 Teacher Performance

There is no performance without the concept of performance. One other interpretation of "performance" is that it is something that happens because of or in response to work. However, performance can refer to more than just output; it can also describe the means by which something is accomplished. To paraphrase Wibowo (2012: 7), "performance" refers to both the act of working and the outcomes of that work. What is done and how it is done constitute performance. According to Hussein (2017: 10), performance is the actions taken by workers while on the clock. Whitmore (cited in Hamzah and Nina, 2012, p. 59) defines performance as the act of carrying out one's duties. A person's performance is their deeds, their accomplishments, or what they demonstrate through their actual abilities.

Kaswan (2017: 278) argues that workers' performance is a reflection of how they act and think while at work, specifically how they use their knowledge, skills, and abilities to advance the company's mission. Performance, as defined by Rismawati and Mattalata (2018: 2), is a need that must be known and confirmed to an exclusive party in order to determine the level of achievement of the results of an agency linked using the vision carried out by a company or company and knowing the positive and negative consequences of an operational policy.

According to Bintoro and Daryanto (2017: 105), performance is the propensity of an individual or group to carry out or improve upon activities in accordance with their responsibilities and the outcomes expected of them. Performance, as defined by Wirawan (2015: 5), is the result obtained from the activities and measures specific to a given occupation. According to Sutrisno (2018: 123), "employee performance" refers to the extent to which an organization benefits from an employee's efforts in terms of quality of output, efficiency of operation, and teamwork in achieving its objectives. According to Darmadi (2018: 34), a teacher's performance is measured by how well he carries out his job. When the outcomes match the expectations, performance is deemed successful and gratifying. According to Barnawi and Mohammad Arifin (2017: 14), a teacher's performance is measured by how well they meet the expectations set for them during the school's designated "exclusive period" for the purpose of achieving predetermined educational goals. The standards of proficiency that every educator must meet make it possible to observe and evaluate their work. 14. Teacher performance can be defined as the extent to which teachers are able to fulfill their responsibilities and exercise their authority in the classroom in accordance with the standards for such performance established for a limited time and with the express purpose of achieving specific educational outcomes. The standards of competence for which all educators must meet provide a clear yardstick against which to evaluate their work. 14. Teacher performance can be defined as the extent to which teachers are able to fulfill their responsibilities and exercise their authority in the classroom in accordance with the standards for such performance established for a limited time and with the express purpose of achieving specific educational outcomes. The standards of competence for which all educators must meet provide a clear yardstick against which to evaluate their work.

According to Erjati (2017: 24), a teacher's performance includes everything they do to fulfill their role as an educator and help their students develop into responsible, independent adults. The term "teacher performance" refers to a teacher's actions and efficiency in the classroom, both of which can influence whether or not their students achieve their desired outcomes. If performance is the outcomes of accomplishing tasks as described, then performance is the quality and quantity of work accomplished by individuals.

3. Materials and Methods

3.1 Search Methodology

This literature review was written using a search strategy that focuses on emerald-based international journals. Organizational culture, dedication, teacher performance, workplace motivation, and teacher credentials were among the search terms used.

3.2 Standards for Acceptance

The following criteria were used to select the literature reviews we analyzed: Research on Teacher Certification and Competence, and the article must be included in Scopus' database.

3.3 Criteria for Exceptions

- a. There has been no publication. exclusive, first-of-its-kind articles with cleverly cryptic titles and summaries of all rated publications.
- b. Articles that have a title that doesn't correspond to the search topic.

4. Results and Discussion

Based on the findings and discussion in this study, Siti Asiah Tjabolo (2020) concludes that certified educators perform better in the classroom. In addition, evidence from a group of teachers who are not credentialed as educators suggests that their performance could be better. It has been found that teachers' effectiveness in the classroom varies significantly depending on how many teaching credentials they hold.

In contrast, although it is impossible to generalize about qualified teachers' personal, pedagogical, social, and professional competencies, Eddy Haryanto et al. (2016) shed light on these areas. After considering the study's positive and negative findings, policymakers at all levels of education should implement routine assessments of certified teachers' performance based on their personal and professional competencies and the pedagogical knowledge of their students. Educators who do not meet the four competency standards are subject to having their certifications revoked or made obsolete. So far, our findings suggest that getting a teaching credential is a one-and-done deal, and we mean that in both senses. Therefore, it is necessary to conduct longer and more comprehensive training to ensure the quality of the trainees. Teachers' personal, pedagogical, social, and professional competencies must be checked using a rigorous pass rate by education officials at all levels to ensure fair and objective evaluations. All education policy makers must observe and analyze the application of certification at all levels of school. With more certified teachers, hopefully the quality of education can rise. The only way to get there is to constantly check in on and assess the four pillars of competence. Officials at all levels of education should be subjected to a stringent pass rate designed to test their personal, pedagogical, social, and professional competencies. All education policy makers must observe and analyze the application of certification at all levels of school. The goal of the certification process is to increase the number of certified teachers and thus raise educational standards. To get there, we need to keep a close eye on and evaluate the four pillars of competence. All prospective teachers and school administrators should be subjected to a stringent pass rate that evaluates their interpersonal, instructional, social, and professional skills. All education policy makers must observe and analyze the application of certification at all levels of school. With more certified teachers, hopefully the quality of education can rise. The only way to get there is to constantly check in on and assess the four pillars of competence. With more certified teachers, hopefully the quality of education can rise. The only way to get there is to constantly check in on and assess the four pillars of competence. With more certified teachers, hopefully the quality of education can rise. The only way to get there is to constantly check in on and assess the four pillars of competence.

Ramli (2016) argues that the teacher certification program has led to higher salaries and greater interest in the teaching profession, but that non-certified teachers can and should improve their quality by continuing their education. Clearly, the academic standards used to verify teacher proficiency have not been fully realized, as evidenced by current legislation. The government recognizes that there is a long-term requirement to strengthen certification requirements.

An important step toward becoming a certified teacher is passing the Competency Test. Indonesia's certification programs for educators are effective in improving education quality. When all parties involved and knowledgeable in the field have a chance to review and revise the relevant certification program, more opportunities for improvement can become apparent. The more we know about what other countries are doing to better the lives of teachers, the more options we'll have for how to proceed.

Bambang Suratmana's (2020) study finds that certified teachers are more likely to be enthusiastic about their jobs. Certification programs have been shown to improve teaching quality in Indonesia's vocational schools. In light of these results, it is clear that requiring

teachers to obtain certification is a vital step toward enhancing the standard of teaching and learning. For this reason, it's important for educators to be highly motivated, as this can help them achieve the set goals related to their qualifications and competence. Certification programs raise educators' pedagogical, personal, social, and professional competence, all of which contribute to better classroom results.

Even though Mitri Irianti (2020) found otherwise, the results of this study show that the certification policy does not affect teachers' capacity to serve as learning agents in schools. Certified educators are no better or worse than their non-certified peers. People's abilities vary greatly in the realms of social skills and personality. The professional and the educational perspectives are identical. There is no conclusive evidence that certified teachers perform better than their non-certified counterparts.

5. Conclusion

This study's findings suggest that teachers' motivation and effectiveness in the classroom can benefit from additional training after they've already entered the profession. The competence of certified educators is naturally viewed favorably by their students. In other words, there appears to be a straight line connecting the certification program to increased teacher motivation and improved student outcomes.

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