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Teacher Certification Program Management in Educator Performance Improvement

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Abstract

Certification is one of the strategic policies in an effort to improve the quality of Indonesian education as a whole through improving the quality of teachers specifically. The research method used in this research is a qualitative descriptive method, meaning that the research describes a real research object in accordance with the facts and characteristics of the existing object/subject. The locus of the research was conducted at MTsN 2 Cianjur, MTsN 5 Cianjur, and MTs S Yapisal, Cianjur Regency. This study aims to describe and analyze the implementation of certification and the performance of post-certification teachers. The theory that underlies this research is Terry's management theory which includes planning, organizing, actuating, and supervising, teacher certification, and teacher performance. The method used is descriptive qualitative method. Data collection techniques include in-depth interviews, observation, and documentation. To test the validity of the data, namely by triangulation. Data sources consist of the Cianjur Regency Ministry of Religion, Supervisors, Madrasah Heads, teachers, and documents related to certification implementation . teacher performance. The implication is that the constraining factors are too strong compared to the supporting factors which have implications for slow and difficult achievement of certification objectives.

Keywords

implementation, certification; and teacher performance.

Introduction

Several studies have been conducted related to teacher certification and performance. One of them is stating that certification does not improve teacher performance. Suarman and Syahza, A (2013) concluded that teacher certification can be said to be ineffective because there is no increase in teacher competence after taking certification. Field studies show the same thing, teacher competence is mediocre so it is not able to boost teacher performance significantly.

The problem of low teacher performance in formal education institutions under the Ministry of Religion, especially Madrasah Tsanawiyah (MTs) in Cianjur Regency is increasingly systemic. ", namely teaching outside their area of expertise, and of all teachers only 20% are eligible in terms of their educational qualifications (Madjid, 2016: 5). The problem of low teacher performance must be addressed as soon as possible so that education is of higher quality, so that the efforts made by the government which has spent a lot of funds can run effectively. The formulation of the problem in this study is as follows:

- a. How is the planning, teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency?
- b. How is the teacher certification program organized at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency?
- c. How is the implementation of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency?
- d. How is the supervision of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency?
- e. How is the performance of teachers at Madrasah Tsanawiyah post-certification at the Ministry of Religion of Cianjur Regency?

The purpose of this research is to

- 1) Describe and analyze the planning of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency.
- 2) Describe and analyze the organization of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency.
- 3) Describe and analyze the implementation of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency.
- 4) Describe and analyze the supervision of the teacher certification program at Madrasah Tsanawiyah under the Ministry of Religion of Cianjur Regency.
- 5) Describe and analyze teacher performance at post-certification Madrasah Tsanawiyah at the Ministry of Religion of Cianjur Regency.

Theory

Management effectiveness in an educational institution in an effort to improve teacher performance must be properly realized through good and mature planning, proper organization, effective implementation, and continuous and continuous supervision.

Terry (2012:20) argues that:

the management process is formed by several management functions commonly called POAC (*Planning, Organizing, Actuating, Controlling*). These four functions are described in four cycles because of the linkages between the first and subsequent processes.

Teacher certification is expected to affect the quality of teacher performance through the stimulus of professional allowances so that they have high motivation at work. Teachers who have good work quality will lead to the degree of professional teacher. Means the attitude, personality, and ability to manage education is getting better. The professionalism of teachers results in the advancement of the Indonesian education system because teachers are at the forefront of our educational environment.

Mulyasa (2012:36) says that

Certification can be interpreted as a process of giving recognition that a person has the competence to carry out educational services in certain educational units, after passing a competency test held by a certification body.

The teacher's daily duties have a fairly heavy burden besides serving as a teacher and trainer as well as a guide . This task needs to be manifested in the form of real action in daily work. A good and effective work process results in a high work ethic. Through a high work ethic it will greatly support the success of the learning process in the classroom and even the broader goal of creating quality education can be achieved properly.

Related to teacher performance, Supardi (2020:20-21) says that teacher performance is the teacher's ability and success in carrying out learning tasks as indicated by the dimensions:

(1) the ability to prepare lesson plans with indicators: (2) The dimensions of the ability to carry out learning, (3) The dimensions of the ability to carry out interpersonal relations, (4) The dimensions of the ability to carry out assessments of learning outcomes, (5) The dimensions of the ability to carry out enrichment programs, (6) The dimensions ability to implement remedial programs.

1. Research Procedure

The approach used in this research is a qualitative approach. The method is descriptive analytical. The aim is to describe empirically the planning, organizing, implementing, and monitoring of the certification program and the performance of post-certification teachers.

The research subjects included the Head of Madrasah Education and Islamic Education Section, Superintendents, Madrasah Heads, and certified teachers. The research subjects were determined by purposive sampling. In selecting the research locus, it was divided into several clusters of madrasahs with the categories of public and private madrasahs and represented madrasahs in the South Cianjur and North Cianjur regions.

Data sources are divided into two, namely primary and secondary data

sources. Primary data sources rest on the opinion of Sugiono (2010: 137), namely data sources that directly provide data to data collectors. This primary data source is direct interviews with a number of informants related to research objectives, observations, and documentation studies.

Data analysis techniques refer to the opinion expressed by Ary, Jacobs, and Sorensen (2010: 481) that data analysis techniques must include three important stages that cannot be skipped. The three important stages are *familiarizing and organizing, coding and reducing, and interpreting and representing*.

2. Research Results and Discussion

1. Management Aspect

a. Planning

1) Candidates for certification must meet certain requirements.
2) Teachers who will register for the certification program must follow the correct registration mechanism.

3) The certification procedure is in accordance with the technical guidelines that have been prepared by the government in the form of technical guidelines for certification

4) The flow of certification implementation starts from PSPL, Portfolio, PLPG;

5) The PPG implementation scheme is intended for teachers in positions that have not been certified.

b. Organizing

The organization of the certification program at the Ministry of Religion is:

1) Directorate General of Islamic Education;

2) Provincial Regional Office of the Ministry of Religion;

3) District/City Ministry of Religion offices through the head of Madrasah Education (Kasi Penmad) and the Head of Islamic Education (Kasi PAIS):

4) LPTK Organizing PPG Daljab in 2021:

c. Implementation

1) The teacher certification program is carried out by referring to the Act, the regulations under it, and the technical guidelines for implementing the certification program.

2) The implementation of teacher certification is experiencing obstacles, especially in terms of management.

3) Obstacles in the implementation of the certification program are the lack of outreach on the part of policy makers to educators;

4) The low proactive attitude of teaching staff to find out the flow of the certification program implementation;

d. Monitoring/Evaluation

1) The implementation of teacher certification is experiencing obstacles, especially in terms of management.

2) Obstacles in the implementation of the certification program are the lack of outreach on the part of policy makers to educators;

3) The low proactive attitude of educators to find out the flow of the

certification program implementation

4) The quota for certification participants in positions is very limited so that there are still many teachers who have not been invited to take part in the certification program;

5) Limited funds available to the government to fund the in-service teacher certification program; so that not all teachers follow the certification program.

6) Certification allowances that have been received by teachers are used for consumptive activities;

7) lack of understanding of the nature of certification from teachers so that after completing the certification program, the teacher's teaching style returns to how it was before taking certification;

8) The difficulty of synchronization between related parties, for example the LPTK providing certification training (PPG/PLPG), the Office of the Ministry of Religion, in this case the Cianjur Regency Ministry of Religion, and the satker which is an indicator of success.

2. Aspects of Teacher Performance

a. Learning Planning

From the aspect of lesson planning it is described that the making of lesson plans is understood and made better. This explained that there were changes in the preparation of lesson plans between before and after attending certification. Knowledge gained through professional teacher education programs, including Teacher Professional Training Education (PLPG) and Teacher Professional Program (PPG) can be applied in making daily lesson plans. Important points regarding lesson planning are as follows

1) Teacher performance in lesson planning has increased both in quality and quantity.

2) The quality of the plans prepared by educators in the learning program documents has increased and refers to the Regulation of the Minister of Education and Culture Number 22 of 2016.

3) Approaches, methods, techniques, and learning models in RPP are arranged in various ways and have been adapted to the characteristics of students so that they lead to active, creative, innovative, and fun learning.

b. Implementation of Learning

The results of the research show that post-certification teachers in the implementation of learning have shown a change, the quality of teaching is getting better. The teacher's knowledge in managing classes and students is very good. The learning process is centered on students, and the teacher is only a facilitator and motivator. Teachers can increase the motivation of students in the learning process so that students do not experience boredom and feel bored

The important points from the implementation aspect of learning are described that

1) The learning process carried out by the teacher is getting better.

2) The learning process that has been carried out has used various models, techniques and methods so that students do not feel bored. Likewise in mastery.

3) The implementation of learning is carried out with the guidance of the Learning Implementation Plan (RPP) that has been made.

4) Teachers have been able to implement cooperative learning models so that the learning atmosphere of students is very active

c. Learning Evaluation

From the learning evaluation aspect, information was obtained that the results showed that the teacher in carrying out the assessment had fulfilled the three aspects of the assessment, namely knowledge, skills and attitudes. Overall, the program that has been made refers to the three aspects of the assessment.

The important points from the evaluation aspect of learning are

1) Overall the learning evaluation carried out has met the required assessment standards.

2) Educators have completed other activities, namely remedial and enrichment programs as a follow-up to the results of the assessment.

3) The assessment has fulfilled three aspects, namely knowledge, skills and attitudes.

3. Conclusion

Based on the results of research on the management of the teacher certification program in improving the performance of educators, it can be concluded that

1. Planning for the certification program starting from recruitment, handing over educator certificates to disbursing certification allowances has been carried out properly.

2. Organizing has done well as a manager. The implementation is in the form of individuals and the implementing team.

3. The implementation of the certification program has been carried out based on laws and government regulations which are clarified through technical guidelines for implementing teacher certification.

4. Supervision and evaluation is carried out to monitor and obtain input on weaknesses, strengths, obstacles, problems, and challenges during the implementation of the certification program.

5. The improvement of teacher performance in the Ministry of Religion of Cianjur Regency is still slow because it is influenced by motivational factors and competence which is still low.

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