
Effectiveness of Certified Teacher Performance

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Abstract: The purpose of this study is to ascertain the efficacy of certified high school teachers' work in Bengkulu City, as well as the elements that promote and hinder their performance at these institutions. This study employs a qualitative methodology. Data collection methods include observation, documentation, and interviews. The principal, a class teacher, a religion teacher, a sports teacher, and two students were the study's subjects. The findings demonstrated that the qualified instructors' performance in the school cannot be deemed effective and still need improvement. Furthermore, this study found that while the inhibiting factors included inadequate infrastructure and facilities for learning and the incapacity of certified teachers to become proficient in technology, the supporting factors included a welcoming learning environment, strong principal support, and certification allowances.

Keywords: Teacher certification; efficiency; performance; work effectiveness.

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INTRODUCTION

As mentioned in Law No. 14 of 2005 on Teachers and Lecturers and the importance of having high-quality teachers to fulfil educational goals. All efforts to improve education standards will fail to reach their potential if teachers do not have the ability to use learning resources and tactics effectively, as well as the ability to inspire students to take learning seriously. For the purpose of recognising teachers' professional status, the teacher certification policy has been in place for about 12 years. This policy began to be implemented in 2007. As a result, a certificate that serves as a licence or permit to teach is expected of all teachers. Academic qualifications are essential, as evidenced by possession of an undergraduate or D-4 higher education diploma, and physical and mental health, as evidenced by a doctor's certificate. After that, teachers who successfully complete the certification process are recognised as professional educators and receive teaching certificates. Teachers in Bengkulu City obtain their certification through Pendidikan dan Latihan Profesi Guru (PLPG), as they already have a certificate that serves as a licence or permit to teach, indicating that they are fit and qualified to teach.

Rapid social change causes various problems and challenges to change, including in terms of the competencies experienced by teachers (Yusrina, 2022). Human Resources (HR) is a central factor in an educational institution. However, the fundamental phenomenon that currently tends to occur in educational institutions is the existence of educators and education personnel (HR) who lack quality. According to Padang & Ferine (2023) that national education has not been able to produce superior human resources, both intellectually, morally, and spiritually.

The Indonesian government encourages all teachers to be certified in the hope of improving teacher performance. Several studies have shown that teacher certification improves teacher performance (Subqi, 2023; Taryana at al., 2023). Teachers are required to have the knowledge, skills and professional competencies necessary to provide quality teaching and achieve optimal learning outcomes. Certified teachers have strong professional competence and must continue to develop their expertise on an ongoing basis (Indriati & Perrodin, 2022; Lin & Jiang, 2023). According to Aryani at al., (2023) there is a significant influence between teacher career and teacher certification. mediation of teacher certification can affect teacher performance but does not affect the role of the principal because teacher certification reflects the teacher's career in education. According to Sembiring at al., (2022) teacher certification affects teacher performance, while work ethic is unable to mediate the effect of teacher certification on teacher performance (Ulfa at al., 2023). According to Limbong & Lumbantoruan (2022) and Putra & Bustami (2023) the performance of certified and non-certified teachers is in the medium category, but the average score of the certified group is higher than the non-certified group. The results showed that there were differences in the performance of certified and non-certified teachers. Lubis at al (2024) certified teacher incentives can have a direct or indirect effect on teacher potential, and work performance has an effect but is not significant on teacher performance through certification incentives. In contrast to Elvina at al (2022) and Herman at al., (2022) the results showed that the certification programme in improving the welfare of economic teachers has been successful but has not improved teacher performance.

Certification is a process that regulates the development of the education system, maintains the scientific-pedagogical, methodological, and intellectual level of teachers in the required form, and opens the way to a new stage in their professional training and pedagogical activity (Mikayilli, 2023). The implementation of the teacher certification programme has undergone several policy changes (Fany, 2022). According to Falk (2022) performance appraisal as a powerful and valid means of performance designed, to be a requirement for certification of the entire profession. assess what individuals know and can do.

Technical education certification can improve teaching quality (Shan, Xiong, & Li, 2023). The implementation of teacher certification is expected to improve the ability of teachers, which in turn has an impact on improving the quality of education (Siahaan at al., 2023). According to Deng (2023), each university carries out its main responsibilities and conducts certification and evaluation, which aims to improve its professional quality assurance capabilities. According to Mansell (2024) and Webel at al., (2023) students taught by teachers prepared through alternative routes have lower test scores on the final exam than students taught by teachers prepared through certification routes. According to Sutriana at al., (2022) there are still frequent errors in the certification assessment process, therefore a subjective evaluation of teacher certification eligibility is needed (Trojan at al., 2023). According to Albaar at al (2023) Teacher certification has a direct effect on teacher performance. Therefore, increasing the implementation of teacher certification, and achievement motivation can improve performance (Han at al., 2022; Liu, 2023; Han at al., 2022; Lin & Jiang, 2023; Taengetan at al, 2023; Rusnah at al., 2023; Xi, 2023).

According to Nurbaiti (2023), the implementation of certification at the Aceh Tamiang Education Office has not been effective, requiring several obstacles such as the lack of facilities and infrastructure, and inconsistent regulations that make it difficult for teachers. This causes teachers to be unable and unqualified in completing lesson plans,

there are still some teachers who are found to lack discipline and behave badly and certification is only considered for welfare and personal gain. Thus it can be said that the certification programme has not played an important role in teacher professionalism (Tumundo et al, 2024).

Since the majority of teachers hold certifications, each teacher's efficacy as a teacher has increased. Furthermore, a number of supportive and inhibiting factors have a significant impact on how well qualified teachers perform. As a result, the author studied how well Bengkulu City's certified high school teachers executed their jobs. This study aims to determine the work effectiveness of teachers at *Sekolah Menengah Atas (SMA) Negeri 02 Bengkulu City*, as well as the elements that encourage and hinder their performance at these institutions.

METHOD

This research aims to describe and analyse certain phenomena that occur at SMA Negeri 02 Bengkulu City using a qualitative descriptive approach. The research was conducted at SMA Negeri 02 Bengkulu City in 2023 between March and April. The research participants consisted of the principal, a class teacher, a sports teacher, a religion teacher, and two students from SMA Negeri 02 Bengkulu City. The three data collection methods used were observation, interview, and documentation. Then the data is processed using the N-Vivo tool.

This research is divided into three stages, namely: 1) Pre-field: Preparation before data collection is carried out; 2) Field: Data collection is carried out using observation, interview, and documentation methods; 3) Data Analysis: The collected data was reduced, presented, and analysed to draw conclusions. The stages in data analysis include data reduction, data presentation, conclusion drawing, and data validity checking.

RESULT AND DISCUSSION

The Role of Certified Teacher Performance

The role of certified teacher performance in planning for student learning outcomes is related to the Learning Implementation Plan (RPP). Interviews were conducted with school principals related to Learning Implementation Capabilities (Haryanto, 2020). Several questions related to teacher performance were asked to teachers and principals.

Principal;

"Policies in assessing teacher performance are under direct supervision, of course what this means is that educators must continuously strategize to be more productive and efficient before starting any work related to teaching and learning".

Classroom teacher;

"Teachers' understanding of technology as a support for accelerated learning can vary. Some teachers may have a good understanding and mastery of technology and be able to integrate it effectively in the learning process, while others may need more training and support to improve their technological skills."

Sports Teachers;

"The teacher's comfort level in learning is greatly influenced by the extent to which students understand the material being taught. When students understand the material well, teachers tend to feel more confident and comfortable in delivering lessons. Therefore, it is important for teachers to use a variety of teaching strategies that suit the needs of students so that their understanding of the material can improve"

Religious teachers;

"Factors that make teachers effective determinants of learning evaluation include their ability to provide constructive feedback, willingness to adapt to students' individual needs and ability to use a range of relevant and varied evaluation methods. In addition, a good relationship between teachers and students can also influence the effectiveness of the learning evaluation process"

According to this statement, one of the principal's responsibilities is to supervise the performance of his subordinates. Moreover, as a teacher, the obligation will always be to realize the competence of their performance through the preparation of lesson plans (Sagala, 2011). From the interview with the principal and direct observation to SMA 02 Bengkulu City, the implementation of learning has been effective. The results of direct observation to the teacher's room, seen from the ability to explain the material accompanied by feedback from the teacher and students can cause a good response, and students can absorb learning material.

Supporting and inhibiting factors for certified teachers' performance do not only depend on the teachers themselves, but are also supported by adequate facilities, welfare improvements, and support from the government. By knowing these supporting and inhibiting factors, it is hoped that internally and externally teachers can measure the level of self-competence balanced with the level of welfare (Sumargi & Simanjuntak, 2007; Akadum, 1999). So, to complement this, the researcher conducted direct observations to the subject regarding the driving and inhibiting factors in learning planning with the conclusion that legal and structured performance recognition is a driving factor in improving the quality of performance, but performance evaluation must be supported by data conducted by the subject being evaluated.

Religion Teacher;

"The teacher's comfort level in learning is greatly influenced by the extent to which students understand the material being taught. When students understand the material well, teachers tend to feel more confident and comfortable in delivering lessons. Therefore, it is important for teachers to use a variety of teaching strategies that suit students' needs so that their understanding of the material can improve".

Sports teacher;

"When students understand the material well, we feel more confident and comfortable in delivering the lesson. Therefore, it is important for teachers to use a variety of teaching strategies that suit the needs of students so that their understanding of the material can improve"

Classroom Teacher;

"Determining factors in learning evaluation include the ability of teachers and students to provide constructive feedback, the willingness to adapt to students' individual needs, and the ability to use a range of relevant and varied evaluation methods. In addition, good relationships between teachers and students can also influence the effectiveness of the learning evaluation process".

Student 1;

"I can receive the lesson well"

Student 2;

"I can follow the lesson from beginning to end well and there is no difficulty in accepting the lessons the teacher gives us"

The discussion in this case is a description of the effectiveness of teacher performance in one of the high schools in Bengkulu City, in the form of teacher certification which aims to get good and professional teachers. This can be discussed in relation to carrying out lesson planning not only understanding the professional competencies of teachers, but having the ability to utilize them while carrying out their responsibilities as qualified teachers. The basis of a teacher's mental readiness to deliver relevant material is implementation preparation, which allows the learning process to be optimized and implemented with maximum efficiency.

Functions of the Teacher Working Group (KKG)

The Teachers' Working Group (KKG), as a forum for each educational area, plays an important role in directing and monitoring in the form of supervision, not only on uniformity of procedures but also in building cooperation between members. Information and guidance are needed to achieve the uniformity that we all aspire to. KKG also functions as a stimulus for teacher performance to make teachers, especially certified teachers, able to produce teacher figures who are able to build motivation in improving performance and the quality of education. The following is a statement from the school principal;

School principal;

"Strategies that can be implemented by the teachers' working groups to motivate teachers to actively participate in the activities offered".

Through learning planning, it is expected to be able to improve the standard of graduating students who have independent quality, not in the competition of uniformity in one region alone but a joint commitment in shaping the mentality of children in every moment that can prove the extent to which students can achieve achievements based on the talents and abilities of children. In addition to being focused on the game's rules, lesson planning should instill a positive habit in the teacher since they deal with the issue of children's mental development. This means that, once they have their rights, teachers also have a moral responsibility to uphold when it comes to their professional obligations. It is envisaged that by following the KGG standards, a kind of cooperation may be developed to improve the caliber and effectiveness of instructors in their particular regions.

Enhancing Student Learning through Effective Teaching Strategies

The ability to carry out lesson planning related to the teaching profession is a profession that plays a very important role in the formation of a better person. The teaching profession has a code of ethics that must be understood and applied by a teacher. A teacher must be able to be a role model for their students, improve relationships with coworkers, and build good interactions with the community. This is a form of personality that must be possessed by a teacher. In addition to returning to his previous significant role as a teacher, the teacher's job in the teaching-learning process now includes acting as a manager of learning, trainer, and guide. This makes sense given the nature of the teacher-to-be's role. In contrast, a coach will help students become proficient with instructional resources and inspire them to work hard and reach their full potential. Throughout the teaching and learning process, the teacher's presence is still crucial.

"A teacher can be a role model for their students by demonstrating positive behavior, good work ethics, effective communication, as well as being an example in completing tasks and overcoming challenges" (principal).

A student said "the teacher's presence in the classroom is important because the teacher has an important role in supporting the teaching and learning process, such as providing direction, giving feedback, facilitating discussions, and providing guidance to students. It also helps to create a sustainable and supportive learning environment".

Additionally, enhancing student learning outcomes in accordance with learning tools will ascertain each student's performance, assisting teachers in their evaluation. There are a number of planning tools that educators must take into account, such as RPP, Syllabus, Prota, Promes, and material mapping in accordance with curricula and guidelines that are overseen directly by the KKG in this instance, the regional supervisor. The teacher's next move in establishing learning outcomes is to evaluate student learning. When carrying out assessment exercises, educators need to be mindful of the established learning goals and the assessment questions in order to gauge students' proficiency.

Djamarah & Zein (2014) Even the most advanced computers cannot take the place of teachers in the educational process; neither can machines, radios, tape recorders, or other devices. The teacher is still necessary, though. For instance, the teacher's position as a learning guide is crucial when it comes to module teaching and consistency in completing evaluations. In radio teaching, the teacher is still needed, especially in preparing and developing the teaching design. This is also the case in television teaching.

In doing an effort, assessment of the effort is an essential aspect of the effort itself, as is the case with education. It is necessary to analyze learning outcomes as part of the teaching and learning process to determine whether they align with the intended goals and aims. When it comes to assessment principles, it is best to coordinate directly with the regional supervisor as well as the supervisor's direct attendance at the teachers' council meeting. This is especially important when talking about KKM and guidelines for US, UTS, and UAS evaluation outcomes. Purwanto (2013) defined learning outcomes as modifications in learner behavior brought about by learning. alterations in behavior as a result of his mastery of several resources used during the teaching and learning process. In addition, he suggested that modifications in cognitive, emotional, and psychomotor domains could be examples of learning outcomes.

A good teacher must have a good role as well by evaluating in such a way that learning activities become efficient and tested and create more knowledge in students at their level. If the classroom atmosphere is conducive to learning, the enthusiasm for learning will increase, especially in the results obtained. The benefit of lesson planning is that the teacher is more organized in the teaching and learning process and the learning does not deviate from the plan. The study's findings show that, in one of the senior high schools in the city of Bengkulu, teachers play a very appropriate and significant role in improving student learning outcomes. The learning plan itself serves as the teacher's point of reference during the teaching and learning process. From the discussion above, it can be concluded that the existence or absence of the teacher's role can have an impact on how elementary school pupils learn and meet their learning objectives. Both motivating and impeding elements The outcome of actual work accomplished through specific efforts is the intended teacher performance as it relates to teacher performance. It is possible to determine whether the learning objectives have been met as predicted by looking at these indications.

The motivating and impeding elements for lesson design in order to enhance students' capacity to assimilate information effectively during the conducted teaching and learning process. The motivating element places emphasis on the teacher's role as the facilitator of learning activities. Teachers must make arrangements to assume responsibility for influencing children's attitudes by carrying out lesson plans and their purposes. The function of lesson planning is to make it easier for teachers to carry out their next assignments, so that the teaching and learning process will really be structured effectively and efficiently. As for the inhibiting factors in carrying out planning, the lack of mastering the outlines of education implementation, not knowing how to adjust the analysis of lesson material, lack of utilization of the Semester Program, Learning Program, which is often used as a formality in completing learning tools.

Teachers' Role as Learning Facilitators in Planning and Implementing Learning

Elements that facilitate and impede the capacity to learn The primary activity that motivates teachers at school is carrying out learning, which comes after creating a lesson plan. The teacher needs to give the pupils their best effort; the content needs to be explained in an understandable way; the science needs to be correctly mastered; the methodology needs to be mastered; and the art of managing the class needs to be mastered. To make pupils feel content and inspired to learn with him, a teacher should also be a good learning buddy. Capacity to execute educational tasks. Lack of direct pre-instructional action in the form of plain communication, lack of instructional skill in direct coaching, and use of the early evaluation stage are frequently restricting factors.

The primary motivating factor is the requirement that all planned activities be assessed in order to determine whether they are in line with the realization of the goals and objectives, as well as to ascertain whether students have met the competency standards established and whether the chosen teaching strategy is effective. Inhibiting factors in conducting evaluation activities, where a teacher must pay attention to the learning objectives that have been set as well as a lack of understanding in paying attention to the weight questions and evaluation standards used so that they cannot measure student abilities, the ability to evaluate the results of this learning Normative Evaluation, Formative Evaluation, Evaluation Results Report.

It is clear from the previous explanation that what is meant by teacher performance is the observable outcomes of work accomplished through specific efforts. The government uses indicators to assess a teacher's effectiveness. It is possible to determine whether the learning objectives have been met as predicted by looking at these indications.

CONCLUSION

It is clear from the study's findings and the subsequent debate that these schools' certified instructors' performance is still in need of improvement and cannot be considered effective. Furthermore, this study's enabling variables included a welcoming classroom atmosphere, strong principal support, and certification allowances; the study's limiting variables included inadequate learning infrastructure and facilities and the incapacity of certified teachers to become proficient in technology. Furthermore, based on the results of the research described above, the author's suggestion is that being a teacher is a noble job because through teacher's children gain knowledge outside their family environment. In order to realize the advancement of national education, it is hoped that teachers will always love what they do by abiding by regulations and practicing good management, such as implementing lesson plans and remaining creative in their planning. In particular, they should realize the importance of efficient evaluation.

Since teacher welfare was not guaranteed prior to teacher certification, educators have long awaited teacher certification as an educational program to support teachers' well-being. since a result of the welfare that is now assured, it is anticipated that educators would perform better since they will be the primary motivators and able to get beyond challenges to improve education in Indonesia. Using every opportunity available as material to develop themselves, improve discipline, and be responsible for the teaching profession is one way to improve their quality as educators.

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