

# DIFFERENCE OF TEACH PERFORMANCE BETWEEN TEACHERS WHICH HAS AND HAS NOT CERTIFICATED IN COUNTRY JUNIOR HIGH SCHOOL KUANTAN HILIR DISTRICT, KUANTAN SINGINGI SUB-PROVINCE

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## Abstract

According to educationist, teacher is more main factor in influencing quality of education. In this case based on UU RI number 14 the year 2005, governmental gives educator certificate to professional teachers to realize purpose of national education. But in this case, phenomenon happened no difference of teacher performance which has certificated. The implementation of this policy, specially in Kuantan Hilir district, Kuantan Singingi sub-province that has 5 country junior high school, at the time of this research done has around 20% teachers which have been certificated. On this research aim to know "are there significant difference of teach performance between teachers which has and has not certificated". Refers formula Slovin, this research done to 50% sample to apply technique of proporsional random sampling from population 100 teachers. Data is collected to applies questionnaire which is made researcher based on the variable indicator. The data which collected analysed to applies t-test (t-tes) for two separate samples at level 5% significant with help of Program SPSS. Descriptively shows out of 24 performance teach indicators, average of teacher which certificated that "often" and "very often" done is 46% and 43% with score average of 104,7, while teacher which not certificated is "enough often" and "often" each of 40,75% and 33,12% with score average of 79,2. From t-tes analysis is obtained  $t_{hitung} = 11,12$ . This number bigger  $t_{tabel}$  specified 1,677. That means there are difference of teach performance in assures between teachers which has and has not certificated. Thereby policy of certification has benefit, because performance score teach of teacher that has certificated higher of 24,65% compared has not certificated.

Keyword: teacher certification, teach performance

## Introduction

Fast of development of science and technology claims education institute for always having order x'self, because this institute is primary source from various the sciences and technology compared to other source. Purpose of education in Indonesia as written in Law (*Undang-undang* or *UU*) Republik Indonesia (RI) number 20 the year 2003 section 3 is "to grow it educative participant potency in order to become man who is religious and having godly to The one supreme God, having behavior glory, healthy, bookish, capable, creative, self-supporting, and becomes democratic citizen and responsible". On that account government as institute having responsibility attainment of purpose of the education must always strives various school resource that education in Indonesia quickly grows in line with expected.

According to educationist, teacher is factor which is more important in influencing quality of education compared to other resources. This as expressed Harris (1992) that teacher as one of

education component relatively influential to success of education. So do with Djojonegoro (1995) is expressing in more assertively that "teacher is locking in all education effort and improvement quality of education". Teacher activity will influence quality of education through his performance. From expression of the the experts, hence teacher performance gets government special notice of Indonesia.

In the effort increasing teacher performance, government of Indonesia does policy of teacher certificate based on law number 14 the year 2005. In this governmental policy gives educator certificate to teacher which professional to realize purpose of national education. Through this policy expected able to quicken improvement quality of education in Indonesia

In this case, phenomenon happened in public shows there is no difference of teacher performance which has and has not certificate. But result of research Rifa'atul Khufyah (2009) concludes that: (1) Personality competence of teacher which has had certificate is better from personality competence of teacher which has not certificate, (2) competence pedagogic teacher which has had certificate is better from competence pedagogic teacher which has not certificate, (3) teacher professional competence which has had certificate is better from teacher professional competence which has not certificate. So arises various other questions, for example like: " what their motivation?, what difference their performance?"

In implementation of this policy, especially in Kuantan Hilir district Kuantan Singingi sub-province what has 5 SMPN, at the time of this research done has around 20% teacher which has had certificate. On that account this research aim to know " are there difference of teaching performance signifikan between teachers which has and has not certificate".

## Literature Review

Like explained at part before all that teacher is variable which is more important in influencing performance quality of education compared to other variables. Teacher activity in influencing performance quality of this education would seen through their performance teaches. So performance teaches teacher is important aspect in quickens performance purpose of education. In the effort to increase performance teaches teacher, government of Indonesia does policy of teacher certificate as professional teacher identity. As according to study in this research, hence successively at part of this will be explained about (1) performance teaches teacher, and (2) teacher certificate like following.

### Performance Teach of Teacher

Performance teaches coming from performance word and teaches. According To Sulistyorini performance is level of success of someone or group of insider executes their duty and responsibility is and ability to reach purpose and standard which has been specified (Muhlisin, 2010). Differs From Ajeng Tyas Novianto (2009), is expressing that performance is an effort to obtain best result from organization, group and individual passed understanding. While teaching is activity of orthogonal transformation of science (cognitive, affective, psychomotor) to educative participant. So performance teaches teacher is level of success of teacher in teaching it.

Above concept also as of tone with Suryo Subroto, that teacher performance in process of learning teaches is readiness or efficiency of teacher in creating situation of communications which edukatif between teachers with educative participant, what include cognitive situation, affective, and psychomotor, as effort studies something based on planning up to evaluation and follow-up to reach purpose of teaching (Nanang Kosim, 2007).

From statement of the inferential above experts that performance teaches teacher basically is result of activity a teacher (in the form: cognitive, affective, and psychomotor student) what obtained through planning, process, and evaluation on study activity of done. Ini senada dengan pernyataan that teacher performance is ability and business learns to execute study duty as well as possible in planning of teaching program, execution of activity of study and evaluation result of study.

From some inferential above statement that teacher performance is ability of teacher in executing main duty as an educator in covering study activity plans, teaches, guides, points, trains, and evaluates study process based on certain standard.

According To Mathis and Jackson (2006), performance measurement requires usage of relevant criterion focusing at important aspect from someone work. Side other of Permendiknas RI number 16 the year 2007 about Standar Kualifikasi Akademik and Kompetensi Guru, explains that " Teacher Competence Standard is developed fully from 4 main competence, that is: (1) Pedagogic competence, (2) Personality competence, (3) Social competence, (4) Professional competence. Fourth of the competence will integrated in teacher performance". The four teacher competences, explainable each like following.

(1) Pedagogic Competency

Pedagogic competence covers understanding to educative participant, scheme and execution of study, evaluation result of learning, and expansion of participant educates to submit self actualization various potencies owned by it .

(2) Personality Competency

Personality competency is ability of personal expressing settled personality, stable, adult, authoritative and wise, becomes byword for educative participant, and having behavior glory

(3) Social Competency

Social competency is teacher ability to communicate and interacts effectively with educative participant, educator humanity, educational energy, parent or pupil sponsor of educative participant and public around.

(4) Professional competency

Professional competency is domination of study matter widely and circumstantial including domination of subject curriculum matter in school and science substance shading its, and domination to its(the structure and science methodologies (Permendiknas RI no. 16 tahun 2007; Suyatno, 2008; Farida Sarimaya (2008))

According To Swamp J. Simanjuntak, performance everyone influenced by some factor, that is: individual competency, motivation and job ethos, organization support, and management support (Nanang Kosim, 2007). While according to Yuliani Indrawati (2006) main factors influencing performance is ability and willingness. So Do PP RI number. 19 the year 2005 about Education National Standard that expressing "This teacher competency standard developed fully of four main competences (that is pedagogic, personality, social, and professional competency) which will integrated in teacher performance".

### **Teacher Certification**

Law RI number 20 the year 2003 about national education system, Law RI number 14 the year 2005 about teacher and lecturer, and PP RI number 19 the year 2005 about Education National Standard express that teacher is professional educator. For the purpose, teacher is qualified to has minimum academic qualification of relevant diploma or master (S1/D-IV) and mastering competence as study agent.

Accomplishment of Clauses of mastering competency as study agent covering pedagogic competency, personality competency, social competency, and professional competency is proved with educator certificate. Teacher certificate as improvement effort quality of teacher and improving prosperity of teacher is expected can upgrade education quality and study in Indonesia on an ongoing basis (Pedoman Sertifikasi bagi Guru dalam Jabatan, 2007).

According to law RI number 14 the year 2005, especially section 1 item 11 expressing "certification is processing giving of educator certificate to teacher and lecturer. Certification done to the teachers called as teacher certification. As for certification done to the lecturers called as lecturer certification.

According To Suyatno (2008), the certification is production process and document giving. Teacher which has got certificate to mean has had qualification to teach like the one explained in certificate. While according to Khufyah Rifa'atur (2009), the teacher certification is processing giving of educator certificate to teacher, with aim to determine eligibility of teacher in executing duty as study agent and realizes purpose of national education and increases process and quality of education result.

From the citation can comprehend. that certification is processing giving of educator certificate to teacher which has fulfilled clauses (that is: personality competency, professional competency, social competency, and pedagogic competency) to realize purpose of national education

The teacher certification arranged in section 11 sentence (2) and (3) law number 14 the year 2005 about Teacher and Lecturer (or UU GD) mentioning that "educator certificate carried out by college have levying program of energy education of accreditation which have specified by government and executed transparently, objective and akuntabel. Everyone owning that educator certificate have same opportunity to be lifted to become teacher at set of certain education" (UU GD section 12). In UU GD it is determined that :

- (1) agent, educator certificate, spiritual and corporeal healthy and has ability to realize purpose of national education (UU GD Section 8).

- (2) The academic qualification is obtained by college of master program (S1) or diploma program of IV ( D-IV) matching with the duty as teacher (section 9) and S-2 for lecturer (UU GD Section 46).
- (3) The educator profession competence has pedagogic competency, personality competency, social competency, professional competency obtained through education of profession (UU GD Section 19).

The law of Teacher and lecturer section 16 emphatically express that government gives subsidy of teacher profession lifted by government and set of education carried out by public having equivalent level educator certificate oncelly base salary lifted by government at the same year of service level and qualification. This profession subsidy are allocated in Government Revenue and Expenditure Budget (*Angaran Pendapatan dan Belanja Negara* or APBN) and Area Government Revenue and Expenditure Budget (*Angaran Pendapatan dan Belanja Daerah* or APBD).

## Methodology

Research population is teacher of Junior High School public (SMPN) District of Kuantan Hilir, Sub-Province of Kuantang Singingi counted 100 people, covering 20 people teachers which have owned educator certificate and 80 teacher people which not yet owned educator certificate. Using Slovin formula with level of mistake 10%, this research is done to sample 50 teachers (or 50%), which is taken use technique of proporsional random sampling with distribution like following..

Table 1. Distribution of population and sample research at SMPN District of Kuantan Hilir, Sub-Province Kuantan Singingi

Number	Schools	Sum of teachers	Techer have certificate		Teacher have not certificate	
			Populaton	Samples	Populaton	Samples
1.	SMPN I	28	7	3	21	10
2.	SMPN II	20	2	1	18	9
3.	SMPN III	19	3	2	16	8
4.	SMPN IV	20	6	3	14	7
5.	SMPN Atap Teratak Baru	13	2	1	11	6
Sum		100	20	10	80	40

Source of data : On duty education of Sub-Province Kuantan Singingi

For this research, data collected to use kuesioner made in researcher based on its variable indicator by 5 answer alternative. Hereinafter gathered to be data to be analysed to use: (a) descriptive analysis and (b) The t-tes analysis to two separate sampel at level of signifikani 5% with formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S_1^2/n_1 + S_2^2/n_2}}$$

In doing this analysis, data processing is done with help of Program SPSS by computer.

Specially to performance variable teach teacher, in descriptive analysis use 5 category (Very high, high, enough, low, and very low) using formula calculation of interval value like following

$$\text{Interval} = \frac{\text{Maximum score} - \text{Minimum score}}{\text{Amount of category}}$$

## Research Finding

Sub-Province of Kuantan Singingi as this research obyek represent extension of Sub-Province of Indragiri hulu formed pursuant to UU number 53 year 1999, about Forming of Sub-Province of Pelalawan, Rokan Hulu, Rokan Hilir, Siak, Natuna, Karimun, Kuantan Singingi dan Kota Batam. Kabupaten Kuantan Singingi terdiri dari 12 regional district broadly 7,656,03 km<sup>2</sup>. This area cover 9 district and one among others is District of Kuantan Hilir becoming this research obyek. District of Kuntan Hilir have 21 Elementary School (SD/MI), 5 Junior High School (SMP), and 4 Senior High School (SMA, MA, SMK).

Data result of research of performance teach teacher at SMPN Kuantan Hilir which have certification have mean score equal to 104,70. This number higher 24,65 compared to performance score teach teacher which not yet certification equal to 80,05 like at table following

Table 2. Descriptive statistic of Score Performance teach Teacher

### Group Statistics

Status	N	Mean	Std. Deviation	Std. Error Mean
Performance Has Certificate	10	104.70	5.38	1.70
teac of Teacher Has not Certificate	40	80.05	7.52	1.19

Descriptively result of research find, in general (60%) teacher of SMPN in District of Indragiri Hilir which had certificated have performance teach very high and the rest (40%) at high category, while teacher which not yet certification at category "enough" and " high" each 55% and 45% like at table following.

Table 3 Distribution Frequency of Performance Teach of Teacher at SMPN District Kuantan Hilir

Number	Categories	Techer have certificate		Teacher have not certificate	
		Amount	%	Amount	%



1	Very high	6	60%		
2	High	4	40%	18	45%
3	Enough			22	55%
4	Low				
5	Very low				
	Sum	10	100%	40	100%

From table indicates that in general teacher SMPN District of Kuantan Hilir which has certificate higher level performance compared to which has not certificate with performance teaches minimizing at category " Enough Heights".

Height of performance teach of this is supported by 3 teacher activities in their teaching, that is: (1) activity early of teaching, (2) fundamental activity of teaching, and (3) closing activity of teaching with research result like following.

In activity aspect early of teaching, data result of research finds score average of 9,20. This number 2,35 higher compared to performance score to teach teacher which has not certificate amount 6,85. In general teacher which has certificated has higher level performance in doing activity early of teaching compared to teacher which has not certificate like at table following

Tables 4 Distribution Frequency of Performance Teach of Teacher (activity of early of teaching) at SMPN District Kuantan Hilir

Number	Categories	Techer have certificate		Teacher have not certificate	
		Amount	%	Amount	%
1	Very high	9	90%	3	7,5%
2	High	1	10%	25	62,5%
3	Enough			4	10%
4	Low			8	20%
5	Very low				
	Sum	10	100%	40	100%

From table is explainable that generally (90%) teacher which has certificate has a real performance height in doing activity early of teaching, while teacher which has not certificate at high category (62,5%). Side other of teacher which has certificate is has minimum performance at high category in doing early of teaching, while teacher which has not certificate still be found having performance at low category equal to 20%

Related to fundamental activity of teaching at study, data result of research finds score average of 86,40. This number higher 20,35 compared to performance score to teach teacher which has not certificate equal to 66,05. In doing activity of fundamental teach, generally (60%) teacher which has certificate has a real performance height category, while teacher which has not certificate has performance at medium category (60%) like at table following

Tables 5 Distribution Frequency of Performance Teach of Teacher (fundamental activity of teaching) at SMPN District Kuantan Hilir

Number	Categories	Techer have certificate		Teacher have not certificate	
		Amount	%	Amount	%
1	Very high	6	60%		
2	High	4	40%	16	40%
3	Enough			24	60%
4	Low				
5	Very low				
	Sum	10	100	40	100%

From table is explainable that in doing activity of fundamental teach, teacher which has certificate has better performance compared to teacher which has not certificate. Side other of teacher which has certificate is has minimum performance at high category in doing activity of fundamental teach, while teacher which has not certificate still be found teacher having performance at medium category equal to 24%.

In aspect of closing activity at study process, data result of research finds score average of 9,10. This number higher 1,95 compared to performance score to teach teacher which has not certificate equal to 7,15. In doing closing activity at study process, teacher which has certificated has higher level performance compared to teacher which has not certification like at table following

Tables 6 Distribution Frequency of Performance Teach of Teacher (closing activity of teaching) at SMPN District Kuantan Hilir

Number	Categories	Techer have certificate		Teacher have not certificate	
		Amount	%	Amount	%
1	Very high	9	90%	2	5%
2	High	1	10%	30	75%
3	Enough			4	10%
4	Low			4	10%
5	Very low				
	Sum	10	100	40	100%

In the table above can inform that implementation of closing activity at study process done, teacher which has certificate generally (90%) has very height performance, while teacher which has not certificate at high category (75%). Other side of closing activity at study



process done this, teacher which has certificate is has minimum performance at high category, while teacher which has not certificate still be found teacher having performance at low category equal to 10% though also there is having very height performance 5%.

Descriptively, research result of above seen that teacher which has certificated has better performance compared to teacher which has not certificate. However, is statisticly difference of the performance caused policy of teacher certification?. To answer this question, hence done examination t-test for two group of separate sample of like the one has been planned at research method.

From result examination t-test applies program SPSS with help of computer is obtained t-hitung 11,882, like at table following.

Table 7. Calculate result of t-test value

		Independent Samples Test								
		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Performance teac of Teache	Equal variance assumed	2.011	.163	9.727	48	.000	24.65	2.53	19.55	29.75
	Equal variance not assumed			11.882	18.917	.000	24.65	2.07	20.31	28.99

The t-table value at signifikansi 5% which has been specified is 1,677. From both t-test values show value of t-hitung 11,882 bigger compared to the t-table value equal to 1,677 or sig value in this table equal to 0,000. In this means there are difference of performance teaches in assures between teachers which has certificated with teacher which has not certificated. There by policy of teacher certification has benefit meaning to increase performance teaches teacher. Performance score teaches teacher which has certificated higher 24,65 compared to to be has not having certificate.

## Implication

Result of analysis t-test proves " there is difference of performance teaches between teachers which has certificate with has not certificate. So do result of descriptive analysis finds performance score to teach teacher which has certificate is higher 24,65 compared to with has not certificate. In this case means policy of teacher certification done by Indonesia government to have benefit to increase performance to teach teacher so that will increase quality of education in Indonesia. Therefore this policy need to be continued by doing repair some weak aspects, like: eliminates sertifikasi portfolio model because less effective, improve certification model PLPG which in implementation has some weakness, and extends implementation of model PPG.

## Conclusion

Teacher is factor which more main to reach purpose of education. Teacher will influence attainment of purpose of education through performance teaches it. Performance teaches a teacher influenced by various factor, like: competency and motivation.

Policy of certification teacher done by Indonesia government meant to quicken improvement quality of education through performance of the teachers. In this policy a teacher having 4 competencies qualified (that is competency: professional, pedagogic, personality, and social) will be given subsidy once base salary received monthly.

Result of research finds, there is difference of performance teaches teacher SMPN District Kuantan Hilir which has certificate with has not certificate assures. Teacher which has certificate obtains performance score to teach 24,65 higher compared to teacher which has not certificate having score 80,05. In this case means policy of teacher certification done by Indonesia government have benefit meaning to quicken improvement quality of education in Indonesia.

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