

The Analysis of Certified English Teacher's Performance

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Abstract

Teachers nowadays are called professional educators. They must have at least a bachelor's degree in specific major. These teachers have the right to get recognition from the government as a decent and able to be certified through series of tests. This study aims to describe the performance of educated certified English teachers in terms of the four types of teacher competencies. This study uses a descriptive qualitative approach. The sample is certified English teacher from SMKN 1 Cinangka Serang Regency. The sample is chosen purposively. The instruments used were questionnaires, interviews and documentation. The result showed that English teacher at SMKN 1 Cinangka Kabupaten Serang included in pedagogic competence 81%, personality competence 82%, social competence 83% and professional competence 81%. The mastery of the four competencies will produce good teaching performance as well. To conclude, the teacher in SMKN 1 Cinangka Serang Regency is proficient and has showed the teacher's performance in each competency in excellent way.

Keywords: *teacher certification, teacher's competencies, performance*

Introduction

Teachers, as Saragih (2011:17) defined, are professional educators whose main duties are to teach, to guide, to direct, to exercise, to assess and evaluate students in primary until tertiary level. From this understanding, it can be assumed that the teacher has a very broad range of tasks and must have a variety of skills which must be applied to students and to the classroom situation in each level of education. To improve the quality of education, especially in developing countries like Indonesia, highly qualified and dedicated teachers are needed in the

workfield. The highly accomplished English teacher is therefore, potentially at least, the key role model for the aspiring student or beginning teacher. Brunner (in Goodwyn, 1997: 129) pointed out that qualified English teachers are called experts are able to demonstrate things with great skills, but that they often disguise difficulty, unintentionally, by making things look easy. It does not mean that the teaching activity is easy but the can change the difficulty into meaningful way.

One indicator of a qualified teacher can be reviewed through his academic achievement by obtaining a Bachelor's degree or equivalent to a Bachelor's Degree (S1). In Law Number 14 year 2005 concerning about Teacher and Lecturer it is stated that teachers need to be graduated from bachelor level in a specific major. Teachers who are still undergraduated are prohibited to teach in any school level. But in fact, in central bureau database (Dapodik) 2016 semester 1, there are still 2.877 teachers in undergraduate level. (Uni: 2017). Undergraduate teachers indicate that the knowledge being learned has not been completed and has not received an equivalent academic degree from the state. Another problem is the lack of teacher in rural schools. It provides a chance for teachers to teach fields that are not in accordance with their expertise, so that the impact is the results of teaching and learning process which is not optimal. The incompetence of a teacher directly will affect the results of learning. Good learning result will not only be achieved by teacher's courage/chance to teach but also by academic achievement and through extensive experiences.

The efforts in increasing numbers of professional teachers have done frequently but its implementation still meets of many obstacles dealing with the government issues and in the school unit itself. For example, there are indications that the government is not serious about dealing with teacher problems, lacks focus on efforts to train and develop quality of

teachers so that it seems the result is less than optimal. Moreover, the handling of teacher professional problems is not done by experts so it does not produce continuous improvement. Teachers need to be fostered to be professionals, developed and given appropriate awards in accordance with the demands of the task at hand. One of the alternative ways is by following the teacher's certification procedure.

Certification according to Nataamijaya (in Mulyasa, 2012:34) is a procedure used by a third party to provide a written guarantee that a product, process or service has met the specified requirements. The certification process is seen as an important part of the effort to obtain certain certificates according to their expertise. Mulyasa in his further explanation also believes that teacher certification is an examination process for teachers who want to gain recognition and / or improve competence in accordance with their profession. Teacher certification is mandated by the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System Article 61 states that certificates can take the form of diplomas and competency certificates, but not certificates obtained through scientific meetings such as seminars, discussions, panels, workshops, and symposium. However, competency certificates are obtained from education providers and training institutions after passing the competency test held by an accredited education unit or certification. This provision applies both for educational and non-educational staff who wants to sign up for professional teaching. Mulyasa (2013: 34) furthermore explained that the aims of certification and teacher competency tests are conducted to map the condition of teachers's condition nationally. Teachers are not proficient can be seen from the results of teacher performance including professional abilities and needs to get treatment (such as mentoring and monitoring), while on the other hand, good teachers need to be fostered and retained, even given awards or promoted.

Performance is very important for teachers. Performance is also observable. Real performance evaluation results can be used as a benchmark for teachers in assessing how effective and productive they are in carrying out their work. Aritonang (in Barnawi and Arifin, 2014:11) explained that performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 concerning Academic Qualification Standards and Teacher explained that performance of teacher can be distinguished by four areas. They are pedagogical competence, social competence, personality competence and professional competence. The following are the description of each competency: (1) pedagogical competence include understanding students, planning and implementing learning activities, evaluating learning outcomes, and developing students to actualize various potentials possessed by students, (2) personality competence include mastery of values including norms, morals, aesthetics, and science, influencing the ethical behavior of students as individuals and as members of society. The application of good discipline in the educational process will result in a strong mental attitude, character, and personality of students, (3) social competence including the teacher's social abilities which include the teacher's ability to communicate, work together, sympathetic, and have a pleasant attitudes, (4) professional competence, which is the ability that teachers must have in the learning process. The teacher has the task to direct student learning activities to achieve learning objective, teachers are required to be able to deliver learning material.

Teacher performance development is needed in order to achieve optimal results from the education and learning process. The development of the teaching profession is carried out systematically based on the initiative of the teacher itself, the education unit, namely schools, and

government institutions. Teachers' abilities need to be continuously improved and adjusted to the demands and development of knowledge that covers various aspects such as material, teaching methods, approaches to the environment and so on. This study aims to look at the performance of teachers who have passed teacher certification and analyse the development of four types of standard competencies.

Method

This study uses a descriptive qualitative approach with case study method. Sugiyono (2016:207) defined a qualitative study is a research which focuses in one single object or partial. Further, Sugiyono also explained that problem formulation in qualitative research guides researchers to explore or photograph social situations that will be studied thoroughly, broadly and deeply. Thus, it implies that a qualitative research is a conceptual research which composed of certain things that are specific and will be empirically tested. While a case study method, according to Mulyanto and Wulandari (2010:19), is a form of research that explores certain phenomena in a given time and activity by collecting detailed information using data collection procedures in a certain period. Case study can be used to develop hypotheses and test them to solve problems if the researcher is able to choose the right case, has a deep understanding, and is correct in translating the dynamics of the situation. The samples of this study are English subject teacher who has received an educator certificate, principals, colleagues and students. Total sample are four persons. The sampling technique used was purposive sampling because the researcher had determined from the beginning the data to be taken. An interview guide was given to the teacher with the aim of knowing teacher's daily performance of the four competencies. Observation guidelines were used when observing teaching and learning activities in the class while the questionnaire assessment was given to the Principal, fellow teachers and students with a total of 72 items from 24 indicators of achievement of teacher competency. Both of these

instruments refer to 4 types of competency standards that must be mastered by teachers according to The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007. Data analysis techniques using the theory of Miles and Huberman whose steps include: data collection (data collection), data reduction, data presentation, and drawing conclusions or verification (drawing conclusions).

Results

The criteria for achieving teacher performance can be seen from the four types of teacher competency standards which include 24 indicators of teacher skills. Then after the data is analyzed then the percentage of achievement is manually calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note

P = Percentage

F = Total answer given

N = Total items (Arikunto and Cepi: 2010)

After the percentage has been obtained in academic supervision based on administration and teaching implementation, then the data will be compared with the ideal criteria of performance which can be seen in the table below:

Table 1. Criteria for Teacher's Performance

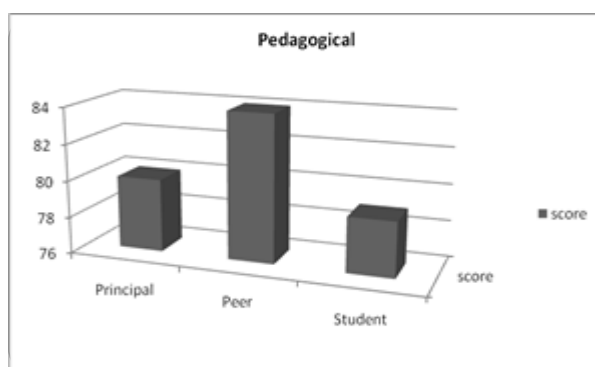
Average Score	Category
80% < x ≤ 100%	Excellent
67% < x ≤ 80%	Very Good
53% < x ≤ 67%	Good
40% < x ≤ 53%	Less/Lack
x ≤ 40%	Poor

(Furqan, 1997)

Pedagogical Competence

Pedagogical competence relates to how teachers can recognize the characteristics of students, master the concepts of teaching and learning curriculum and subjects taught, carry out teaching and learning activities and conduct evaluations of learning outcomes. The pedagogical competence has ten indicators, namely (1) knowing students' characteristics from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, (2) understand learning theory and principles of teaching and learning, (3) develop a curriculum that related to the subjects being taught, (4) apply effective teaching and learning, (5) use the information and communication technology for the sake of teaching and learning, (6) help learners in maximizing their personal potentials, (7) communicate effectively, empathically and politely, (8) carry out assessment and evaluation of learning processes and results, (9) utilize the results of assessment and evaluation for the benefit of learning, and (10) expedite reflective actions to improve the quality of learning. The achievement of Pedagogical Competency indicators is analyzed based on a perceptual questionnaire completed by the Principal, teacher colleagues and students. The results found that certified English teachers are assumed to have mastered pedagogical competencies. The results of the Principal's questionnaire were 80%, peer 84% and student 79%. The average percentage of the three is 81%.

Graph 1. Result of Pedagogic Competence



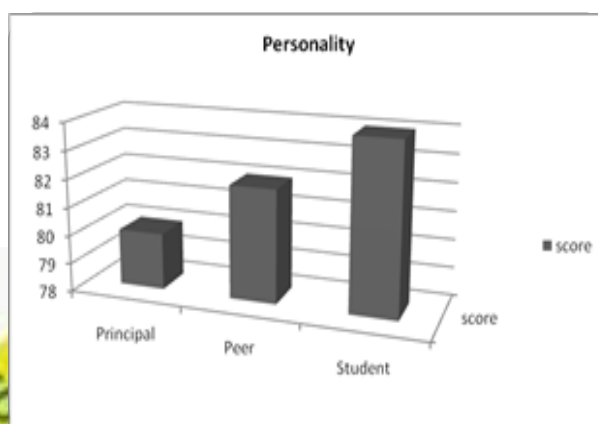
The results of data calculations from certified English teacher in SMKN 1 Cinangka Serang Regency stated that the average component of teacher pedagogical competence was 81% or in the excellent category. This data shows that teachers can already know their students well, understand the ways and techniques of teaching in the classroom, master the classroom situation and understand the scientific substance that they master. This has been in a line with Goodwyn's theory (1997:124) that good pedagogical teacher is a teacher who understands well about his subject knowledge; able to develop pupil's reading and response skills; understand stages of development and ensure progression and has a broad understanding of a range of possible assessment technique.

Personality Competence

Personality competence is related to the characteristics of the teacher and how the teacher runs the rules and norms that apply around him and how he runs the professional code of ethics. Teacher personality competence have five indicators, namely: (1) act in accordance with the norms of religion, law, social, and national culture of Indonesia, (2) display themselves as honest, noble and exemplary individuals for students and the community, (3) show character of steady, stable, mature, wise and authoritative person, (4) perform work ethic, high responsibility, pride in being a teacher and self-confidence, and (5) apply the code of ethics of the teaching profession. The achievement of Personality Competency indicators was analyzed based on a perceptual questionnaire filled out

by the Principal, teacher peers and students. The results of the Principal's questionnaire were 80%, peer 82% and student 84%. The average percentage of the three is 82%.

Graph 2. Result of Personality Competence



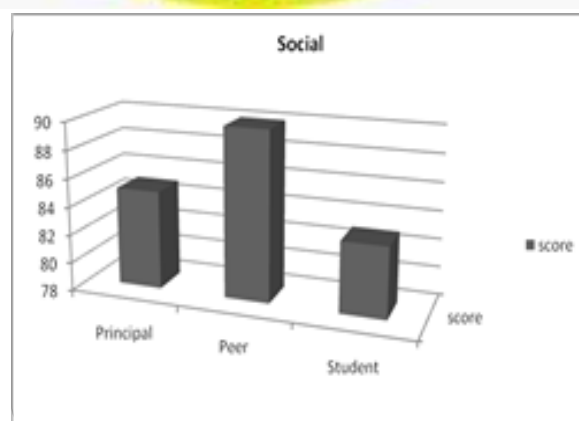
Based on the calculation, the data of certified English teacher in SMKN 1 Cinangka Serang Regency stated that the average component of teacher personality competency was 81.3% or in the excellent category. This data shows that the teacher has given a significant role in the development of student learning in class. The personality in question is how the teacher has shown the character expected by students. This is very common because the teacher is basically a person who is always a reference or always a good example to be emulated by his students. The character expected from a teacher is someone whose personality is steady, stable, mature, disciplined, wise and authoritative. It is very forming and has an effect on students as explained by Rusman (2016: 55) that personality competencies have a great influence on the growth and development of students. The application of good character as an example of discipline in the learning process will result in strong mental attitude, character, and personality of students. Teachers are required to be able to teach students about self-discipline, learn to read, love books, respect time and learn how to learn, obey the rules and learn how to behave. All will be successful if

the teacher also has a personality and can model these attitudes to students.

Social Competence

Social competence is the ability of teachers to be open and objective in interacting with the surrounding environment. This competency is related to how the teacher can communicate effectively and meaningfully in every activity related to his professional work. Social Competence has four indicators: (1) comprehensive, act objectively and not discriminate within different gender, religion, race, physical condition, family background and socioeconomic status, (2) communicate effectively, empathically and politely with others educators, education personnel, parents and the community, (3) adjust self awareness on workplaces throughout the Republic of Indonesia that have sociocultural diversity, (4) communicate with the professional community itself and other professions both in spoken and written forms. The achievement of the social competence indicators was analyzed based on a perceptual questionnaire filled out by the Principal, teacher peers and students. The results found that certified English teachers are assumed to have mastered social competence. The results of the Principal's questionnaire were 85%, peer 90% and student 83%. The average percentage of the three is 86%.

Graph 3. Result of Social Competence



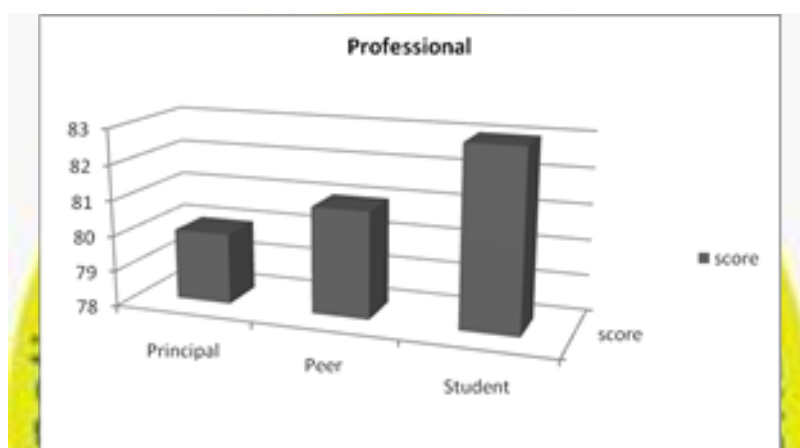
Continuing the calculation of the next competency, namely social competency, data of certified English teacher educators in SMKN 1 Cinangka Serang Regency shows the average component of teacher social competence is 87% or in excellent category. This social competence is related to effective ways of communicating by the teacher and the surrounding environment. This competency is a reflection of the teacher's role as part of the academic community that is in daily contact with students, superiors, fellow educators and even the surrounding community or parents / parents of students in academic activities. Teachers as social beings must be able to show not only flexibility in socializing, thinking and thinking but also how teachers can understand various social norms that apply in the community. This is according to Mulyasa's view (2012:182) that teacher is actually a public figure. The behavior of the teacher in the school and in the community becomes very important. What the teacher does and does not do is a role model for the community. In such a position the teacher must show excellent behavior. If the community knows that the teacher can be set as an example in the community, the community's trust in the school will increase and ultimately the community's positive assistance or support for the school will become greater.

Professional Competence

Professional competence is the teacher's skill in understanding all scientific material related to the subjects he teaches. This competency also requires teachers to develop their abilities comprehensively and continuously by paying attention to the patterns of the times and technology. This professional competency has five indicators, namely: (1) comprehend material, structure, concepts, and scientific mindset that supports the subjects being taught, (2) understand the concept of standard competency and basic competency of the subjects being taught, (3) able to develop learning material creatively, (4) develop professionalism by taking reflective action continuously, and (5) able to use

information and communication technology to develop themselves. The achievement of professional competency indicators is analyzed based on a perceptual questionnaire filled out by the Principal, teacher peers and students. The results found that certified English teachers are assumed to have mastered Professional competence. The results of the Principal's questionnaire were 80%, peer 81% and student 83%. The average percentage of the three is 81%.

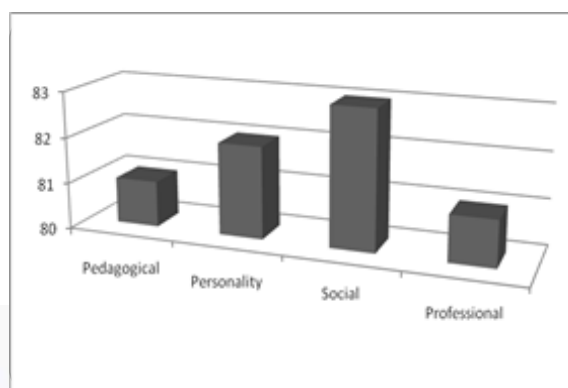
Graph 4. Result of Professional Competence



The last competency calculation of this study is professional competence. Data of certified English teachers in SMKN 1 Cinangka Serang Regency shows the average component of teacher professional competence is 90.3% or in excellent category. The teacher can master the material according to subjects, methods and concepts according to the field of study being taught can already be applied in teaching class. The teacher has also been able to make simple research by applying research designs and using the results to develop the quality of English learning in the class he teaches. In other words, the teacher has been able to empower the potential of self and existing students. Fulfillment of professional competence must be a necessity in accordance with Goodwyn's theory (1997: 125) that highly professional teacher must understand the place of English subject within the local and national curriculum; familiar with the school aims and policies; understand the school in relation to its catchment

area, to local circumstances and to linguistic and social background of English where he works.

Graph 5. Overall result for the four competencies



Total average of all four competencies are 81,75% or in the category of excellent. It means, if teacher wants to create good quality of students, teachers must master all of the four competencies. The four competencies are pedagogical, personality, social and professional competencies. Not only to master but teachers also must apply those four competencies. At present days, almost half of the teachers in Indonesia already have teachers' certificates. This means that they have graduated as professional teachers, which of course the four teacher competencies must always be carried out in their daily tasks and duties.

Conclusion

From the four competencies that have been studied, it can be concluded that English teachers who have received educator certificates in SMKN 1 Cinangka Serang Regency are in accordance with indicators of teacher performance achievement. Overall result from the four competencies showed positive relationship among others. The average score of pedagogical competence is 81%, personality competence is 82% social competence is 83% and professional competence is 81%. Total average of all four competencies are 81,75% or in the category of excellent. Thus the certified English teacher of an educator has been said

to be able to carry out the performance of the teaching profession as it should and the daily performance function can also run well. Good teacher competency will produce reliable teacher performance both in terms of knowledge, personal ability, can adapt to the community and can carry out professional tasks well.

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