

# Post-Certification Teacher Performance Management

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**Abstract**—Post-certification teacher performance management is a strategy for improving the quality of teachers in the learning process. The professional allowance needed by the teacher must be a good facilitator in developing teaching materials so that educational goals can be achieved. The purpose of this study is to encourage to discuss about: (1) planning of teachers who have certification in the preparation of learning strategies, learning methods, and learning materials, (2) learning development programs conducted by teachers who have certification, (3) by post-certification teachers and who is involved in supervision in improving the quality of learning, (4) evaluating the performance of certified teachers, (5) inhibiting factors in developing teaching materials for certified teachers. This research method uses a qualitative approach with field observation techniques, documentation studies, and interviews. The data analysis process begins by examining all available data from various sources, namely interviews, interviews that have been written in field notes, personal documents, official documents, photographs and so on. The results of this study revealed five findings, namely: (1) The teacher conducts learning in the classroom by preparing the learning syllabus and material in accordance with the Learning Implementation Plan (RPP), as well as providing learning media that is used to support the learning process. (2) The implementation of the learning program is carried out by certified teachers running well because it can fulfill the learning media to support the teaching and learning process in the classroom. (3) in improving the quality of teachers, especially teachers who have been certified are supervised by the principal and deputy principal, and education supervisors to ensure that these teachers work in accordance with their duties and functions. (4) Evaluation of the performance of teachers who have been certified in improving the quality and quality of their performance is carried out every semester if the scores obtained by students can exceed the minimum passing standards. (5) The effect of inhibition of certified teacher programs in the implementation of management functions (planning, organizing, driving and calculating) in the development of teaching materials on improving student learning achievement is the diversity of student conditions that make it difficult for teachers to unify perceptions so that learning is achieved well.

**Keywords**—*management; teacher performance; certification*

## I. INTRODUCTION

### A. Definition of Management

The term management is often used in various fields, including in education. Management is an activity to manage various resources, both human and material, to carry out various activities of an organization to achieve its objectives optimally. Therefore, management is an activity that must exist in the organization and is the leader's task in moving the various available resources towards the goals to be achieved. Management is the ability of leaders (managers) to empower others through the activities of creating and developing cooperation in achieving organizational goals effectively and efficiently [1].

Management as a process of managing activities and as people who carry out these management activities [2]. management is the business activity of cooperation between two or more people to achieve the goals set. Activities carried out institutionally, which involve several personal and utilize resources, the elements of management play an important role [3]. In a simpler definition, management is a process of how to achieve organizational goals through leadership [4].

Each expert gives a different view of management's boundaries because it is not easy to give a universal meaning that is acceptable to everyone. However, from the thoughts of experts about the definition of management, most state that management is a particular process that uses the ability or expertise to achieve a goal which in its implementation can follow scientific schemes and can also highlight the uniqueness of style of managers in utilizing the abilities of others [5].

Thus, there are three focuses to define management, namely: (1) management as an ability or expertise which subsequently becomes the forerunner to management as a profession. Management as a science emphasizes attention to managerial skills and abilities that are classified into technical, human and conceptual abilities or skills, (2) management as a process that is by determining systematic and integrated steps as management activities, (3) management as art is reflected from differences in one's style of using or empowering others to achieve goals.

Organizational empowerment carried out by every manager in creating and developing a partnership always requires structuring and change by the conditions faced by an organization, both internal and external factors. So that it can display a strategic, and this is the task of every leader. The problem is what efforts the leaders make so that the organization can realize its vision and mission following the demands of the community.

#### *B. The Purpose of Educational Management in Schools*

Educational management activities in schools are not the main activities, but supporting activities, namely as a support to improve the effectiveness of educational and teaching programs in schools [6]. The aim is to organize education management in schools to create good, harmonious cooperation in utilizing all sources, both human and material (non-human) sources so that the resources available in schools can be utilized optimally to support educational programs in schools effectively and efficiently.

General management objectives can be broken down into operational objectives as follows: (a) educational activities in schools can be planned, organized, implemented, and can be monitored, and can be evaluated properly, (b) educational activities in schools can be utilized in an optimal in supporting the achievement of educational goals in schools, (c) a good climate or working atmosphere is achieved at school, (d) harmony of cooperation among personnel involved in school activities properly, so as to create a "teamwork" school well, (e) the objectives of education in schools can be achieved optimally, effectively and efficiently [7].

From the opinions of some of the experts above, it can be concluded that the goals of school management are to create an atmosphere of learning and an effective, active, creative, and enjoyable learning process in achieving educational programs in schools.

#### *C. Teacher Performance*

Performance is an expression of a person's potential to fulfill their responsibilities following certain standards [8]. Another definition states that performance is the level of execution of tasks that can be achieved by someone using the abilities and limits that have been determined to achieve organizational goals [9]. not only that performance can also be a manifestation of one's ability as demonstrated by the ability to carry out tasks with certain standards.

The result or level of success of a person in a certain period [10]. in performance as work performance, work performance, work results or performance [11]. Both of these opinions indicate that performance is the result achieved by people with a predetermined act.

Based on the two opinions above, it can be emphasized that performance is the success of individuals or groups in carrying out their duties with time and work standards that have been set, thus there are three elements in defining performance, namely work results, work time and work standards.

One of the factors that influence the quality of learning is the teacher variable. Teachers have a quite dominant influence on the quality of learning, because teachers are responsible for the learning process in the classroom, even as the organizer of education in schools. Among the various inputs that determine the quality of education (indicated by student achievement), one-third are determined by the teacher. the most dominant teacher factor influencing the quality of learning is teacher performance. the results of a study conducted showed that 76.6% of student learning outcomes influenced the quality of learning is the performance of teachers, with details: the ability to teach teachers to contribute 32.43%, mastery of learning materials contributed 8.60%. Teacher performance that has a direct influence on the learning process is the performance of teachers in the classroom or teacher classroom performance [12].

There are several indicators of teacher performance, namely: "it will appear in terms of student satisfaction and student parents, student achievement, social behavior, and teacher attendance. Thus, it is clear that assessing and understanding teacher performance is inseparable from students as students' subjects, and the level of learning achievement achieved by students is a picture of teacher performance as a planner and learning manager for classroom administrators [13].

#### *D. Professional Certification*

In general, teacher certification can be considered as a mandate from Law no. 20 of 2003 concerning the National Education System. In particular, teacher certification is carried out concerning Law No. 14 of 2005 concerning Teachers and Lecturers (UUGD) which was passed on 30 December 2005, especially in Articles 8 and 11.

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that certification is the process of giving educator certificates to teachers and lecturers. Whereas the educator certificate is formal evidence as an attorney given to teachers and lecturers as professional staff. Based on this understanding, teacher certification can be interpreted as a process of giving recognition that someone already has the competence to carry out education services in a particular education unit, after passing the competency test held by the certification body. In other words, teacher certification is a process of competency testing designed to express the mastery of one's competence as a basis for granting educator certificates [14].

Certification is the process of giving teacher certificates to teachers. Educator certificates are given to teachers who have met teacher professional standards. A certificate is an official document that states the information in the document is true. A teacher who has received a certificate means that he has the teaching qualifications described in the certificate [15]. while the other definition of certification is a serious effort to create an environmental climate. Teachers can obtain certificates and their implications increase teacher professionalism. In other words, teacher certification is a series of activities designed to assess the ability of teachers from four competencies, namely pedagogical competencies, social competencies, professional

competencies, and personality competencies that are indicated by certificates or certificates that have been approved by the authorized institution [16].

Quality teachers can be seen from the competencies they have. Teachers who have competence can be proven by having an educator certificate. Educator certificates can be obtained through the teacher certification program. According to the National Board for Professional Teaching Standards (2019) teachers participating in the certification program must have some qualifications, including having a bachelor's degree from an accredited institution, completing three years of teaching, and holding a valid teaching license. Certification is an attempt by the government to improve the quality of teachers [17].

But qualified teachers with educator certificates are not impossible to encounter obstacles in the implementation of learning. One of the obstacles of teachers is the availability of school facilities and infrastructure. Schools in urban areas are believed to have adequate resources in implementing learning, such as learning resources and infrastructure as well as having easy internal access, while schools in rural areas are faced with a lack of resources [18]. Without appropriate resources, it is difficult for teachers to implement the curriculum effectively to improve student learning and teaching. Differences in resources such as infrastructure, library facilities, and ICT also cause differences in professional development for rural teachers and urban teachers. Also, internet access in rural schools is limited to inadequate broadband connections (weak connections) [19].

Based on some of the expert opinions that have been outlined, it can be concluded that the location of schools and the status of teacher certification are interrelated. Where there are more teachers who have certified educators in urban schools. Even so, it is not impossible that village schools can have certified teachers. But the performance of certified teachers in village schools can be disrupted by the lack of adequate learning support resources. So, it can be said that the certification of teachers is nested in the school location. Teachers who are already certified and teach in schools should have relevant (teaching and tactical understanding) skills.

## II. METHODS

This research uses a qualitative case study approach. Qualitative research is a research method based on post-positivist philosophy which is used to examine the condition of natural objects, analyze data that is qualitative and emphasize the results of research on generalizations [20]. The case study approach is more shown to research with the question of what, who, where, how and why. This question is used to get a picture of how post-certification teacher performance management is following the management functions and strategies used as well as supporting and inhibiting factors in managing teacher performance in schools [21].

This research was conducted at MTs (Islamic-based junior high school) Negeri 2 Medan. The reason for using this method is because this research is directly related to the object that will be examined, namely humans (social). In the book

Basics of Qualitative Research that researchers who deal directly with humans (social) must use a qualitative approach. [22] This is done for the reasons: (a) the researcher must come down to the field to discover what actually happened, (b) the relevance of the theory based on data for the development of discipline and for social action, (c) the complexity of phenomena and human action, (d) the belief that humans are actors who take an active role in responding to a problematic situation, (e) awareness that humans act on the basis of meaning, (f) understanding that meaning is redefined and redefined through interaction, (g) a sensitivity to nature will reveal an event, (h) an awareness of the relationship between conditions (structure), actions (processes) and consequences.

## III. RESULTS AND DISCUSSION

Based on research results at MTs Negeri 2 Medan, there are *several* findings of the Post-Certification Teacher Performance Management. The results and translation are as follows.

- A. Teacher planning who has been certified in developing learning strategies, learning methods, and learning materials is before the teacher starts learning in the teacher's class before preparing the instruments that will be used in teaching and learning activities. The instruments that the teacher must prepare before starting learning are: (a) preparation of RPP, (b) syllabus, (c) Analysis of Learning Materials, (d) Semester Program, and (5) Annual Program. Preparations prepared by teachers, especially for teachers who have been certified are very important to do, the main function of preparation is done before learning is as a guide or guide for teachers in carrying out activities. The instrument is brought at the time of learning so that the learning program can run effectively and efficiently.
- B. The implementation of the learning program conducted by teachers who have been certified at MTs Negeri 2 Medan is going well. The preparations made by subject teachers are mainly for teachers who have been certified before the learning process begins. The teacher's implementation in the classroom is following what was arranged before so that the teaching and learning process is achieved effectively and efficiently.
- C. Supervision of the performance carried out of teachers after certification as well as anyone who is involved in supervision in improving the quality of learning that is done to greatly affect the performance of teachers. Supervision is carried out to improve teacher performance not solely to look for errors that exist in the teacher in teaching and learning time or outside the classroom when preparing Learning Plan (RPP), Syllabus, and other supporting instruments used in supporting learning in the classroom. Supervision is carried out on teachers, especially on teachers who have been certified involving several parties including the Head Madrasah, Deputy of

Madrasah, Ministry of Religion, and the Office of Education. They are involved to assist teachers in solving problems experienced by teachers, both in the classroom and outside the classroom.

- D. Things that can be done in evaluating the performance of teachers who have been certified in improving the quality and quality of the performance of a teacher conducted by the team involved in supporting teachers to achieve good quality or performance. The important role that can be felt by teachers after the evaluation is that teachers who have difficulties will soon be overcome because the detection is filtered by the supervisors involved (Madrasah Head, Madrasah Deputy Head, a supervisory team from the Ministry of Religion (Depag) and the Prevention Education Office North Sumatra (Inspection Office). One example of a problem that is often faced by a teacher is in developing a lesson plan, well known as RPP (Rencana Pelaksanaan Pembelajaran/ Learning Program Plan).
- E. Some factors that become obstacles to the teacher in developing learning materials are students, goals, situations, facilities, and teachers. Therefore, teachers must be creative in choosing the right method in every teaching and learning activities. For example, for Business and Energy materials, suitable methods are used for lecture, question and answer, and discussion methods. So, after the teacher has finished explaining the material, students are expected to be able to play an active role by asking questions that are still unclear. And to answer questions from students, the teacher can divide them into groups to discuss the things that the students were asking about. In this group discussion, the teacher can also give students problems that are of course related to the learning objectives.

However, before the learning program takes place, a teacher first makes a learning contract to make a joint agreement in following the learning given by the teacher. Even from different environmental backgrounds, a teacher will be able to overcome existing obstacles through mutual agreement between the teacher and students.

#### IV. CONCLUSION

The conclusions on the results of research conducted at MTs Negeri 2 Medan are as follows, the planning process carried out by special teachers who have been certified is going well. Before carrying out learning activities in class, teachers are required to make initial preparations such as (a) Learning Program Plan (RPP), (b) Learning Syllabus, (c) Strengthening Learning Objectives, (d) Teaching Materials, (e) Teaching Methods, (f) Learning Media, and (g) Learning Evaluation.

In its implementation, before carrying out learning activities teachers are required to prepare instruments before teaching class. So, the learning process can run well. The instrument preparation is Silabus and Learning Material Analysis.

Supervision is carried out very big influence on improving the quality and performance of teachers. The existence of supervision is not merely to find fault with the teacher in carrying out their duties. But supervision is carried out to improve performance that is starting to decline in addition to schools or institutions that are connected easily provide input to weaknesses in certain fields.

Evaluation of teachers is done so that it is easy to identify the extent to which teachers' understanding of improving the quality of education through the application of learning materials. Evaluations made to teachers are carried out continuously and continuously so that the difficulties felt by the teacher can be overcome quickly.

The inhibiting factor in the process of learning is the limitations of facilities and infrastructure owned by schools because facilities and infrastructure are one that makes a benchmark whether learning is going well or not. Also, other inhibiting factors are individual differences or students' abilities which include intelligence, character, and background of each student.

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In the implementation of post-certification teacher performance management in MTs Negeri 2 Medan has not been running optimally, the statement is proven by the existence of factors that become obstacles for teachers in implementing their respective functions and responsibilities. Besides, teacher awareness to improve self-quality is still relatively low although it has been supported by the existence of an educator certificate. The results of obtaining additional salaries are not merely improving self-quality and learning in class, but the allocation of certification funds that have been obtained is not on target so that teachers are slow in making changes in the learning system.

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