

# Management of Post-Certification Primary School Teacher Performance in The Minahasa District Education Office Environment

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**Abstract**—Management of Performance of Post-Certification Primary School Teachers in the Minahasa District Education Office Environment This study in more detail the objectives of this study are: (1) describe the performance of post-certification primary school teachers in Minahasa Regency; (2) describes the development of post-certification primary school teachers in Minahasa District. This study uses a qualitative approach, with descriptive methods and the type of research used in this study is a case study. The results of this study indicate that the performance management of elementary school teachers has been well implemented under the leadership of the head of the education office so that the performance of post-certification primary school teachers can be maintained so that the teacher is able to carry out the task of educating, teaching and training well for student development so that improve student learning achievement. This was done by the head of the education office, supervisors, and school principals by carrying out planning, implementation, supervision and evaluation. The tasks and work of the teachers are monitored and monitored so that the duties and work of the teacher are appropriate and do not deviate from the plans that have been set. **Keywords**—*management, teacher performance, post-certification.*

## I. INTRODUCTION

The teacher is one component of education that plays an important role in the effort to educate the nation. Without the teacher, the potential that is inherent in each individual cannot be maximized. The potential of students who are gifts of God must be developed continuously in order to grow optimally as an ideal human being. Therefore, in the educational process requires a professional teacher who is able to design, implement, evaluate, analyze learning outcomes and follow up on student learning outcomes. To be able to do this heavy work a teacher must get adequate education as an educator. Therefore an educator called a teacher must be educated at the Educational Personnel Education Institution and after that must take part in the teacher professional education program so that an educator is truly referred to as a professional educator.

Certification is a government program as an effort to improve teacher quality coupled with improving teacher welfare. Teachers who have been certified or have an educator certificate receive a professional

allowance equal to one time the basic salary. The allowance applies both to teachers who are civil servants and teachers who are non-civil servants (private).

So far, the notion of certification is indeed a multi-interpretation, each person has his own understanding of certification. However, in 2005 the government issued a Teacher and Lecturer Law so that the understanding of certification was clearer and more stable, the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers as follows: 1). Article 1 point 11: certification is the process of giving educator certificates to teachers and lecturers, 2). Article 8: teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals, 3). Article 11 point 1: educator certificate as in Article 8 is given to teachers who have fulfilled the requirements, 4). Article 16: teachers who have an educator certificate receive a professional allowance of one salary, public and private teachers are paid by the government (Muclish, 2007: 2).

Certifications carried out by the government provide fresh air for teachers to improve their professionalism because they are accompanied by adequate welfare, but in carrying out their daily tasks teachers are still certified but have not shown satisfactory performance because they still survive the paradigm which is old. Teachers in carrying out their duties are only for an obligation without considering the completeness of student learning outcomes to the fullest. In addition, in making learning devices such as the implementation of learning plans, the teachers are still oriented to the knowledge aspect and less touching on the attitude aspect in terms of education in primary schools must be oriented towards the 80% attitude aspect and the 20% knowledge aspect.

The objectives and benefits of teacher certification according to the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education (2007: 3), are: a. Determine the feasibility of the teacher in carrying out the task as an agent of learning and realizing national education goals, b. Process improvement and quality of education outcomes, c. Increased teacher professionalism. The benefits of teacher certification can

be detailed as follows. a. Protecting the teaching profession from incompetent practices, which can damage the image of the teaching profession. b. Protecting the public from quality and unprofessional educational practices. c. Maintain education personnel education institutions from internal desires and external pressures that deviate from the applicable provisions. d. Improve teacher welfare.

According to Suhardiman (2012: 26), performance is related to work outcomes, work performance, achievement of predetermined targets, both quantitatively and qualitatively both carried out individually as workers and by organizations. When someone is given an assignment or work, they are usually told about the target to be achieved. Thus the performance measure is always compared to predetermined targets. Therefore, if the results or work performance are in accordance with the target and even exceed it, it can be said that the employee or organization has a good performance. To achieve performance or good work results are certainly very supported by the ability and expertise possessed and supported also by a conducive environment.

Supervision in teacher performance management is observations made by the principal to get information about the work of the ongoing teacher at the school, whether it is in line with what is expected or whether the teacher has problems when carrying out his activities. Teachers need supervision from the principal so that they can use their time as well as possible to carry out their duties in accordance with established regulations. Seeing this phenomenon, the authors feel interested in writing about how the performance of post-certification elementary school teachers in Minahasa Regency, the problems that occur with the performance of primary school teachers after certification and how to guide and manage the performance of post-certified primary school teachers in Minahasa Regency.

## II. METHOD

This study uses a qualitative approach, with qualitative descriptive methods, is a research paradigm to describe events, people's behavior, or a situation in a particular place in a detailed and in-depth narrative form (Djaman Satori, 2013). This approach is to see more in a social phenomenon including a study of the science of education, management, public policy and so on. The type of research used in the study is a case study. Therefore qualitative research is intended for case-observing research. Thus the process of collecting and analyzing data is also a case. Therefore researchers need things that are detailed in certain cases to be used in intensive performance improvements. Research using this qualitative approach researchers acted as instruments as well as data collectors. Therefore, the presence of researchers in the field is absolutely necessary. In this study the presence of researchers as participant observers and the presence of researchers can already be known as a researcher by the subject or informant.

The location to be used as a place of research is the Minahasa District Education Office. The education office is in charge of several sub-district education office UPTs. Each of these technical Implementation Units will oversee various types and levels of education both at the kindergarten to high school level.

## III. RESULT AND DISCUSSION

### 1. Performance of Post-certified Primary School Teachers in Minahasa Regency

The performance of post-certified primary school teachers is the work achieved by certified primary school teachers. The performance of post-certification teachers can be achieved well because leaders at the education office level have issued a number of regulations that must be carried out by the leaders below them. The leaders at the lowest level, such as the principal and supervisors, have implemented the policy well so that they can direct and mobilize the teachers to carry out the task of educating, teaching, guiding and training well for students so that they can improve student learning achievement.

From the results of the study illustrate that the teachers who have received teacher certification allowances are always motivated to improve their performance and as leaders he has issued a number of policies to be implemented by a number of leaders under them. As leaders at the education office level, they have the authority to issue a number of policies to be implemented by school principals and teachers in the field.

Performance is a work achievement that is closely related to the achievements of a person or institution in carrying out their duties. Work performance is a manifestation of ability based on knowledge, attitudes and skills and motivation in producing something. This is similar to what was said [7], that performance is the result of work or work performance of a person or organization with an appearance that performs, describes and produces something, both physical and non-physical in accordance with the instructions, functions, and duties based on knowledge, attitude, skills and motivation. And associated with the performance of elementary school teachers can be interpreted as work results or work performance of teachers achieved in a certain period of time because he has the knowledge, attitudes, and skills that are adequate and have high motivation to carry out their duties.

Based on existing research findings, it can be said that the performance of elementary school teachers in terms of work results or work performance of teachers who have been certified can be said to be good. The performance of primary school teachers is adequate because leaders at both the education office level, supervisors and principals can play their respective roles by implementing the functions of planning, organizing, directing, monitoring and evaluating properly.

### Problem of performance of primary school teachers post-certification

In the teaching and learning process of course a teacher must need learning resources, namely in the form of textbooks, media lessons and other equipment to assist in the teaching and learning process. Nevertheless teachers still face obstacles such as lack of student books, and still a small number of teachers also have not used their certification allowances to buy facilities that are actually needed to support the learning process for example, laptops, LCDs and reference books.

Although the mandate of the Law of teachers and lecturers has been declared valid but dealing with government regulations number 74 of 2008 concerning teachers article 52 states that the workload of teachers includes the main activities: planning learning, implementing learning, assessing learning outcomes, guiding and training students carrying out tasks other additions in accordance with applicable regulations. Teacher workload as referred to in paragraph (1) must meet at least 24 hours face-to-face and at most 40 hours face-to-face in one week at one or more education units that have an establishment permit from the government or regional government. The consequence of not fulfilling the number of teaching hours as stated in article 63 paragraph (2) which states that teachers who cannot fulfill the obligation to carry out 24-hour face-to-face learning and do not get an exemption from the Minister are deprived of the right to receive professional allowances, functional benefits or subsidies for functional benefits, and additional problems (Kompri, 2015).

The application of the 2013 curriculum requires the existence of a teacher manual and student books so that the teaching and learning process is directed towards the desired goals. Although the curriculum requires it, but the fact is that there are still many shortcomings in student books, so that in the teaching and learning process students have difficulty finding learning resources.

### Development of post-certification elementary school teachers

Professional teachers are teachers who have competence. The competencies referred to here are pedagogic competence, professional competence, personality competence, and social competence. Even though the teacher has been certified because it has fulfilled the elements that exist but as a position that always grows and develops, the guidance efforts are still carried out by the leaders, among others, the head of the education office, supervisors and principals. This development effort is carried out so that the teachers always strive to improve their competencies and always anticipate any changes that exist as a consequence of the progress of science and technology.

Improving the quality of education must begin with improving teacher quality, because teachers are the spearhead in the education process. Therefore the

guidance of elementary school teachers is absolutely necessary. Primary school teachers in general and post-certified elementary school teachers in particular need continuous guidance so that their competencies remain optimized. Competencies that need attention to be improved are pedagogic competence, professional competence, competence, personality, and social competence. All of these competencies continue to be fostered by the leadership at both the education office level and the leaders at the school supervisors and school principals.

Teacher competency development requires good planning from existing leaders. Planning carried out by this institution always considers various factors, namely the objectives to be achieved, who is implementing, when, where and how much is needed. This capacity building is important for the institution but more than important for the teacher concerned. The benefits for teachers who receive competency training are so that the teacher concerned understands their abilities, strengths and weaknesses so that the teacher concerned will try to overcome their weaknesses and try to improve their existing abilities.

The development of post-certified elementary school teachers in Minahasa district has been carried out by the head of the education office, supervisors and principals. The training was carried out by issuing a number of regulations to be applied at the lower levels of both supervisors and principals. By referring to the existing rules and referring to the principal duties of supervisors and principals, the teacher competency development activities have been carried out so far. Such activities include KKG, MGMP, workshops, upgrading, internships and so on. These activities are carried out in an effort to improve teacher capacity. In addition, as supervisors, principals and supervisors help teachers start from designing learning devices, implementing them in learning, assessing, following up to guide and training students who are seen as not yet able or not yet successful in learning.

### 2. Management of performance of post-certified primary school teachers

Teacher's performance is the result of work or teacher's achievement which is shown in the implementation of his daily duties as a teacher. The teacher's performance is said to be good when managed well by leaders at the level of the education office, supervisors and principals. To realize the goals of education, the first thing to do in managing education is to do careful planning. Planning is carried out referring to the predetermined goals, who did, when, where, how much was needed and how to do it. This planning is important so that it becomes a guideline when the activities begin to be implemented and becomes a guideline when conducting supervision and also evaluating the program. The important thing to be done by the highest leadership in the institution is planning,

recruitment, selection, placement, performance appraisal, development, compensation.

To improve the performance of certified teachers, the leaders at the education office level, the school supervisors and the respective school principals have made careful planning so that the teachers can do the best in general and specifically for teachers who have been certified. While at the implementation stage the leaders must motivate, direct and mobilize so that the teachers can work well and be responsible. For this reason, teachers are required to have a high discipline attitude and have adequate skills in mastering basic teaching skills.

The results of the study illustrate that the plans that have been established as work programs from the education office must be carried out as well as possible. Planning is one of the important functions in the management process. Because without planning, programs and activities cannot be carried out systematically, efficiently and effectively and control cannot be carried out because there are no guidelines for implementation. At the implementation stage, it is always guided by a predetermined plan, so that leaders can direct, and move the teachers to be able to carry out their duties properly and responsibly. Then at the supervision stage, as the leader should have complete data and information so that with the data and information he can take policies to control the duties and work of the teacher

Through mature human resource planning, it is certain that the work productivity of each teacher can be improved. This can be realized when the level of discipline and skills of the teacher also needs to be improved.

After the plan is set, the activities can be carried out in accordance with the predetermined plan. To carry out well, it is necessary to have an effort to motivate, provide direction and move so that the teacher can carry out the tasks and work according to the direction and work plan that has been set. The duties and work of the teachers are always monitored and monitored so that the duties and work of the teacher are always in the existing corridor in the sense of not deviating from the plans that have been set. If there is a deviation or not in accordance with the previous planning, the leader immediately controls or directs so that further deviations do not occur.

This kind of management process has been carried out by leaders both at the Education Office level, as well as supervisors and principals. The head of the education office issued instructions in accordance with government policies and passed on to supervisors and principals to be implemented. From the instructions and policies the supervisors and principals described it to be implemented by elementary school teachers. From the planning and work programs that have been carried out by the teachers, there needs to be an effort to evaluate the obstacles or obstacles faced by the teachers. By finding obstacles or constraints, then try to find ways to solve problems that have not been overcome.

Post-certification teacher performance management is carried out by planning, implementing, monitoring and evaluating. Performance management planning is considered important because it becomes a guideline in implementing various programs or activities. In carrying out activities, a leader must be able to provide motivation, direction and can move his subordinates to be able to truly carry out their duties and obligations properly. In addition, as a leader must supervise subordinates in carrying out their duties and work in order to ensure that the tasks and work have been carried out properly in accordance with the plan or not because there are obstacles or obstacles faced, then there must be an effort to find a solution.

#### IV. CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that: the performance of primary school teachers who have been certified can be said to be good. This can go well under the leadership of the head of the education office and assisted by his staff in the Minahasa district education office and hard work from supervisors and principals. The performance problem of post-certified elementary school teachers can be said to still experience a few obstacles because in the learning process students experience a shortage of learning resource books. The development of post-certification elementary school teachers can run well, because teachers are always involved in activities in order to improve teacher competency. Management of the performance of post-certified primary school teachers has gone well. This was done by the head of the education office, supervisors and principals by planning, implementing and monitoring and evaluating.

Departing from the conclusions of the results of the study, some suggestions are presented as follows: the performance of teachers in general and teachers who have been certified in particular are the main factors that must be considered in order to realize educational goals. Therefore it is recommended that the head of the education office always provide guidance to supervisors and principals so that they are always motivating, directing and moving the teachers to always work for glorious achievements. The source of learning is one of the most important factors in the teaching and learning process. Therefore it is recommended that the head of the education office be able to allocate sufficient funds for the procurement of student books and various learning media for the smooth teaching and learning process. Teacher competency improvement must be carried out so that the teacher's office continues to grow and develop. Therefore it is recommended that supervisors and principals continue to involve teachers in various activities so that their competencies are maintained. Teacher performance management is always carried out so that all activities can be carried out systematically and can be evaluated.

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