

The Influence of Teacher's Certification and Work Motivation on Teacher's Performance in SMK N 1 Adiwerna Tegal Regency

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Abstract. This research aims to analyze the impact of the teachers' certification program and motivation on their teaching performance at SMK Negeri 1 Adiwerna, Tegal Regency. Quantitative methods and questionnaires were used for data collection from 95 certified teachers. Simple linear regression and multiple linear regression were employed for data analysis. The findings revealed that the teachers' certification program and motivation positively and partially affected their performance, as indicated by the regression coefficients. Additionally, when the certification program and motivation variables were considered together, they had a positive effect on teachers' performance, scoring %. The research suggests that the certification program should continue to be implemented regularly and on time, as it can create a conducive environment that strengthens teachers' motivation and improves their teaching performance.

Keywords: Certification, Work Motivation, Teacher's Performance

1 Introduction

Merely possessing expertise in the subject matter is insufficient to be considered a professional teacher. The role goes beyond that, encompassing the responsibility to safeguard students, serve as an exemplar or role model, consistently motivate and inspire students to excel and progress, and adhere to the teacher's code of ethics. The philosophy of Ki Hajar Dewantoro, "ing ngarso sung tuladha, ing madya mangun karso, tut wuri handayani," encapsulates these principles: the teacher must set a positive example for future generations, generate ideas and initiatives among students, and provide guidance and encouragement from behind.

Previous research conducted by Risma Istarini and Sukanti (2012) demonstrates that Teacher Certification and Teacher Work Motivation have a positive and significant impact on Teacher Performance at SMA Negeri 1 Sentolo, Kulon Progo Regency in 2012. The study found a correlation coefficient (R) of 0.560, a coefficient of determination (R²) of 0.314, and a calculated F value of 9.603, which exceeds the F-table value of 3.230. The variable X1 (Teacher Certification) contributed effectively by 7.620%, while X2 (Teacher Work Motivation) made an effective contribution of 23.75%.

The same research was also conducted by Ikhsan Jamad Akbar (2015) it was concluded that there was a positive and significant influence of Teacher Certification and Teacher Work Motivation on Teacher Performance of MTS N 01 Bengkulu City with a coefficient of

determination of 56.2%, and the results of multiple regression analysis calculations were obtained from table analysis R square is equal to 0.562 which is the square of 0.732 or 0.7322.

SMK Negeri 1 Adiwerna (known as "STM ADB") is internationally recognized as one of the vocational schools concerned with the environment because of its achievements in winning the 2019 Asean Eco School award. Founded in 1979, this school has continuously grown to become a center for Vocational Education in the field of engineering technology and modern information technology. As one of the trusted vocational schools in Central Java and Nationally, SMK Negeri 1 Adiwerna strives to provide education that meets the demands of the times both in academic programs, industrial classes and progressive teaching factory activities.

From year to year, both students and teachers at SMK Negeri 1 Adiwerna have made many achievements. Teachers in the field of education have won awards and won learning innovation competitions, outstanding teachers, and others. This shows that some teachers have made efforts to further improve their post-certification performance.

Seeing the phenomenon above, questions arise as to why this could happen? What is the actual reality of the effect of teacher certification on performance at SMK Negeri 1 Adiwerna? What about the level of teacher motivation towards their performance? In line with efforts to answer such main points, the authors intend to examine it in depth, where the problem is formulated in one title "The Influence of Teacher Certification and Teacher Work Motivation on Teacher Performance at SMK Negeri 1 Adiwerna, Tegal Regency".

Based the background of the problem above, the problem can be formulated as follows.

(1) Is there a significant influence between teacher certification on teacher performance at SMK Negeri 1 Adiwerna?; (2) Is there a significant influence between teacher work motivation on teacher performance at SMK Negeri 1 Adiwerna?; and (3) Is there a significant influence between teacher certification and teacher work motivation simultaneously on teacher performance at SMK Negeri 1 Adiwerna?

In line with the problem formulation the the objectives of this research can be formulated as follows. (1) to determine the significant effect of teacher certification on teacher performance at SMK Negeri 1 Adiwerna; (2) to determine the significant effect of teacher work motivation on teacher performance at SMK Negeri 1 Adiwerna; and (3) to determine the significant effect of teacher's certification and teacher's work motivation simultaneously on teacher's performance at SMK Negeri 1 Adiwerna.

Related Review

The progress of a country is significantly influenced by educational factors, as learning plays a crucial role in enhancing the educational quality of its human resources. Human resources, being a vital component in national development, require continuous improvement in their quality. In the 21st century, the demand for high-quality human resources has grown to meet the challenges of the global business and industrial sectors. The attainment of such quality is reliant on competent teachers and reputable educational institutions. As highlighted by Sahlberg, a contemporary economy and labor market necessitate individuals with skills and knowledge that can only be cultivated in high-quality educational institutions. This viewpoint is further supported by Ayhan, who emphasizes the importance of producing superior labor in bolstering a country's economy [1]. Drawing from this viewpoint, it can be deduced that vocational teachers play a crucial role in equipping students with the necessary skills and behaviors for the workforce. President Susilo Bambang Yudhoyono's introduction of the teacher declaration as an occupational field demonstrates the Indonesian government's initial commitment to enhancing the quality of teachers.

Subsequently, the government enacted the Republic of Indonesia Law No. 14 of 2005, which specifically addresses the roles and responsibilities of teachers and lecturers.

Teachers, as professional educators, have a primary responsibility to educate, instruct, guide, direct, train, and evaluate students in secondary education. Their professional role aims to enhance the status and significance of teachers as agents of learning, contributing to the overall improvement of national education quality (Law No. 14 of 2005). The quality of national education is intricately connected to the competence and contribution of educators and teachers. With their expertise, teachers play vital roles in leading, guiding, and assessing students in both formal education and higher levels of schooling, including early childhood education. [2].

Teacher performance refers to the degree of achievement attained by a teacher in fulfilling educational responsibilities according to predefined work standards, aimed at realizing educational objectives [3]. In accordance with Regulation of the Minister of National Education No. 16 of 2007, the teacher is required to possess four competencies. [4], Regarding qualifications and competencies, which include pedagogical competence, personality competence, professional competence, and social competence, it is important to consider how these competencies reflect in a teacher's performance. Performance can be understood as the outcome of the quality and quantity of work accomplished by an employee in fulfilling their responsibilities. The level of performance exhibited by workers is closely intertwined with the reward system implemented by the institution or organization they belong to. It should be noted that an inappropriate reward system can significantly impact an individual's performance, as discussed by Mangkunegara.

[4] Being a professional teacher entails the expectation of delivering a commendable performance, which can be evaluated based on both quality and quantity. According to Gibson's viewpoint (1995: 56) as cited in Suharsaputra [5], an individual's performance in fulfilling their responsibilities is influenced by various factors, namely: (a) Individual Variables, (b) Psychological Variables, and (c) Organizational Variables. [5]. Therefore, it can be comprehended that the performance of teachers is impacted by multiple factors, which include individual variables relating to their professional competence, organizational variables concerning their commitment and loyalty to the educational institution, and psychological variables associated with their motivation in the teaching profession. This viewpoint is reinforced by the opinions of Mathis L. Robert and Jackson H. John. [6], who identify several factors that impact individual workforce performance, namely: (1) their abilities, (2) motivation, (3) support received, (4) the nature of their work, and (5) their relationship with the organization [7].

This aligns with the perspective of Mangkunegara [4], who asserts that performance is influenced by various factors, including: (1) the psychological capacity of employees, which encompasses both their inherent potential (IQ) and their actual abilities (education). It is essential to assign employees to roles that align with their expertise, (2) motivational factors that stem from an employee's attitudes toward work situations. Based on the aforementioned discussion, the authors draw the conclusion that commitment, professional competence, and teacher motivation can impact teacher performance. Numerous relevant studies addressing this issue will be explored in this study, providing further support for examining teacher performance.

2 Method

The study utilized a questionnaire as the data collection method. The research instruments were subjected to validity and reliability testing using the SPSS 26.0 program, with a sample of 95 respondents. The validity test involved examining the corrected item-total correlation, while the

reliability test utilized the Cronbach alpha formula. The data analysis included both descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis involved calculating index values and interpreting scores based on the Likert scale intervals for the research variables.

This study adopted a quantitative approach, focusing on the objective analysis of phenomena. Quantitative analysis employs numerical data to gain insights into the subject under investigation. The analysis involves extensive use of numbers throughout the process, including data collection, interpretation, and presentation of research findings. The analysis presented in this study primarily consists of descriptive statistics derived from questionnaire data. The study incorporated two independent variables, teacher certification (X1) and teacher motivation (X2), while the dependent variable was teacher performance (Y). A quantitative approach was used for analysis, specifically employing partial and parallel regression methods to test hypotheses and examine the relationship between the independent and dependent variables. The population for this study consisted of all educators at SMK Negeri 1 Adiwerna, totaling 138 teachers. The researcher conducted a sample selection process, resulting in a sample of 95 teachers who possessed certification.

The data collection methods employed in this study included the use of questionnaires, interviews, observations, examinations or tests, and documentation, among others. [7]. In addition, Sugiyono [8] It is mentioned that data can be collected using techniques such as interviewing, questionnaires, and observations, either individually or in combination. In this study, the researcher opted for a questionnaire as the data collection technique. Respondents were asked to provide their responses based on their personal experiences, observations, and documented information. The data was collected using the Likert scale model. The data analysis methodology involved performing simple regression and multiple regression analyses using SPSS for Windows version 26.0.

3 Discussion

3.1 Variables About Teacher Certification

The Teacher's certification variable which was operated through 18 questions in the questionnaire has been tested with the Kolomogorov Smirnov Statistics formula to find out about the normality of data accurately. The Normality Test in the column of the Kolomogorov Smirnov Statistics shows that the statistical calculated value of the test results is greater than 0.05 (statistical calculated value > 0.05) so that it can be stated that the above data is normally distributed and can be used as a data collection tool.

Table 1.
The Result of Estimation Error Normality One-Sample Kolmogorov-Smirnov Test

Error Estimate Y over X1	Error Estimate Y over X2	Error Estimate X1 over X2
N	95	95
Mean Std.	,0000000	,0000000
Deviation	17,582	15,713
Absolute Positive	,093	,133
Negative	,093	,133
Test Statistic	-,076	-,063
Asymp. Sig. (2- tailed)	,042 ^a	,000 ^a

- a. Test distribution is Normal.
- a. Calculated from data
- a. Lilliefors Significance Correction

The hypothesis tested is:

Ho : Normal population distribution, if probability > 0.05, Ho is accepted

H1 : Population distribution is not normal, if probability ≤ 0.05, H0 is rejected.

The test results for the error estimate of Y over X1 indicate a test statistic of 0.093 and an Asymp line significance (2-tailed) of 0.042, which can be interpreted as a probability (p-value) of 0.042 > 0.05. Therefore, we accept H0, indicating that the estimated error data Y over X1 is derived from a normally distributed population. On the other hand, the error estimate of Y over X2 shows a test statistic of 0.113 and an Asymp line significance (2-tailed) of 0.000, corresponding to a probability value (p-value) of 0.000 < 0.05. Thus, we reject H0, suggesting that the estimated error data Y over X2 does not come from a normally distributed population. Regarding the estimated error of X1 over X2, the statistical test yields a result of 0.106 and an Asymp line significance (2-tailed) of 0.011, which can be expressed as a probability value (p-value) of 0.011 > 0.05. Consequently, we accept H0, indicating that the estimated error data X1 over X2 is derived from a normally distributed population..

3.2 The Impact of teacher's certification on the teacher performance

The research findings indicated that the variable of the teachers' certification program had a positive and partial impact on the teachers' performance variable, as evidenced by the regression coefficient of the teachers' certification program..

3.3 The effect of teacher's motivation on teacher's performance

The variable of teachers' teaching motivation had a positive and partial influence on the teachers' performance variable, indicated by the regression coefficient of teachers' motivation.

3.4 The effect of teacher's certification and motivation on teacher performance

The variable of teachers' teaching motivation had a positive and partial impact on the teachers' performance variable, as evidenced by the regression coefficient of teachers' motivation. Additionally, both the teachers' certification program variable and the teachers' motivation variable together positively influenced the teachers' performance variable, resulting in a score of %.

4 Conclusion

In conclusion, the previous discussion indicates that both the teachers' certification program and teachers' motivation have a positive impact on teachers' performance, both individually and collectively. This conclusion is supported by the data presented in the previous table.

Additionally, the research findings highlight that a majority of teachers expressed their desire for the teachers' certification program to continue running smoothly and be provided in a timely and regular manner. They believe that a well-implemented program can foster a healthy environment that enhances teachers' motivation and enables them to deliver their best teaching performance.

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