

## Teacher Certification and Professionalism in Indonesia

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### Abstract

*The aim of this study is to determine the professionalism characteristics, qualified teachers and the efforts of teachers to carry out learning and the functioning of the principal in improving teacher performance Methodology, this research is a descriptive study. A certified teacher, headmaster, was the subject of the study. Technical data collection, surveys and documents used. Data set. Mechanical data processing, data presentation and decision-making by data reduction Result, master's degree and competence exam mastering technical competencies, including mastery of content, framework, definition and reasoning of science help for teaching topics, and improving practice in a balanced manner by proactive intervention. Teachers are masters of pedagogical competence, including mastery of the characteristics of learners, mastery of learning theory and principles of learning, curriculum development, implementation of learning activities that educate, communicate with students and conduct assessment or evaluation. For colleges, teachers and students, this work can be used. New / original, efforts by teachers with the certification of the Muhammadiyah Surakarta 2 and SMA 3 high schools for the optimization of performance in the implementation of learning.*

**Keywords:** teacher, certification, performance, professionalism, education

### 1. Introduction

Teacher certification is widely discussed by the Indonesian people. Teacher certification program for improving teacher performance and professionalism. Teacher certification program. Professionalism refers to persons who have a profession or appointment in accordance with their profession in the conduct of their work. According to the Teachers and Lecturers Act, teachers are qualified educators who have the main duty, in formal, primary and secondary education, to train, teach, direct, send, assess and evaluate children in early childhood education. Tasks include teacher curriculum, education and training. Education implies continuous and value growth. By teaching to develop knowledge and skills in students the task of teachers in the field of humanity at school must be able to make himself a second parent. He was able to receive sympathy so he became the idol of his students. Any lesson given should be able to motivate students [1]-[2].

Today's profession as a teacher is widely discussed, almost in the media, both electronic and print media discuss the nobility of the teaching profession and all the clarity of the teacher. Many people who do not value the teaching profession sometimes become someone who is blamed if there are children who do not pass the test or their children do not achieve what they want. A variety of ways that can be done by teachers in order to increase their professionalism, one way to improve professional competence is by way of certificates for teachers. The purpose of certification is to determine the feasibility of teachers in carrying out their duties as agents of learning, improve teacher professionalism, improve educational processes and outcomes, and accelerate the

realization of national education goals. Thus, we can understand a job profession to be able to have intellectual quality and proficiency which is in accordance with the quality standards approved by the institution concerned, and further prepared to account for the work in professional ways. Professional attitudes are now known as professional management, so professional teachers are thus teachers who apply the concept of professional management in carrying out their life activities, and vice versa if a teacher does not apply the concept of professional management, it means the teacher is not professional. Relationship between professional and profession in the context of work. Professional work is supported by a particular science in depth that is only possible from an appropriate educational institution, so that its performance is based on the knowledge it has that can be scientifically justified [3]-[4].

Teacher certification is not only aimed at obtaining educator certification, but also because certification is expected to improve teacher performance and national education goals will be achieved well. Teachers who have been certified can become professional teachers, can teach well, can develop their knowledge, and can show the height of the teaching profession so that the teaching profession will be more valued and will not be underestimated. Teacher certification programs have a strategic role in the field of education, even other educational resources that are adequate are often insignificant if not accompanied by adequate teacher quality. That way also happens the opposite, if the quality teacher is less supported by other supporting resources that are adequate, it can also cause less optimal performance. Therefore, the teacher is the spearhead in efforts to improve the quality of service systems and educational outcomes. With various cases, the quality of service in the education system as a whole is related to the quality of teachers. That way, the importance of improving the quality of education must be done through efforts to improve teacher quality [5]-[6].

Besides that, the teacher is also a profession, so that the process of proving professionalism needs to be done. That way a person who will become an accountant must attend teacher professional education. In Indonesia, efforts are made to make changes and improvements to the quality and quality of teachers, one of which is when Law Number 14 of 2005 concerning Teachers and Lecturers (UUGD: Undang-undang Guru Dosen) was passed in December. The contents of article 1 point (11) UUGD states that certification is the process of giving educator certificates to teachers and lecturers. Of course with the logic that the person concerned has proven to have mastered the two things required (minimum educational qualifications and mastery of teacher competencies). According to Suyatno, the objectives in the teacher certification program are: (1) to determine the feasibility of teachers in carrying out tasks as agents of learning, in realizing national learning goals, (2) to improve the process, quality and results of education, (3) to improve teacher dignity, and (4) to improve teacher professionalism in education. According to Muslich, "the goal of teacher certification is to improve the quality of education and increase teacher welfare". Then according to Mulyasa, teacher certification aims to: (1) to protect the profession of educators and education personnel, (2) to protect the public from incompetent practices, (3) to help and protect educational providers, (4) to build the image of the community towards the profession of educators and education staff, (5) to provide solutions in order to improve the quality of educators and education personnel [7]-[8].

Professionalism of teachers must be seen as a continuous process. In this process, education including upgrading, fostering of professional and workplace organizations, public appreciation of the teaching profession, enforcement of professional codes of ethics, certification, improvement of teacher quality, rewards, together determine the development of one's professionalism including teachers. In the PAT Journal (2001), it was explained that in England and Wales to increase the professionalism of government teachers, they began to pay attention to the payment of teacher salaries balanced with their

workload. In the United States this has long been the case, so it is not surprising that education in the United States has become a pattern for the third countries. In Indonesia it has experienced this but when the Dutch colonial era. After entering the New Order era all changed so that now the impact is felt, the teaching profession occupies the bottom of the ranks of other professions such as doctors, prosecutors, and others [9]-[10].

## 2. Methodology

This investigation is field work, performed directly in the field for collecting the required data. This type of research includes qualitative research, namely research that produces descriptive data in the form of speech or writing and the observable behavior of individuals (subjects) themselves. There are two ways of collecting data, namely questionnaires and documentation. Questionnaire to obtain in-depth information on the performance of certified teachers and to pass the proficiency test at Muhammadiyah Surakarta 2 and 3 High Schools, barriers and efforts to improve teacher performance in the implementation of learning. Documentation Method. Documentation to find data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings. This method is used to obtain data on geographical location, the history of the establishment of Muhammadiyah Surakarta 2 and 3 SMA, vision and mission, organizational structure, infrastructure, and the state of the teacher [11].

Data analysis with inductive thinking patterns, namely by collecting data from observations, documentation questionnaires. Then from the three data analyzed and made conclusions. In analyzing the data, researchers used a data reduction path that is simplifying data that is the center of attention of research by selecting and sorting out rough data that appears in the field. After reducing the data, the data is presented to draw conclusions. The presentation of the data here is limited as information conclusions that give the possibility of conclusions and actions taken [12]-[13].

## 3. Results and Discussion

Teacher professionalism characteristics. The qualified teacher's characteristics, as seen in the results of this report, contributed to the success of accredited teachers and passed the skills test in learning. Professional teachers have skills which are pedagogical skills and which are the teacher's ability to manage students' learning. The Master's degree in pedagogic knowledge includes mastering student characteristics, mastering theory and educational principles, educative learning, communication with students and evaluation and assessment. Mastering of student characteristics. The management of students and their physical, moral, ethical, financial, economic, emotional and intellectual characteristics is one of the sub-competences of pedagogic competence. Awareness of students' characteristics makes it possible for teachers to select and decide better learning patterns for education and learning in particular, so as to ensure easy learning for every student. In this regard, in making lesson plans other than being based on curriculum, environment, and existing infrastructure, of course also must pay attention to the characteristics of students, in the implementation of learning in the classroom teachers must be able to identify the learning characteristics of each student in the classroom, teachers try to find out the causes of storing behavior students to prevent these behaviors do not harm other students [14]-[15].

Understanding the characteristics of students requires a long process because each student has different characteristics and requires carefulness to be able to understand the characteristics of students one by one. Understanding of student characteristics can be seen when the teacher carries out classroom learning activities. The teacher is able to

express students' learning characteristics, intellectual abilities, thinking abilities, the socio-economic environment of students and the learning motivation of each student. Based on the results of the research in the implementation of learning on the certification teacher, the teacher said that it was related to the characteristics of the students whether the certification teacher could recognize the characteristics of the students. Not all certification teachers can recognize the characteristics of students, when the teacher asks questions about the characteristics of the students in the class they are teaching. The teacher can explain the characteristics of his students [15]-[16].

Based on the results of the study on the implementation of the teacher's certification which said, the majority of certification teachers understand the characteristics of students is very important in KBM, teachers do to understand the characteristics of students, namely checking through the attendance list and then glimpse the physical, both appearance and behavior. When teaching and learning activities are usually teachers pay attention to students whether they seriously pay attention to students or jokes. Based on the results of research related to how the teacher understands the characteristics of students in the implementation of learning. In the implementation of learning it is important to understand the characteristics of students, the thing to do is to recognize the habits of each student in the class, when taking active or passive lessons or making noise [17]-[19].

Mastering learning theory and the principles of educating learning. Success or failure in achieving educational goals depends only on how the learning process is experienced by students as students, in learning theory and learning principles that educate learning should emphasize students as subjects of learning, in the learning process the teacher must be able to organize each teaching and learning activities and respecting their students as a subject that has provisions, abilities and potential in itself. In the learning process the teacher must give more motivation to students to feel excited, have a passion for learning so that students are expected to be more active in the learning process. Based on the results of research on the implementation of learning on the teacher / teacher certification related to the method of learning whether the teacher masters learning theory and the principles of educational learning. The majority of certification teachers apply various, strategies, methods, and learning techniques that educate creatively in delivering lessons by applying learning approaches. The majority has been very good, regarding the learning process of the certification teacher, the teacher has been good at learning planning, the methods and media used have also been very good. However, when the teacher conducts supervision in the learning process in the classroom, the students are active. In addition, the teacher also motivates and gives students the opportunity to express their opinions and ideas [16], [20], [21].

Some of the certification teachers said, Mostly, certification teachers were good. The teacher is good at learning planning, the methods and media used are also good. However, when the teacher conducts the learning process in the classroom, the student's activity is still not optimal. The teacher is still the center of learning, students and teachers should interact with each other or feedback, so not only does the teacher explain continuously the students just listen and take notes. In addition, the teacher must also motivate students and provide opportunities for students to express their opinions and ideas. seen in the implementation of teacher learning more dominating, the teacher continuously explained the material to students and rarely gave opportunities and motivated students to ask questions. related to the use of methods and learning media to present teacher material reveals that in presenting material often using the lecture method, the teacher believes that the lecture method will further add to and broaden students' knowledge and insight [21]-[23].

Educating learning activities. Achievement of learning objectives optimally if the teacher is able to create learning that educates students from the uninitiated to know better. Educating learning activities, including teachers, can carry out learning activities in accordance with the design that has been fully prepared, the teacher carries out learning activities that are designed to help the learning process of students not to be tested in such a way as to make students feel depressed and to address the mistakes made by students as stages of the learning process, not just the mistakes that must be made. Basically the certification teacher at SMK 2 and SMA 3 Muhammadiyah seeks to create educational learning activities in accordance with the results of the research related to how he creates learning activities that educate in the implementation of learning said. The majority have been good, certification teachers in carrying out learning activities in accordance with the designs that have been prepared in full and also use learning aids [24]-[25].

Communication with students. In order to achieve the learning goals, communication in the learning process is of major importance. At this stage, a teacher must be able to communicate effectively, empathically and politely with students during the classroom learning process. The teacher must be able to communicate the subject systematically to the students, the teacher must be able to give attention and listen to all the questions and answers of the students, the teacher must be able to respond appropriately to the questions of the students. Based on the results of the study of the implementation of learning on the teacher / teacher certification related to Communication in the learning process Is the teacher able to communicate with students effectively in learning. The majority of certification teachers are good at communicating with students. When communicating with students especially in the learning process the teacher must communicate learning material systematically, speak effectively and efficiently with students, display polite and empathic personalities with students [26]-[28].

Evaluation and assessment. Assessment of learning outcomes is an activity or method intended to determine whether or not learning objectives have been achieved and also the learning process that has been done. At this stage a teacher is required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, implementation, processing. Organizing assessments and evaluations of learning processes and outcomes and utilizing the results of evaluations and evaluations for the benefit of learning are important aspects of pedagogical competence. Based on the results of research with teachers in SMK 2 and SMA 3 Muhammadiyah Surakarta, related to the assessment or evaluation conducted in the learning process the teacher has carried out an assessment and evaluation of the learning process and results. The majority of certification teachers have carried out assessment and evaluation of learning processes and results. At the beginning of the semester the teacher is required to make teacher administration which also consists of RPP and the assessment system to be conducted. The evaluation is done in the form of post-test, pre-test, individual and group assignments. Written evaluations conducted in one semester include UTS and semester tests. For daily tests and UTS there are remedies / enrichments. That all certification teachers show that they have carried out assessments and evaluations in the process and results of learning at school [29]-[31].

**Table 1: The characteristics of professional teachers**

No.	Characteristics of Teacher Professionalism
1	Mastering the Characteristics of Students
2	Mastering Learning Theory and the Principles of Educating Learning
3	Educating Learning Activities
4	Communication with Students
5	Evaluation and Assessment

The effort made by the teacher in improving teacher professionalism. Mastery of professional competence consists of mastering the material structure, concepts and scientific mindsets that support subjects that are taught and develop professionally on an ongoing basis by taking reflective actions.

Mastery of material structure and concepts. Before the teacher appears in front of the class to manage the learning process, first must master what material will be delivered and at the same time what materials can support the course of the learning process, by mastering the material, the teacher will be able to convey the subject matter dynamically. Mastering the material, structure, concepts and scientific mindsets that support subjects that are able to contain two scope of material mastery, that is, mastering the subject matter in accordance with what is stated in the school curriculum and mastering other learning materials that can enrich and clarify the subject matter which the teacher was teaching [32].

The results of the study with Mr. / Mrs. teachers in SMK 2 and SMA 3 Muhammadiyah related to mastery of material structure concepts and scientific thought patterns that support the subjects taught. The majority of certification teachers master the concepts in learning, educational science as a means of development for each field of educational development. Mastering the use of learning materials to develop aspects, cognitive, social-emotional, moral values, socio-cultural. Mastering the subjects taught. Already, teachers have varied material that comes from diverse teaching sources and materials. When implementing learning the teacher is able to communicate the material systematically and relate it to the conditions in the field stated that certified teachers can master the material structure of the concept and the scientific mindset that supports the subjects taught. and can associate material with other relevant knowledge [33]-[35].

Certified teachers using varied learning methods and techniques. One form of implementing professional competence is to develop professionalism on an ongoing basis by taking reflective actions. Developing professionalism on an ongoing basis by carrying out reflective actions, namely teachers reflecting on their own performance continuously, for example by evaluating the results of their performance in order to improve learning. In the implementation of learning the teacher can ask students for opinions regarding how to teach and the learning process carried out by the teacher [3].

The results of the study with teachers in SMK 2 and SMA 3 Muhammadiyah, the development of professionalism on an ongoing basis through reflective actions by certified teachers. Is the certified teacher using varied learning methods and techniques. The majority of certification teachers have used the methods and learning techniques used to vary. For the use of instructional media depending on class conditions and situations. If the teacher makes it possible and must use learning media, it is useful to assist in the teaching and learning process, but in terms of material delivery, the teacher uses the lecture method more often. The teacher prefers the lecture method because by listening to the explanation from the teacher, the teacher learners are sure to get broader knowledge and insight than using other methods. Indeed with the lecture method, in the learning process students rarely ask questions or express ideas but they understand better that certified teachers take part in various activities or trainings related to the development of professionalism in order to improve performance in the implementation of learning such as the following: of course miss, certified teachers and passing the competency test are given trainings to develop professionalism especially in supporting the learning process [4], [3].

**Table 2: Teacher and Improving Teacher Professionalism**

No.	The effort made by the Teacher in Improving Teacher Professionalism
1	Mastery of material structure and concepts

## 2 Certified teachers using varied learning methods and techniques

The role of principals in increasing teacher professionalism. The role of the school principal carried out on certified teachers and passing the competency test to overcome obstacles in improving performance in the learning process are as follows: The role of the principal was carried out to the certification teacher in the results of the study with Mr. Ahmad Fathoni the principal of the Surakarta Muhammadiyah 2 Vocational School. More collaborative in making learning media and writing scientific papers. For those who have been certified, performance improvements are increasingly active and disciplined, while those who have not remained motivated to increase dedication and loyalty. Appealing and striving for every teacher to be more cooperative and innovative in teaching through the workshop a year or two. At least better teachers who are certified by HR are better at teaching than before being certified. The results of the study with the head of the Mr. Ahmad Fathoni school at Muhammadiyah 3 High School Surakarta related to how curriculum development by certified teachers in Muhammadiyah 3 High School Surakarta. It stated that teacher more diligent in teaching. Handbooks / literature with lots of colors. Not much different, only certified teachers will be more responsive. There is an evaluation for certified teachers. Work hard according to his profession, discipline, curriculum and initiative. Certified teachers have been able to develop a proven curriculum. The teacher has compiled a syllabus according to the curriculum and then describes it through the learning process plan, such as following: Certified teachers are orderly in learning administration. The development of the curriculum outlined through syllabus and lesson plans has paid attention to the principles of curriculum development including in accordance with the needs and interests of educational, environmental and responsive to science and technology [18], [8].

## 4. Conclusion

On the basis of the results of the research and discussion on the certification program as an effort to improve the professionalism of SMK 2 and SMA 3 teachers, Muhammadiyah Surakarta, some conclusions can be drawn. SMK Certification Teacher Muhammadiyah Surakarta 2 and 3 Vocational High Schools have mastered the characteristics of students in order to optimize the performance of teachers in the classroom learning process. That way the teachers in the school have mastered learning theory and the principles of learning but this has not been maximized because the teacher learning process is still the center of learning (teacher oriented) rather than student oriented. And the teacher is able to develop a curriculum related to the subjects taught. The teacher of mystification has been able to organize educational activities that educate in the implementation of learning. Certification teachers are able to communicate effectively, empathically and politely with students. has carried out learning evaluation / assessment activities in accordance with the evaluation rules and utilizes the results of evaluation and evaluation for the benefit of learning. Teacher certification in Muhammadiyah Surakarta 2nd and 3rd High Schools. has mastered the material, structure, concepts and scientific mindset that supports the subjects taught. By increasing competence through various existing media as a form of continuous professionalism development by taking reflective actions. With student learning motivation when following the learning process The activity of students following the learning process is still low. The problem of learning facilities and infrastructure is actually sufficient but management that has not been maximal is finally the learning tools and media used by teachers are often damaged and not immediately corrected. Efforts made by certification teachers, to overcome obstacles to optimize performance in the implementation of learning in Muhammadiyah Surakarta 2 and SMA 3 Senior High Schools. Using various methods and learning media that vary. In addition, it also gives appreciation to students who are asking and who have answered questions. Trying to find other solutions so that

the learning process continues to run smoothly in accordance with the learning plan that has been made so as not to harm students.

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