

## Certificated and Uncertificated Junior High School Teachers in Pulau Burung Subdistrict in 2017/2018

**Leny Wulandari\*, Almasdi Syahza, Suarman**

Faculty of Education, Universitas Riau, Pekanbaru, Indonesia

\*Lenywulandari6@gmail.com

### Abstract

Teachers are educating leaders in the class. They need to have professional and pedagogy competence in order to make learning process effectively in class. This research was done to know the differences between teacher professional competence and teacher pedagogy competence which certificated or uncertificated on learning process that has been done. This research has been done in November-March 2018. The sample was all teachers in SMP Kecamatan Pulau Burung which are 84 teachers. The data was collected by using differential scale questionnaire to test the competences. The data analysis technique is descriptive and *Independent sampel T-Test*. The research findings are: 1) after doing the T-Test, there is a significant difference on certificated teacher pedagogy: (a) certificated teacher pedagogy competence has got the higher score toward the indicator of doing educated and dialog learning (80,54%). (b) The lowest score is at the indicator of the used of learning (60,54%). (c) Uncertificated teacher pedagogy competence has got the higher score at the sub competence or educated learning (77,02%). (d) For the lowest score is at the indicator of the use of learning technology (46,80%). 2) Uncertificated teacher professional competence, after taking the T-Test, showed that there is not any difference between certificated and uncertificated teacher. (a) Certificated teacher has got the higher score at the indicator of understanding and implementing learning theory to the right level of students attitude development (81,08%). (b) it got the lowest score at the indicator of the ability to use any kind of facilities, medias, and other learning sources effectively (57,37%). (c) Uncertificated teacher professional competence has got the highest score at the indicator of the ability to create students personality (80,45%). (d) and the lowest score is (57,44%) at the indicator of implementing the right learning method.

**Keywords :** Competence, Pedagogy, Professional, Certification

### Introduction

Education is a process that has a goal to reach. It is an investment of human resources that has strategic value for the long term education. It is in accordance with the opening of UUD 1945 paragraph IV which says that one of the national aim of Indonesian is to develop the mentality of nation. To make it in reality, it needs an effort which is developing of human resources. The success of education aims depend on the teachers

According to the law number 14 in 2005 or is known as teachers and lectures law said that teachers must have academic quality, competence, education certificate, body health and soul, and the ability to make the national education goal into reality. Teachers need to have competence. It is a main component of profession standard aside of code of ethics as the profession attitude regulation that has in certain observation procedure and system. Teachers have big mission and duty, but yet honorable to lead new generations to reach their dreams. And it makes teachers have to have competence that connect to their duties and their responsibilities (Mulyasa, 2008).

Teachers competence are (1) pedagogy competence, which is an ability to manage students, design learning and implement learning, value the students and their development to actualization all potentions, (2) great personality competence, stable, wise, has authority and become a model for the students, (3) Professional competence is an ability to master learning material widely and deeply that can lead the students to fulfill the standard of national, and (4) Social competence is an ability that teachers have to communicate and socialize with community effectively, with students, other teachers, personil education, (UU No. 14 Tahun 2005, Pasal 28).

On national standard education, paragraph 28 verse (3) item c said that professional competence is an ability to master the material learning widely and deeply that can guide the students to fulfill standard competence as the nasional standard education (Mulyasa, 2011).

Professional that has connection with learning subject is sub competence (1) to understand the learning subject that has prepared to teach, (2) to understand standard competence and standard subject according to the material rules and teaching material exist, (3) to understand structure, concept, and knowledge method that protect teaching material, (4) to understand the concept of the subject and (5) to implement the knowledge concept in daily life (Syaiful, 2009).

To have professional teachers, the teacher must have teacher's competence which is wide and deep knowledge about teaching subject. The competence that leads to teacher professionalism competence with their duties are : (1) mastering teaching material, (2) managing teaching and learning process, (3) class managing, (4) the use of teaching media and taching sources, (5) mastering education foundation, (6)managing teaching and learning interaction, (7) the ability to value students achievement, (8) to know and able to do school administration, (9) to know the function of guiding and counseling servise in school,dan (10) to understand the principles of research result for the teaching need (Sholeh, 2006).

Government gives a qualification to teachers to have at least bachelor degree (S1) on their skills. Based on the observation result toward school condition, there are still some teachers do the job that are not suitable to their skill. According to 3 principle office of school (SMPN 1, SMPN 2 dan SMP UPT IV RSTM) that only a small amount (40%) of teachers who have the change on their teaching competence which means they develop their competence afeter the certificating and most of them (60%) don't, they are still in their safty zone. Based on the phenomenon in the field teacher certificating programe that is held by the government is not effective yet there is not any developing on teacher quality. There is still problem on human resources. It is because there is no influence between the developing teacher quality and teacher certification. It is caused by the job that teachers do is to much where some of them have to teach at other school to fulfill the rule of the certification itself (Mas'ud, 2002).

To support the statement that said the central government needs to reconsider teacher certificating programe because many teachers in Solo protest about too many administration they need to complete to get that certification programe. Many

teachers have to leave their class for it and the students will get the bad effect because of it.(Hadi, 2017)

Based on the teacher competence test done in Indonesia in 2015 shows that teacher average score overall as nationally was only 53,05%. It is still under minimum standard competence based on kemendikbud 55,00%(Kemendikbud,2015).

## Method

This research is descriptive research which is approaching quantitative.The main reason of this research is to show the variable chosen to be able to be evaluated.The method of this research is *Survey method* that was done in Kecamatan Pulau Burung.The sample was about 84 teachers. The data was collected by using questionnaire with the *differensial scale* and analyzed by using *Independent test*.

The formula is :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where

$\bar{X}_1$  = rata - rata sampel 1

$\bar{X}_2$  = rata - rata sampel 2

$n_1$  = jumlah sampel 1

$n_2$  = jumlah sampel 2

$s_1$  = simpangan baku sampel 1

$s_2$  = simpangan baku sampel 2

## Results and Discussion

The research result sees the difference between certificated and uncertificated teacher competence in Kecamatan Pulau Burung.

a. Descriptive result of teacher pedagogy competence and professional competence

1) Teacher pedagogy competence

Teacher pedagogy competence, based on the certification category,it can be seen from 37 certificated teachers only 5 people (5,95%) have medium pedagogy competence and 32 people (38,9%) have high pedagogy competence. And for the uncertificated from 47 respondent and 18 people (21,42%) have low pedagogy competence and 29 people (34,52%) have medium pedagogy competence and haven't reach the high category yet.

Based on analisis descriptive result that the percentage number of respondent for all uncertificated pedagogy competence indicator is (60,68%),with sub competenceof using learning technology has got the lowest score that is (46,80%) and got the highest score for the indicator of doing educated learning (77,02%).

For the certificated teacher, the percentage number of respondent for all indicator is (69,02%), for the sub competence of educated learning and dialogy ,got the highest score which is (80,54%) the lowest score is (60,54%) from the subindicator of using learning technology.

2) Teacher professional competence

Teacher professional competence, based on the certification category, it is showed from 37 certificated people, only 2 people (2,38%) have low professional competence, 15 people (17,85%) have medium and 20 people (23,80) have high professional competence. For the uncertificated professional competence from 47 respondents only 14 people (16,67%) have low professional competence, 28 people (33,33%) have medium and 5 people (5,95%) have high professional competence. Certificated teacher professional competence got the highest score for the indicator of understanding and implementing learning theory as the level of students developing attitude (81,08%). Its lowest score is for indicator of the ability to use any kind of facilities, medias and other learning sources effectively (57,37%). Uncertificated teacher professional competence got the highest score for the indicator of the ability to create students personality that is (80,45%). The lowest score is (57,44%) for the indicator of implementing the right learning method.

b) Hypothesis Test

1) T test result ( Pedagogy Competence )

Based on the *T-Test independent sample*, from the output result, it got the sig (2-Tailed) that is  $0.000 < 0.05$  so this is suitable with the base of decision making in T-Test independent sample testing, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted which means there is a difference between certificated teacher and uncertificated teacher if it is seen from pedagogy competence in Kecamatan Pulau Burung.

2) T test Result (professional Competence)

Based on the T-Test independent sample testing, it got sig (2-Tailed) that is  $0.338 > 0.05$  so based on the decision making on *T-Test Independent sample* testing, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, which means there isn't any differences between certificated teacher and uncertificated teacher if it is seen from professional competence Kecamatan Pulau Burung.

3) The differences of pedagogy and professional competence

Table 1. hypothesis testing result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Kompeten_ pedagogik	Equal variances assumed	3.654	.059	12.119	84	.000	24.15181	1.99288	20.18735	28.11628
	Equal variances not assumed			12.077	76.363	.000	24.15181	1.99990	20.16897	28.13465
Kompeten_ Pro	Equal variances assumed	3.672	.019	12.775	84	.337	11.24094	.87991	9.49052	12.99137
	Equal variances not assumed			12.804	78.069	.338	11.24094	.87795	9.49310	12.98879

From table 1, it can be said that at the output of *independent sample T-Test it has got sig (2-Tailed)* which is  $0.000 < 0.05$  for pedagogy competence and  $.337$  for professional competence. So based on the decision making on *T-Test Independent sample testing*, it can be concluded that there is a difference between certificated teacher and uncertificated teacher if it is seen from pedagogy competence. This research result is in accordance with Almasdi, Suarman (2013) research that there is the different of job doing between certificated teacher and uncertificated teacher. From the four competences (pedagogy, personality, social and profesional), certificated teachers show great job doing as 78,38% but uncertificated teachers only have 41,38%, Almasdi Syahza, Suarman (2013).

## Discussion

From the research it can be explained when doing analyze instrument result it has differences between certificated teacher and uncertificated teacher if it is seen from the pedagogy competence. Then if it is seen from professional competence, there is not any difference between them in Kecamatan Pulau Burung. Aside of that, the researcher also interviewed Mr. Sumiran as the school observer. He said for the area of Kecamatan Pulau Burung connected with the teachers competence, it has little difference between certificated teacher and uncertificated teacher. It is because not all certificated teachers able to implement the knowledge they got but not all of them bad. There are some teachers that can implement their knowledge well. It is the same with the thought of the principle of SMPN 2 Pulau Burung, the principle of SMP

UPT IV RSTM and the principle of SMP UPT V RSTM that the average of certificated teacher and uncertificated teacher is not much different.

From those weaknesses, we can make an improvement. All effort to improve pedagogy competence and professional competence through any kind of training or workshop for example class research training, learning strategy training, developing syllabus training etc.

### **Suggestions**

To increase teachers competence which is pedagogy competence, the sub competence needs to make the right learning method that is (57,44%) still low and for teachers professional competence toward sub competence, teachers are success in following the next study to improve the competence they have in the lowest score (56,99%). In this case, the competence of the teachers in Kecamatan Pulau Burung must be increased by giving them training like class research training, learning strategy training, developing syllabus training, following the programme of continuing developing profession etc.

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