

The Effect of Certification and Work Motivation on Teacher's Performance

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Article History: Received 12 August 2023, Revised 2 October 2023,

Published 26 October 2023

Abstract: This study examines how certification and job motivation affect elementary school teachers' effectiveness in the Karang Agung Ilir District. 60 certified teachers served as samples for quantitative descriptive approaches. Surveys and interviews were used to gather data, which was then analyzed using structural equation modeling (SEM) and partial least squares (PLS). The test findings demonstrate that the certification program motivates teachers, which enhances teacher performance by recognizing competence and ensuring financial security. Teachers with certifications are more active in training, focused, and deliver high-quality instruction. Incentives based on performance are also crucial for raising teacher motivation. These findings highlight the value of incentives and certification in raising educational standards through dedicated and financially secure teachers.

Keywords: Certification, Teacher Performance, Work Motivation

A. Introduction

A nation's development as well as the formation of individual potential and character are both greatly influenced by education. The quality of education given to students is greatly influenced by teachers, who are the center of education. The quality of a student's foundational education has a significant impact on their foundational knowledge and skills, which will ultimately affect their future growth. In Indonesia, elementary school instructors are at the forefront of the educational process and elementary schools (SD) are responsible for providing fundamental education. The degree to which teachers are prepared to prepare their pupils through the process of teaching and learning activities greatly influences the performance of educational providers. To support the formation of positive activities in the teaching and learning process, teachers must be able to conduct a pleasant learning process and motivate pupils (Oktario & Sumianto, 2021).

The teacher's pay is insufficient to reflect the significance of their position and their enormous responsibility for the academic performance of their students. Teachers frequently hunt for other employment to support themselves after teaching, such as tutoring or farming, because the government's attention to their welfare is still insufficient. Because their basic needs are not being satisfied, this frequently has the effect of making teachers less focused on enhancing the quality of

teaching and learning. Teachers are frequently less motivated as a result of enhancing the caliber of the classroom learning experience. As a result, the government decided to launch a certification program for lecturers and teachers.

According to Law Number 14 of 2005 Concerning Teachers and Lecturers, the process of awarding educational certifications to teachers and lecturers is known as certification. A certificate for educators serves as an official acknowledgment of lecturers and teachers as professionals. The certification structure serves as a safeguard for lecturers' and teachers' continued quality. Through Indonesian Government Regulation Number 74 of 2008, Concerning Teachers, this program has been reregulated. To complete the conditions for receiving certification allowances, teachers are eligible to receive functional allowances and functional allowance subsidies. When a type of profession receives certification, it is understood as a declaration (certificate) by an approved institution on the profession's suitability to perform duties (Mulyadi & Fahriana, 2018).

As of right now, we are aware that teachers are the driving force behind efforts to transform education into a quality system to produce competent graduates and to satisfy the present demand for professional human resources (Purnamasari, 2021) Teachers who participate in this certification program must pass a variety of prerequisites and exams to receive an educator certificate from the appropriate organization that entitles them to certification advantages. However, the impact of granting certification is not as good as it may be since when teachers are evaluated after receiving certification, their performance is frequently subpar. This can be observed in several ways, including poor lesson planning, minimal teacher participation in training, and teaching methods that do not match students' abilities.

One example is the use of media or learning tools used by teachers who receive certification, often still using the old method, namely taking notes on the blackboard or telling stories. This method contradicts the aim of certification, namely improving the quality of the teaching and learning process through the use of technology such as laptops and projectors so that students are more active in every lesson in class.

Certification is expected to inspire each teacher to perform to the best of their abilities both during the teaching and learning process and in the community, in addition to its primary goal of enhancing teacher welfare. Motivation is defined as the readiness to put out significant effort to reach organizational objectives and rely on one's ability to satisfy personal demands (Sedarmayanti, 2017). Because skills are actions that a person develops as a result of a process involving knowledge, ability, interpersonal skills, and technical abilities, skills are necessary for performance.

B. Methods

In this study, there are independent (exogenous) variables including job motivation (X_1) and teacher certification (X_2). A correlational design describes the association between the independent (exogenous) variables X_1 , X_2 , and the dependent variable Y . Teacher performance (Y), on the other hand, is the dependent (endogenous) variable. Data can be categorized into two groups based on the source,

1) Primary Data is information collected by researchers directly from research participants or the subjects themselves as a source of information; 2) Secondary Data is not collected directly from research participants, it can increase the validity and reliability of research data.

The research focuses on the population as a whole. According to Sugiyono (2022), a population is a broad category of items with unique attributes and characteristics that are researched by researchers so that they can conclude their findings. The population of this study consists of all instructors in Karang Agung Ilir District (SDN 1, SDN 2, SDN 3, SDN 4, SDN 5, SDN 6, SDN 7, and SDN 8) who will receive state elementary school certification in 2023. Less than 100 samples are permissible, although sample sizes greater than 100 are typically preferable. Nevertheless, the researchers settled on 60 responders for this investigation. Data collection techniques are methods used in research to gather data with the primary goal of doing so. The author used a variety of techniques to gather the information required as a foundation for the study, including: 1) observation; 2) questionnaire; 3) interview. For exogenous variables (X), such as certification and job motivation, and endogenous variables (Y), such as performance, this study uses a questionnaire with a Likert scale. In this research, the data analysis used is descriptive analysis, determine the impact of work motivation on teacher performance, the impact of teacher certification on teacher performance, and the combined impact of teacher certification and work motivation on teacher performance using descriptive analysis to address the problem formulation and SEM PLS analysis.

C. Results and Discussion

1. The Effect of Certification on Teacher Performance

The findings of the study on the correlation between certification-related factors and teacher performance are significant and have a beneficial effect. According to the analysis's findings, the certification variable's impact on teacher performance is 0.227. This statistic shows a correlation between teacher performance and certification that is favorable. These findings suggest that the certification program's implementation has an effect that enhances teacher performance. The resulting t-statistic value is 2.836, which is higher than the necessary t-table value ($2.836 > 1.96$), indicating that the Hypothesis (H_1) in this study is accepted. The results of this research are in line with other research such as those conducted by (Agusnilawati, 2021), (Franky & Savira, 2019), (Wahyudi, 2020).

These findings suggest that the certification program aids in raising teacher effectiveness. The performance of teachers is affected by the formal certification of their competence, which also helps to increase their remuneration. The findings of interviews with several certified instructors, who claimed that before gaining certification, they were not fully present and attentive when teaching, and their performance was poor as seen by low attendance at school, confirm this.

Teachers who are looking for extra money may have to balance looking for additional work with their primary duty at school, which is teaching. This may lead to a lack of concentration and subpar performance. Teachers who participate more actively in training and seminars on improving teacher competence and knowledge in building potential and learning approaches in the classroom to raise the caliber of instruction in the area are demonstrating increased performance. Given the crucial role that teachers play in delivering high-quality education, this implication is particularly pertinent in the context of education. Therefore, it is anticipated that further efforts to support the teacher certification program's implementation and enhancement, particularly in the timely delivery process, will give students a sense of security and raise the standard of education overall.

These conclusions are also supported by research (Anggraini & Saputra, 2022), which shows that competent teachers are associated with higher pay and successful outcomes. Achieving success in this area has a favorable effect on classroom teaching and learning activities and ultimately helps to raise the standard of education as a whole. These results highlight the fact that certification has important ramifications for the development of teacher effectiveness and the standard of education and is not only a formal certificate.

2. The Influence of Work Motivation on Teacher Performance

According to the findings of the investigation, there is a substantial positive relationship between work motivation and teacher performance. The relationship between work motivation and teacher performance has a coefficient value of 0.767, which suggests that the more work motivation a teacher exhibits, the more effective they are at facilitating learning and teaching. The threshold t-table value ($10.176 > 1.96$) is exceeded by the t-statistic value (10.176), indicating that the hypothesis (H_2) is accepted. Support for these findings comes from various previous studies, including research by (Asterina & Sukoco, 2019), (Catio & Sunarsi, 2020), (Gabriella & Tannady, 2019), (Iba et al., 2021), (Fenti et al., 2021), (Sari et al., 2022), (Rizal, 2019), (Putra & Negara, 2021), (Wijayanto et al., 2021) which also shows a positive and significant relationship between work motivation and teacher performance.

The findings of this study are consistent with interviews with several certified teachers who explained that because their salaries did not cover their basic needs, teachers were not motivated to do their best work because the government did not value or recognize their accomplishments. The government's acknowledgment of teachers' efforts can be a powerful motivator for them to work to the best of their abilities, thereby raising the standard of instruction in schools. Iba et al. (2021) underline that element affecting work motivation have an impact on teachers' performance and that work motivation plays an effective function in fulfilling and increasing teacher performance. Due to the positive correlation between influencing motivation and improving performance, particularly in the teaching and learning process, these findings highlight the significance of maintaining and enhancing teacher work motivation, such as by offering incentives based on their performance.

The effectiveness of instruction and student achievement in the classroom is significantly impacted by these consequences.

3. Effect of Certification on Work Motivation

According to hypothesis testing, there is a strong correlation between certification and work motivation. The adoption of the certification program has a favorable effect on raising teacher work motivation, as evidenced by the certification variable's 0.851 coefficient on work motivation. The analysis's t-statistic value of 14.019, which is higher than the necessary t-table value ($14.019 > 1.96$), shows that the hypothesis (H3) that certification has a favorable impact on teachers' motivation at work is accepted. This conclusion is also supported by additional research, such as studies by (Suratman et al., 2020) and (Suheri et al., 2021).

In essence, when their basic needs are addressed, teachers are more motivated and focused on honing their skills by the demands of the classroom. This is supported by the findings of interviews with teachers who lack certification, who lack motivation because their efforts go unappreciated, and who are financially strapped because they cannot afford to attend training sessions or purchase learning tools like laptops. On the other hand, teachers' financial demands must continue to be met sufficiently.

After receiving their certification, teachers are more engaged in attending training sessions or seminars to improve teaching strategies in the classroom. The findings of this study suggest that certification has a beneficial effect on teachers' motivation to perform their teaching tasks. According to (Suheri et al., 2021), this is by Law Number 14 of 2005, which intends to promote respect for the role of teachers by, among other things, raising teachers' remuneration so they can enhance their competence and performance. These results offer crucial support that certification programs have advantageous effects on teachers' motivation at work. It is thought that through boosting this motivation, teacher performance in terms of instructing and improving the quality of education can improve. This emphasizes how crucial incentives and prizes are in motivating teachers to keep enhancing their skills and output.

It is clear from the discussion above that enhancing teacher performance is a key goal of the teacher certification program. The performance of teachers is improved and their incomes are increased through certification. Teachers who have earned certification take part in training programs to advance their skills more actively. Additional evidence supports the idea that effective teaching is linked to higher pay and improved performance, both of which have an impact on the general standard of education. Teachers are more motivated to give their best effort when they feel recognized by the government, and this drive has a favorable effect on classroom learning for the students. A teacher's motivation and focus will increase with acceptable living conditions, especially when designing teaching strategies. As a result, it's critical to maintain and boost teacher motivation through rewards

depending on their output. Programs for obtaining teacher certification enhance students' motivation, which raises the standard of education as a whole.

D. Conclusions

The findings of the study demonstrate the significance of the certification program in raising teacher effectiveness. In addition to improving teachers' motivation and output, certification offers formal validation of their expertise. After gaining certification, teachers who had previously been unfocused and whose performance was low because their living requirements were not satisfied, became more focused, and their performance improved. Teachers who participate more actively in training and seminars on improving teacher competence and knowledge in building potential and learning approaches in the classroom to raise the caliber of instruction in the area are demonstrating increased performance. In addition, low pay and a lack of respect for teachers' accomplishments might sap their drive. To increase teacher motivation and student learning outcomes, it is crucial to place a strong emphasis on performance-based incentives. Teachers will be more motivated to advance their skills and deliver high-quality instruction if they believe that their basic needs are being satisfied. These findings highlight the significance of certification programs and the need for the right incentives to boost teacher job enthusiasm, which will ultimately raise educational standards. Student learning and achievement are anticipated to significantly improve with teachers who are more committed, driven, and financially secure.

E. Acknowledgment

Thanks to the elementary School Teacher in Karang Agung Ilir District who helped us in finishing this project.

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