

Effect of Teacher Certification and Work Motivation against Teacher Performance: Surveys in High School Islam PB Soedirman Cijantung East Jakarta

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Abstract: Improved performance through certification of teachers is needed in order to develop the professionalism of teachers, thereby contributing to improve the quality of education. The purpose of writing this scientific work is specifically aimed at the following: 1) Obtain performance data teacher at SMA Islam PB Sudirman Cijantung East Jakarta, 2) Obtain data on job motivation of teachers in SMA Islam PB Sudirman Jakarta Cijantung Timur. As for problems that become the object of research in research is about the influence of teachers' certification and motivation to work on teacher performance, research conducted at SMA Islam PB SudirmanCijantung East Jakarta. The method used in this research is survey method with correlation techniques. The population in this study consisted of the target population and the population affordable. Target population was all teachers of subjects SMA Islam PB Sudirman some 43 people, while the entire population of inaccessibility is subject teachers who are already certified a number of 30 people. Mechanical sampling using saturated sample. Data teacher certification, teacher work motivation and performance of teachers collected using a likert scale shaped instrument. **RESULTS:** (1) there is a real effect between the certification of teachers' performance, (2) there is a real influence between work motivation of teachers on teacher performance, (3) there is a real effect between certification and motivation of teacher work together on performance teacher.

1 INTRODUCTION

The education process aims to produce qualified human resources in accordance with the demands of today's development needs. The main supporter for the attainment of these goals is to implement quality learning process under the guidance and supervision of professional educators as well as the implementation of all components of an integrated quality management. Teachers play a very important, especially in preparing students to be students who have the advantage of being a formidable figure, creative, independent and professional in their respective fields. The success of the learner as a subject of study related to the personal (individual and process) in internalize the knowledge, values, personality traits, attitudes, and skills that exist in the vicinity. While success as a teacher to teach a subject other than determined by the quality of teachers in private (individual quality) is also determined by the standards of competence

possessed by the teachers, which includes pedagogical competence, personality, social and professional.

The success of a country has significant relevance to the quality of education held. While the quality of education is directly proportional to the performance of educators that directly contribute greatly in determining the quality of education produced. Efforts to improve the performance of educators has developed quite well in the last few years, both in terms of normative and conceptual. Normatively, the birth of Law No. 20 Year 2003 on National Education System, educators have been recognized as professionals and the right to receive income and social welfare are appropriate and adequate.

Academic qualifications and professionalism of teachers as educators play an important role to achieve educational goals. Quality education is a key condition for realizing the nation's life advanced, modern and prosperous. Meanwhile, quality

education is very dependent on the capacity of the education unit in transforming students to get added value, both cognitive, affective and psychomotor. Of a number of components of education, teachers and lecturers is a factor that is very important and strategic in efforts to improve the quality of education at any educational institution regardless of the amount invested to improve the quality of education, without the attendance of teachers and lecturers who are competent, professional, dignified and prosperous can be ascertained will not achieve the expected goals (Depdiknas, 2007 : 2).

Factors teachers are believed to have a strategic role in improving the quality of education. The results showed that quality teachers greatly affect the effectiveness of learning, which in turn affect the achievement of learners, (Suherman: 2007). Teachers have pedagogical competence, personal competence, professional competence, and competence of social is an absolute requirement for quality education, policies developed by the government of welfare education through the application of teacher certification.

Performance or achievements of teacher professionalism in carrying out tasks such as educating, teaching, guiding, directing, train, assess, and evaluate an essential aspect of increasing the intelligence of students who carry on improving the quality of education held. Performance is defined as the level or degree of execution of one's duties on the basis of its competence. The term performance can not be separated from work due to its performance is the result of the work process.

2 FRAMEWORK THROUGH HOME VISITS AND HYPOTHESIS

2.1 Itself Teacher Certification

2.1.1 Definition Certification

Before discussing the notion of teacher certification first need to explain the terms of certification. According to BSN in the Authority (Wibawa, 2005 : 167) expressed in relation to the certification of the graduates of the Institute of Education Personnel (LPTK), the certification comes from the word *certification* which means diploma or "official acceptance of the competence of a person to assume something professional positions" Then he explained, the certification is a series of publishing activities certificates for goods, services, processes, systems and personnel, which

aims to provide written assurance of certification bodies, training institutions, inspection bodies and laboratories, to declare that goods, services, processes and personnel have met the required standard.

Certification is the process of competency testing for prospective or teachers who wish to acquire or improve the recognition and competence in accordance chosen profession (Mulyasa, 2011:4). Also stated in the Law of the Republic of Indonesia Number 14 Year 2005 Article 1, paragraph 7 of Teachers and Lecturers, said that certification is the process of granting certificates of educators for teachers and lecturers. Furthermore Mulyasa argued that, educator certificate is a formal proof of recognition given to teachers and lecturers as professionals.

National Commission on Educational Services (NCES), provides a more general understanding of the certification. *Certification is a procedure whereby the state evaluates and reviews a teacher candidate's credentials and Provides him or her a license to teach.* In this case the certification is a procedure to determine whether a prospective teacher feasible given the permission and authority to teach. (Mulyasa, 2011:34). This is necessary because the graduates of educational institutions of teacher personnel is very varied, both in the public and private universities.

Based on the description above theory, the authors conclude that the teacher certification process can be interpreted as an acknowledgment that someone already has the competence to carry out educational services in a particular educational unit, having passed the competency test conducted by the certification body. In other words, the teacher certification process competency test is designed to reveal a person's mastery of competencies as a foundation educator certification.

2.1.2 Basic Law Teacher Certification

The main basic teacher certification implementation of Act No. 14 Year 2005 on Teachers and Lecturers (UUGD) adopted on 30 December 2005. Article that states are listed in article 8 which reads: "teachers must have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to realizing national education." Another article that could serve as the basis for certification, namely article 11 paragraph (1) states that: "the certification referred to in Article 8 is given to teachers who have met the requirements." another legal basis is Law Number 20 of 2003 on National Education System and PERMEN DIKNAS No. 18 Year 2007

regarding teacher certification for teachers in positions that had been established on May 4, 2006.

2.1.3 Objective and Benefits Teacher Certifications

A. The purpose of teacher certification

Teacher certification process can be interpreted as an acknowledgment that someone already has the competence to carry out educational services in a particular educational unit, having passed the competency test conducted by the certification body. According to the Ministry of Education (2007: 2) certification process conducted thus has the following objectives:

1. Determining the feasibility of teachers in performing the duties of a learning agent and realize national education.
2. Implement processes and the quality of education.
3. Promoting the dignity of teachers, and
4. Increase professionalism of teachers.

According Wibowo in Mulyasa (2011:35), revealed that the certification is aimed at such things as the following:

1. Protecting the profession of educators and education personnel
2. Protect the public from practices incompetent, thus damaging the image of teachers and education personnel.
3. Assist and protect the providers of education, by providing guidelines and instruments to make the selection of qualified applicants.
4. Public perception of the teaching and education profession.
5. Providing solutions in order to improve the quality of education and educators.

Certification has a purpose that leads to the professionalism of teachers that preceded the achievement of standards of competence of teachers. Besides technical certification become a reference for quality improvement of the competence of educators who work together to quality education.

From the description of the purposes of certification that has been disclosed, basically certification aims to improve and or stimulate in order to increase the competence of teachers or reach the standards that have been set. So with the increasing competence of teachers will affect the quality of education. However, teachers are at the forefront in education, where teachers have a central role in the achievement of quality education.

2.1.4 Teacher Certification Benefits

With regard to the benefits of certification, Mulyasa (2011:35-36) , suggests that certification in

general has two benefits. First, for quality control, both for quality assurance. In detail, with regard to both the benefits of certification according to Mulyasa are as follows:

a. Quality Control

1. Certification bodies have been identified and determine a set of competencies that are unique
2. For any kind of potential can lead practitioners to develop a level of competence in a sustainable manner.
3. Increased professionalism through a selection mechanism, either at the time of initial entry professional organizations as well as further career development.
4. The selection process is better, better training programs as well as independent learning efforts to achieve increased professionalism.

b. Quality Assurance

1. The process of professional development and evaluation of the performance of the practitioner will lead to the perception of the public and government for the better of the professional organizations and their members. Thus the parties concerned, especially the customers / users will increasingly appreciate the professional organizations and vice versa professional organizations may guarantee or protect the customer / user.
2. Certifications provide valuable information for customers / users who want to employ people in a particular area of expertise and skills.

While the benefits of certification according to MONE (2007:2) are as follows:

1. Protecting the teaching profession from the practices that are not competent, which can damage the image of the teaching profession.
2. Protect the public from educational practices that are not qualified and not professional, and
3. Improve the welfare of teachers.

B. Itself Work Motivation Teacher

For a broader understanding of motivation, below dikutip some expert opinions from various sources. Donald in Hamalik defines motivation is self-employment changes performance (private) person who is marked by the emergence of feelings and reactions to achieve the goal. (2001:158)

Duncan in Wahjosumidjo, motivation is a conscious effort to influence a person's behavior that leads to the achievement of organizational goals. (1981:176),

Greenberg and Varson in Djatmiko that motivation is a process that encourages, directs and maintain human behavior toward the achievement of a goal. (2002:67). Berelson and Steiner in Wahjosumidjo defines motivation is a state of psychiatric and mental attitude of man to provide the

performance, encourage or directing or channeling behavior towards the attainment of the needs of the member satisfaction or reduce imbalances. (2001:267)

After discussing the notion of motivation, then the discussion continued to question what is motivation to work? According Purwadarminta, work is the act of doing something, something that is done (done). Work is doing a deed(2002:492).

From the description it can be concluded that the definition of work motivation is something that raises the spirit or the drive to work. Teachers' work motivation is something that raises the spirit or encouragement to teachers to work with the best.

C. Itself Teacher Performance

To understand the concept of performance (*performance*) more deeply, need to clarify the definition performance or work performance, some of the terms used in connection with the performance, and performance assessment indicators. It is intended to limit the expansion of the meaning of the performance which has been developed by a variety of disciplines. Performance in this study only revolve around the issue of learning that serves to facilitate the creation of learning conditions that can build a good quality of education.

Sastrohadiwiryo defining job performance is the performance achieved by a workforce in implementing the tasks and the work given to him. (2002:234)

According Mangkunagara term performance comes from the *Job Performance* or *Actual Performance* (actual job performance or achievements attained by someone). Understanding job performance or achievement is the result of the quality and quantity of work achieved by one's employees in carrying out their duties in accordance with the responsibilities given to him. (2002:67)

From some of these definitions, the author can draw a conclusion that teacher performance is the capability of the teachers featured in learning process activities to achieve the teaching objectives effectively and efficiently.

D. Relevant Research

In connection with the theoretical foundation, it will put forward the relevant research that has been done by other studies before, that has to do with the variables in this study as a reference for the formulation of hypotheses.

According Ikin Solikin a researcher from the Research Institute UPI, said the results of observations are titled: Effect of Teacher Certification on Performance Implications Teachers and Student Achievement At SMK in Bandung and

Bandung regency. The problem of this study was the effect of teacher certification on teacher performance. More details of the problems described in the following research questions: (1) How is the implementation of teacher certification SMKN Bandung and Bandung District; (2) How is a picture of student achievement SMKN Bandung and Bandung District; (3) Describing the performance of teachers SMKN Bandung and Bandung District; (4) How to Influence on Performance Master Teacher Certification SMKN Bandung and Bandung District; (5) How to Influence teacher performance to student achievement SMK SMK Kota Bandung and Bandung regency. The method used in this research is survey explanatory. the method of research conducted on large populations and small, but the data studied are the data from a sample drawn from the population, so it found a picture and relationships between variables. The results showed that the relationship between teacher certification and teacher performance is very low indicated by the correlation coefficient of 0.164.

There is an influence of teacher certification on teacher performance, as shown by the coefficient of determination 2.7%. The relationship between teacher performance and student achievement indicated by the low correlation coefficient of 0.279. There is the influence of teacher performance on student achievement, the coefficient of determination is indicated by the calculation of 7.8%. There are differences in the average value before and after the certification of teachers.

A survey conducted by the Indonesian Teachers Association (PGRI) to 28 provinces found that the performance of teachers who have passed the certification or pass a competency test is still low (Kompas, 2010: 1)

E. Thinking Framework

1. Effect of certification Against Teacher Performance Improvement

Teacher certification is a teaching certificate, in the form of a letter given a procurement agency education personnel accredited as a formal proof of the feasibility of the teaching profession, and has the ability to achieve national education goals, coupled with increased prosperity decent and has fulfilled requirements, namely, (1) academic qualifications, (2) education and training, (3) teaching experience, (4) the planning and implementation of learning, (5) assessment by the employer, (6) academic achievement, (7) professional development work, (8) participation in scientific forums, (9) the experience in the field of education and social organizations, (10) the relevant awards in education.

Teacher certification, is a policy that is very strategic, because the certification program has clear

objectives and benefiting. If the destination is a teacher certification; (1) determining the eligibility of teachers in performing the duties of a learning agent and achieve national education goals, (2) improve the process and quality of education, (3) increase the dignity of teachers, and (4) improving the professionalism of teachers. While the benefits are teacher certification; (1) protect the teaching profession from the practices that are not competent, which can damage the image of the teaching profession, (2) protect the public from practices of the unqualified and unprofessional, and (3) improve the welfare of teachers.

The quality of teachers through the certification program as an effort to improve the competency of teachers. The rationale is if the teacher has good competence followed by a good income, it is expected that the performance of teachers is increasing. If the performance is good, the teaching and learning activities (KBM) is also good. Teaching and learning activities (KBM) Nice expected to increase the competence of learners who qualified.

Based on the above frameworks, teacher certification is thought to have a real impact on teacher performance. So that teachers will be more professional and capable of carrying out their profession in accordance with the various demands in carrying out its duties.

2. Effect of Motivation Work to Teacher's Performance Improvement

Motivation is the drive, needs or other driving forces that cause people to do something. Every man has a job to do motivation. Motivation can give direction and purpose to human behavior. Motivation as a state in a person that drives enable or moving and directing or channeling behavior towards the goal.

While work is the act of doing something, something that is done (done). Work is doing a deed job as a sustainable business that is planned to produce something of value or benefit to others.

Work motivation is the impetus of work both from within and from outside of human beings to behave in achieving the objectives in a series of jobs. Work motivation is very important in order to improve the performance of teachers to achieve educational goals. Any work done by teachers in addition to requiring the ability, also requires motivation. Because the performance is the result of interaction between the ability and motivation, people who have high ability and high motivation to work well it will produce a good performance. People who have the ability but low motivation is going to produce work that is low, as people who have high motivation but low ability.

Based on the description said that, if the higher work motivation of teachers, the more powerful impetus arising to work harder and can improve its performance. So, it can be said that the teacher work motivation is a factor influencing the increase in teacher performance. So, it is strongly suspected that the motivation to work the teacher can give a real impact on teacher performance.

3. Effect of Teacher Certification and Work Motivation Against Teacher Performance Improvement

As discussed earlier, that the teacher certification and teacher work motivation, alone believed to be the variables necessary and crucial for improving the performance of teachers.

Improved performance of teachers is done through improving the quality of teachers. law teachers and lecturers stated that the certification as part of improving the competence of teachers and increased welfare. Therefore, it is expected to pass the certification of teachers can improve their competence and become professional educators. Teacher certification is a teaching certificate, in the form of a letter given a procurement agency education personnel accredited as a formal proof of the feasibility of the teaching profession, and has the ability to achieve national education goals, coupled with increased prosperity eligible and have met the requirements, namely, (1) academic qualifications, (2) education and training, (3) teaching experience, (4) the planning and implementation of learning, (5) assessment by the employer, (6) academic achievement, (7) professional development work, (8) participation in scientific forums, (9) the experience in the field of education and social organizations, (10) the relevant awards in education.

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Motivation is the drive, needs or other driving forces that cause people to do something. Every man has a job to do motivation. Motivation can give direction and purpose to human behavior. Motivation as a state in a person that drives enable

or moving and directing or channeling behavior towards the goal.

While work is the act of doing something, something that is done (done). Work is doing a deed job as a sustainable business that is planned to produce something of value or benefit to others. Work motivation is the impetus of work both from within and from outside of human beings to behave in achieving the objectives in a series of jobs.

Work motivation is very important in order to improve the performance of teachers to achieve educational goals. Any work done by teachers in addition to requiring the ability, also requires motivation. Because the performance is the result of interaction between the ability and motivation, people who have high ability and high motivation to work well it will produce a good performance. People who have the ability but low motivation is going to produce work that is low, as people who have high motivation but low ability.

Based on these descriptions, that in order to produce learning effectiveness is essentially a reflection of the effectiveness of the management of the learning process carried out by the teacher, this expectation must be supported by teachers who are professionals in this case the teachers who have received certification and have a high motivation to work as a teacher, so it can be said if teachers who have received certification and motivation have a nice work, then eventually give assurances can improve its performance as a teacher. Thus that, certification and motivation of teachers is a factor that determines the performance improvement of teachers, either individually or jointly alleged to have real influence on teacher performance.

F. Hypothesis

Based on a frame-thinking that has been presented, it can be formulated hypothesis of the study as follows:

1. a. There is no real effect between the teacher certification teacher performance.
 b. There is a real effect between the teacher certification teacher performance.
2. a. There is no real effect between work motivation of teachers on teacher performance.
 b. There is a real effect between work motivation of teachers the performance of teachers
3. a. There is no real effect between certification and motivation employment of teachers on teacher performance
 b. There is a real effect between certification and motivation of teachers on teacher performance.

3 RESEARCH METHODOLOGY

The research method used in this research is survey method. According Sugiyono (2009: 11) the survey method used to obtain data from a particular place is natural (not artificial), but the researchers did treatment in data collection. This research was conducted to obtain data on the effect of teacher certification and motivation of teachers to increase teacher performance. This research is expected to provide an overview, explaining about the influence and to test the hypothesis of the study, and can acquire meaning and implications of the issue-the problem in this study. The constellation of the problem is as follows:

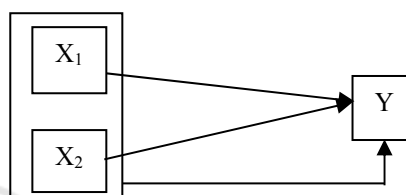


Figure 1. The constellation between X₁, X₂ and Y

Information:

- X₁ = Teacher Certification
- X₂ = Motivation of teachers
- Y = Performance of teachers

The picture above is a double paradigm with two independent variables X₁ and X₂, and one dependent variable Y. for influence premises Y and X₁ X₂ by Y, using a simple correlation technique. To find the relationship X₁ X₂ together towards Y using double correlation.

3.1 Population and Sample

1. Population

Population is the subject of research (Arikunto, 2006: 130). Meanwhile, according Sugiyono (2009: 115) population is defined as the area generalization which consists of object / subject that has certain qualities and characteristics defined by the researchers to learn and then draw conclusions.

The target population in this study are all subject teachers in secondary schools Islam (SmaI) PB Sudirman Cijantung which is under the auspices of the Mosque Foundation Commander Soedirman Cijantung East Jakarta, totaling 43 people. While the affordability of the population in this study is all teacher of secondary school subjects on Islam (SmaI) PB Sudirman Cijantung numbered 30 people who have passed the certification test.

2. Samples

Samples are partly or representative of the population studied (Arikunto, 2006: 131).

Meanwhile, according Sugiyono (2009: 116) sample is part of the number and characteristics possessed by the population.

The sampling technique in this study using saturated sampling. Sampling is saturated sampling technique when all members of the population used as a sample or if the population is less than 30 people (Sugiyono, 2009: 122). And, observed sample as an object in this research is the subject teachers at the secondary school level Islam (SmaI) PB Sudirman Cijantung have passed the certification test, starting from the year 2007 until the year 2012 amounted to 30 people. This amount was taken as a sample. The method used in the decision as it is a method sampel. Sampel census, where all members of the population made

4 RESULTS AND DISCUSSION

4.1 Description of Data

Description of data each variable includes a general overview of the price or value of the arithmetic mean (mean), standard deviation, mode, median, and frequency distribution histogram with graphs. Respectively for variable data descriptions Certification, Teacher Work Motivation and teacher performance are as follows:

1. Certifications

Data on certification of SMA Islam PB Sudirman Cijantung East Jakarta by Likert scale questionnaire results are as follows:

Highest Score Lowest Score = 145 = 71 Mean = 103.37

The standard deviation = 22 946 Mode = 119, 106 Median = 104,000

The frequency distribution of the certification of the 30 teachers, in general score is between 109-119 certification Or if presented by 20% while the highest score is between 142-157 reached 3.3%.

The frequency distribution of the Certification shown in Table 9 and Figure 2 below.

Table 1: Frequency Distribution Certification

No.	classInterval	Frequency	Relativefrequency
1.	65-75	5	16.7%
2.	76- 86	4	13.3%
3.	87-97	4	13.3%
4.	98-108	4	13.3%
5.	109-119	6	20%
6.	120-130	3	10%
7.	131-141	3	10%
8.	142-157	1	3.3%
		30	100%

2. Work motivation

Data on job motivation of teachers SMA Islam PB Sudirman Cijantung East Jakarta by Likert scale questionnaire results are as follows:

Highest Score Lowest Score = 147 = 71 Mean = 103.83

Standard deviation = 23.46543 mode = 119 Median = 104.5000

The frequency distribution of the motivation to work 30 Master SMA Islam PB Soedirman show, in general score of motivation to work is between 74-84, or if presented by 20% and 118-128 or if presented by 20%, while the highest score is between 140-150 achieved at 6.7%. The frequency distribution of the Work Motivation Teacher shown in table 10 and figure 3 below

Table 2: Frequency Distribution of Work Motivation Teacher

No.	Class interval	Frequency	Relativefrequency
1.	63-73	3	10%
2.	74- 84	6	20%
3.	85-95	4	13.3%
4.	96- 106	3	10%
5.	107-117	3	10%
6.	118- 128	6	20%
7.	129-139	3	10%
8.	140- 150	2	6.7%
		30	100%

3. Teacher performance

Data on teacher performance SMA Islam PB Sudirman Cijantung East Jakarta by Likert scale questionnaire results are as follows:

Highest Score Lowest Score = 147 = 71 Mean = 109.77 The standard deviation = 22 937 Mode = 119 Median = 113.0000

The frequency distribution of the performance of teachers 30 Teachers SMA Islam PB Soedirman show, in general, work motivation score is between 118-128, or if presented amounted to 26.7%, while the highest score is between 140-150 reached 6.7%. the frequency distribution of the Work Motivation Teacher shown in table 11 and figure 4 below

Table 3: Frequency Distribution of Work Motivation Teacher

No.	ClassInterval	Frequency	RelativeFrequency
1.	63-73	3	10%
2.	74- 84	6	20%
3.	85-95	4	13.3%
4.	96- 106	3	10%
5.	107-117	3	10%
6.	118- 128	6	20%
7.	129-139	3	10%
8.	140- 150	2	6.7%
		30	100%

4.2 Hypothesis Testing

Before testing the hypothesis, first performed the testing requirements analysis. Testing requirements analysis include: testing sample normality.

Normality Test Samples

Sample normality test done by Chi-squared. Testing is done each score Certification (X_1), teacher work motivation score (X_2) and the performance scores of Teachers (Y).

Normality test is intended to determine whether the symptoms to be examined which influence the certification, and work motivation, teachers and teacher performance samples had the same symptoms of the total members of the population.

Further testing this hypothesis was tested by statistical methods through a simple correlation and regression testing of hypotheses one and two. Correlation and multiple regression for hypothesis three, with a significance level of 0.05.

1. Effect of certification on teacher performance

The first hypothesis proposed in this study as follows:

- a. There is no real influence among certified teachers on teacher performance.
- b. There is a real influence between teacher certification to the performance of teachers.

Based on data collected on the variables X_1 and Y are then analyzed, shows that the regression coefficient b of 0.828 so as to form the regression model $Y = 24\,207 + 0.828 X_1$.

Based on the test results F, it turns out that the linear regression model. This is evident from the calculation of the F test shows that $F_{arithmetic}$ amounted to 61 074. This figure is smaller than F_{table} of 4.20 (0.05: 1/28).

The dependence of the performance of teachers (Y) on the certification of teachers (X_1) is expressed by the calculation that shows $F_{arithmetic}$ amounted to 61 074. F_{table} at significant level ($\alpha = 0.05$) of 4.20. It turns out that F_{count} table. This means that the regression of Y on X_1 significantly.

The strength of the influence of variables X_1 to the variable Y is expressed by the correlation coefficient of 0, 828. The correlation coefficient significance test showed $t_{count} = 7815$ bigger than t_{table} 1.701 at significant level. Coefficient of determination Y to X_1 ($r^2 X_1 y$ of 0.686). This means that 68.6% inclination (variance) Certification determine teacher performance (complete calculation in Appendix 7).

Meanwhile, if taken control of the other independent variables (X_2), then the partial correlation X_1 (certification) to Y (the teacher's performance) obtain partial correlation coefficient of 0, 828.

The level of significance of correlation between X_1 and Y can be determined by comparing the price

of $t_{arithmetic}$ with t_{table} based on data in the table below.

Table 4: Partial Correlation X_1 With Y

Partial correlation	dk	coefficient	t test	
			t	t table
X_1 with Y	28	0.828	7815	1.701

According to the table above, we see that the price $t_{count} = 7815$ is greater than $t_{table} = 1.701$. Thus the correlation between X_1 and Y is a highly significant correlation.

With the results of these calculations there is apparently a real influence between the certification of teachers on teacher performance. Thus the performance of a high school teacher of Islam PB Sudirman Cijantung can be increased, among other things, the certification of teachers.

2. Effect of Work Motivation Teacher Performance Against Teachers

The second hypothesis proposed in this study as follows:

- a. There is no real influence between work motivation of teachers on teacher performance.
- b. There is a real influence between work motivation of teachers on teacher performance.

Based on the analysis of the variables X_2 and Y b regression coefficient of 0.812 so as to form the regression equation $Y = 25\,482 + 0,812 X_2$ (Attachment 9).

To the degree of significance and regression linearity test performed with Anova F following

Table 5 : Table of ANOVA Regression of Y on X_2 at $\alpha = 0.05$

Source Variance	dk	JK	RJK	F count	F table
Regression	1	10521.504	10521.504	62 207	4.20
rest	28	4735.863	169 138		
Total	29	15257.367			

Values obtained $F_{count} > F_{table}$, namely $62\,207 > 4.20$ (1/28; 0.05), the regression of Y on X_2 proved significant (F table in attachment 10 pages).

It can be concluded that the regression equation $Y = 25\,482 + 0,812 X_2$ is very significant. The strength of the influence of variables X_2 with a variable Y is expressed by the correlation = 0.830. Based on the correlation coefficient t test means as seen F_{count} 62 207 is greater than the F_{table} 4.20 at the significance level. Coefficient of determination Y to X_2 (R^2 of 0, 690). This means 69% inclination (variance) Teacher Performance determined by teacher work motivation (complete calculation in Appendix 9)

If done controlling the other independent variables, the partial correlation between X_2 (teacher work motivation) to Y (the teacher's

performance) obtaining a correlation coefficient of 0.690.

Furthermore, the significance test decorating X_2 * with Y (the performance of teachers to get the correlation coefficient) obtained correlation coefficient of 0.690

Degrees of significance correlation between X_2 and Y is done by comparing the price of $t_{arithmetic}$ with t_{table} . If the price of $t_{arithmetic}$ greater than t_{table} , then the correlation between X_2 and Y means that (significant), otherwise if the price t_{count} is smaller than t_{table} , then the correlation between the two variables were not significant.

Table 6: Partial Correlation X_2 With Y

Partial correlation	dk	Coefficient $r_{x_2, y}$	t test	
			t	t_{table}
X_2 with Y	28	0, 830	7,887	1.701

According to the table above, we see that the price t_{count} is 7,887. This figure is greater than the price of t_{table} 1.701 at the 0.05 level. This means that the correlation between X_2 (teacher work motivation) to Y (the teacher's performance) is the correlation exhibited significantly.

Based on the analysis above, it can be concluded that the hypothesis which says "There is a real influence between work motivation of teachers on teacher performance" unacceptable.

3. Multiple correlation between certification (X_1) and Work Motivation Master (X_2) with the Teacher Performance

From the calculation results of multiple regression with a significance level of $\alpha = 0.05$ was obtained multiple regression equation between Y on X_1 and X_2 is $Y = 30\ 672 - 2\ 775 X_1 + 3,525 X_2$.

To determine the degree of dependence of Variable Y for variables X_1 and X_2 , it is stated by F test based on data contained in the following table.

Table 7: Table of ANOVA Regression of Y on X_1 and X_2 at $\alpha = 0.05$

source Variance	dk	JK	RJK	F _{count}	F _{table}
Regression	2	10609.164	5304.582	30 813	3.35
Rest	27	4648.203	172 156		
Total	29	15257.367			

From the table of analysis of variance (ANOVA) above seemed priced F_{count} was 30 813 is greater than the F_{table} 3.35 at the level of 0.05 (0.05: 2/27). Thus the equation is very significant. In other words, the performance of teachers (Y) has a dependency to certification (X_1) and work motivation of teachers (X_2).

Directions strong influence of variables X_1 and X_2 with a variable Y is expressed from the calculation of the plural correlation $r_{x_1, x_2, y} = 0.834$ based on F test results, the correlation coefficient was very meaningful $F_{count} 30\ 813 > F_{table}$ at the level of 0.05 (0.05: 2/27).

In addition the results of partial correlation analysis shows that the partial correlation between X_1 and Y with regard X_2 fixed (controlled) shows the correlation coefficient $r_{x_1, y}$ at 0.828. and partial correlation between X_2 by Y with regard X_1 fixed (controlled) yielded a correlation coefficient $r_{x_2, y}$ of 0, 830.

Thus it turns out either individually or together there is significant influence between certification (X_1) and work motivation of teachers (X_2) the performance of teachers (Y). Partial correlation coefficient of determination between X_2 and Y at 69%.

Coefficient of determination $r_{x_1, x_2, y}^2 = 0.695$. That is jointly certification (X_1) and work motivation of teachers (X_2) will affect the performance of teachers (Y) of $0.695 \times 100\% = 69.5\%$. This means that 69.5% of teacher performance SMA Islam PB Sudirman Cijantung determined jointly certification and motivation of teachers.

4.3 Discussion

Based on the results of the third test the hypothesis proposed in this study, all of them proved to be acceptable. Thus the teacher certification have real influence, either individually, or together and work motivation of teachers on teacher performance. Overall contribution gained 69.5%.

Their real influence of independent variables namely certification (X_1) and work motivation of teachers (X_2) with the dependent variable is the performance of teachers (Y) and the effect can be expressed as follows:

First, the results of regression analysis and correlation between teacher certification (X_1) with the performance of teachers (Y), regression equation is: $Y = 24.207 + 0,828X_1$ with the correlation coefficient (r) = 0.828 at significant level $\alpha = 0.05$. Thus, the teacher certification can predict the performance of teachers, these two variables are positively correlated and very meaningful, which is 68.6%. Variance competence of a teacher can be explained by the teacher certification. From the research SMA Islam PB Sudirman teachers who pass the certification from 2007 to 2012 totaling 30 people either passed through the portfolio and through PLPG stage.

The findings show that the improved performance of teachers, it should be noted and

improved teacher certification, meaning that if someone has a good teacher certification and trying to improve it, it allows the teacher can improve its performance.

Second, the results of regression analysis and correlation between work motivation of teachers (X_2) the performance of teachers (Y) regression equation $Y = 25.482 + 0.812 X_2$ with a correlation coefficient (r) = 0.830 at significance level $\alpha = 0.05$.

Thus, the job motivation of teachers to predict the performance of teachers. These two variables are positively correlated and very meaningful, in which 69% of the variance of the teacher's performance can be explained by the teacher work motivation.

The findings suggest that to improve the performance of teachers, it should be noted and improved job motivation of teachers, meaning that if a teacher has a good motivation to work and try to improve it, it allows the teacher can improve its performance.

Third, the analysis results between teacher certification (X_1) and work motivation of teachers (X_2) the performance of teachers (Y), regression equation $Y = 30.672 + 2.775 X_1 + 3.525 X_2$ with a correlation coefficient (r) = 0.834. Taken together that components of the certification (X_1) and work motivation of teachers (X_2) can be explained together with these two variables.

These findings suggest that to improve the performance of teachers, need to be considered and improved teacher certification and motivation of teachers are good and trying to improve it, then it is likely that teachers can improve its performance. Furthermore, the contribution of the two independent variables showed the teacher certification (0.69) compared to the same contribution teacher work motivation (0.69) in improving teacher performance.

5 CONCLUSION

Based on a description and a frame-thinking theories proposed, the conclusions of this study are as follows: on conclusion research, we found influence positively the certification of teacher performance. There are positive influence between work motivation of teachers on teacher performance. There are positive influence between certification and motivation of teachers on teacher performance.

On conclusion Hypothesis Testing Results: The first hypothesis testing results reveal that there is a real effect between teacher certification (X_1) with a teacher's performance (Y). This is indicated by the correlation coefficient of 0, 828 with the regression equation $\hat{Y} = 24.207 + 0.828 X_1$. Donations teacher certification (X_1) on the performance of teachers (

Y) is indicated by a coefficient of determination of 0.686 means that certification contributed 68.6% to the performance of teachers. This means, that the better the teacher certification, the better the performance of teachers. And conversely, the teacher is not certified, then the lower the performance of teachers. Therefore, the certification is one of the variables that need to be considered to improve the performance of teachers. Certification of teachers have a strong influence on teacher performance, as shown by figures correlation coefficient (r_{y_1}) 0,828. Dengan Thus, the performance of teachers is determined by a certified teacher. The findings could be used by teachers that to improve the performance of teachers, then teachers need to improve the results of teacher certification, teacher certification so the better. Improved results of the certification, by itself can improve teacher performance.

Results of testing the second hypothesis states that there is real influence between work motivation of teachers (X_2) the performance of teachers (Y), it is shown by the correlation coefficient (r_{y_2}) of 0.830 with a regression equation $\hat{Y} = 25.482 + 0.812 X_2$ then obtained by 0.830. Donations of work motivation of teachers (X_2) the performance of teachers (Y) is indicated by a coefficient of determination of 0.690 means that motivation of teachers to contribute = 69% on teacher performance. This means that the better the work motivation of teachers, the better the performance of teachers. and vice versa, the teacher work motivation is not good, then the lower the performance of teachers. Therefore, motivated teacher work is one of the variables that need to be considered to improve the performance of teachers. Work motivation of teachers have a strong influence on teacher performance, as shown by figures correlation coefficient (r_{y_2}) 0.830 with the effective contribution of 69%. Thus, the teacher's performance is determined by the teacher work motivation, the findings can be used by teachers to improve teacher performance that it needs to increase the motivation of teachers so that the teacher's performance is getting better. Increased motivation of the teacher work, by itself can improve teacher performance.

Results of testing the third hypothesis states that there is a real effect between teacher certification (X_1) and work motivation of teachers (X_2) together on teacher performance (Y), it is obtained from the correlation coefficient r equal to 0.735 with significance level 0, 05, multiple regression equation $\hat{Y} = 30672 - 2775 X_1 + 3,525 X_2$. ini showed that two independent variables, namely certification and motivation of teachers have an impact on teacher performance, in respect of both variables is shown

by the coefficient of determination (r^2) = 0.695. This means that the certification of teachers and teachers' motivation to work together members of a donation of 69,5% on teacher performance. The research result shows that the certification and motivation of teachers working together have an influence on teacher performance. This means, that the better teacher certification and teacher motivation to work well together, then the better the performance guru. dan conversely, the lower the teacher certification and motivation of teachers, the lower the performance of teachers. Therefore, certification and motivation of teachers are two variables that need to be considered for the performance of teachers, the findings can be utilized by the teacher, that teacher certification and teacher work motivation, will eventually be able to improve the performance of teachers.

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