

# The Effect of Teacher Certification on Teaching Ability in Indonesian Language Subjects in Elementary Schools

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**Keywords:** Teacher Certification, Teaching Ability, Elementary Schools

**Abstract:** This study aims to find out whether there is an influence of teacher certification on the ability to teach Indonesian language subjects in elementary schools. The approach used is a quantitative approach with survey methods (correlational studies) that describe the variables studied, while investigating the influence between variables. The selection of this sample is determined based on consideration of the distance of the research location to the domicile of the researcher. The sample that was the target of this research was 100 elementary school teachers. The results of this study indicate that there is a significant influence between Teacher Certification on teaching ability in Indonesian Language subjects in Elementary school

## 1 INTRODUCTION

In the implementation of teacher certification it is stated that teacher in office must go through several components that must be met such as; test academic qualifications, education and research, learning experience, design of learning implementation, assessment from superiors or supervisors, academic achievement, work on professional development, participation in scientific forums, organizational and educational experience, and relevant awards in accordance with the education sector. All of these components become a prerequisite for a teacher to obtain a due diligence and professionalism for each teacher (Kurniawan, 2011).

According to Friedrichsen (2009) Professionalism of a teacher is an inseparable part of the education system. It can even be said, it is an absolute requirement in realizing quality education. With teacher's professionalism, the education system can work well in students have character, dignity, and noble character (Biesta, 2015). Ignoring the professionalism of a teacher in an effort to build an education system and achieve character education goals, arguably is a futile job. because teachers the main source of information in educational institutions. In addition, the teacher also spearheaded the transformation of knowledge for students. For this reason, the professionalism of a teacher

becomes something that cannot be ignored (Densmore, 2018).

Professionalism itself comes from the word profession, which means a field of work that someone wants or is engaged in. In addition, the profession is also defined as a certain position or occupation that requires special knowledge and skills obtained from intensive academic education (Mausethagen & Smeby, 2016). According to Ozga & Lawn, (2017) professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. Professionalization here is seen as a process that moves from ignorance to knowing, from immaturity to maturity, from being directed by others (other directedness) to directing oneself (Sanaky, 2005).

Whereas according to Supriadi, (2009) professional teachers will be reflected in the implementation of service assignments that are characterized by expertise in both material and methods. Professional teachers should be able to carry out their responsibilities as teachers, students, parents, society, nation, State and Religion (Sneyers, Jacobs & Struyf, 2016). Professional teachers have personal, social, intellectual, moral and spiritual responsibilities.

To bear the title 'professional', a teacher certainly cannot be arbitrary. He must have certain competencies as required. In accordance with the provisions of the Teacher and Lecturer Law and

Government Regulation No. 19 (MoNE, 2005) that states teacher competencies include personal, pedagogical, professional and social competencies. In addition to the four competencies mentioned by Moore & Clarke (2016), the attitude of a professional teacher is demanded with a number of minimum requirements, including: having adequate quality of professional education, having scientific competence in accordance with the field he is engaged in, having good communication skills with children students, have a creative and productive spirit, have a work ethic and a high commitment to the profession, and always carry out self-development continuously (continuous improvement) through professional organizations, the internet, books, seminars and the like. Speaking of teaching, the teaching style of a teacher is different from the others during the teaching and learning process even though it has the same purpose: conveying knowledge, shaping students' attitudes, and making students skilled in their work.

The ability to teach also reflects the personality of the teacher self and is difficult to change because it has become a trait since childhood or from birth. Thus, the ability to teach becomes an important factor in determining the success of student achievement. Nairz-Wirth & Feldmann (2019) claimed that The ability to teach is a basic skill in teachers when the learning process is both curricular and psychological. Curricular teaching abilities are tailored to the objectives and characteristics of certain subjects. Whereas psychological teaching styles are tailored to student motivation, classroom management, and evaluation of teaching and learning outcomes (Gibson, Cumming, & Zollo, 2017). So, it can be concluded that teaching is an effort to provide direction, guidance, and stimulation to students in order to achieve learning goals and improve learning outcomes.

In the effort of increasing the professionalism of teachers in formal schools in particular, the government always strives to improve teacher quality through various programs to improve and develop professionalism, one of which is by participating in teacher certification. Most of the teachers who teach in the Elementary School Bogor have taken certification. Some passed and some others have not passed the certification. Thus, the teaching abilities of certified and non-certified teachers can be observed. The certification followed by elementary school teachers in the city of Bogor was carried out through portfolio and teacher education and professional training (PLPG) (Directorate General of GTK, 2017). In Period 2006-

2015, Bogor elementary school teachers who passed the teacher certification reached 2319 teachers, 1975 of them were Civil Servant Teachers private school (Directorate General of GTK, 2017). data from the Directorate General of GTK in 2017), illustrates that with the majority of teachers who have been certified, there is an increase in teachers' teaching skills and it also provides evidence that they are appropriate and suitable to teach. The measure of the teacher's teaching ability assessment in principle, the teacher must have teaching preparation, among others the teacher must master the material and choose the right method and in accordance with the learning material being taught (Widoyoko, 2009). Teacher certification is essential to improve teacher quality so as to bring improvements in the quality of education and improvement of teacher quality in delivering learning material to students by developing the potential of their teaching skills (Kartowagiran, 2011). In the process of obtaining an educator certificate (certification), the teacher is equipped to become a professional teacher, one of which is a teacher must have teaching skills (Wardoyo & Herdiani, 2017).

Teachers in learning are the spearhead in implementing quality learning (Sumantri, Prayuningtyas, Rachmadtullah, & Magdalena, 2018). Teachers face directly with students in the class through the teaching-learning process. According to research conducted by Professor John Hattie from the University of Auckland, the dominant factor that determines student achievement is influenced by teacher factors of 30%, 49% of students' characters, and 21% of others (Hurriyati, 2017). The research shows the correlation between teacher's ability to educational outcomes. Some of the facts that the average ability of prospective teachers based on the ability to answer test questions for prospective teachers is still below 50%, which is only 44%. The lowest ability is in physics and mathematics competencies which only reach 33% and 46%. In addition, the average ability pedagogical average based on teacher competency test in 2015 was 56.69% (Hurriyati, 2017). The low competency of prospective teachers in Indonesia and the impact on graduates produced if students are educated by teachers with less competence. Even though according to Campbell (2019) teachers are very important in learning because they include non-social factors that can cause problems in learning. In fact the average teacher in Indonesia has not been able to create an effective learning.

## 2 METHOD

The approach used is a quantitative approach, with survey methods, (correlational studies) that describes the variables studied, while investigating the influence between variables. This research is to find out whether there is an effect of teacher certification on teaching ability in Indonesian language subjects in elementary schools. The selection of this sample is determined based on consideration of the distance of the research location to the domicile of the researchers. The sample that was the target of this research was 100 elementary school teachers.

Inferential Analysis presents three things, namely correlation test, simple correlation, and significance test. Correlation Analysis is used to find out how closely the relationship between the independent variable and the dependent variable. Regression analysis is used to estimate the value of the variable the ability to teach based on the value of variable x, teacher certification and estimated changes in y for each unit of change in variable x. Testing the hypothesis in this study is held by conducting a t-test by looking for the magnitude of the t-count that will be compared with t-table. The coefficient of determination to state the size of the contribution of independent variables to the dependent variable.

## 3 RESULT

The study conducted to find out how much influence the dependent variable has on the independent. Before testing the hypothesis, the data of this study were tested for normality with the aim of seeing whether each variable was normally distributed or not. The following are the results of the normality test in this study

Table 1: Normality Test of the One-Sample Kolmogorov-Smirnov Test

	Test Statistic	N	Asymp. Sig.
teacher certification	.183	100	.105
Teaching Ability	.150	100	.200

Based on the results of the normality test, significance value is > 0.05. This shows that the data of this study are normally distributed. Furthermore, the hypothesis test in this study is to see whether variable X has a role on variable Y. In this case the researcher wants to see the Effect of Teacher Certification on teaching ability in Indonesian

Language subjects in Elementary School. Hypothesis testing is done by simple regression analysis. Based on the results of these tests the following results are obtained.

Table 2: Variable Regression Test Teacher Certification of teaching ability in Indonesian Language subjects in elementary schools

R Square	F	Sig	Regression Equation
.120	13.305	.000	$Y = 62.152 - 0.309X$

The results of the calculations carried out, Show the Influence of Teacher Certification on teaching ability in Indonesian Language subjects in Primary Schools (F = 13.305, p = 0,000). Therefore the research hypothesis is accepted. Besides that, it is known that the determination coefficient value is 0, 120. The magnitude of the coefficient of determination shows the role magnitude in percent, which is 12.0%. So it can be concluded that the effect of teacher certification on teaching ability in Indonesian language subjects in elementary schools is 12.0%, of which 88% are influenced by other factors. Furthermore, the above table also a linear equation  $Y = 62,152 - 0,309X$ . This means that with every addition of 1 value to Teacher Certification, the value of performance will decrease by 0.309.

## 4 DISCUSSION

Based on the results of this study it was found that there was a positive influence between Teacher Certification on teaching ability In Indonesian Language subjects in Elementary Schools. This was due to the improvement of teacher quality through this certification program as an effort to improve the quality of education. The rationale is that if good teacher competencies are followed by good welfare, it is expected that the performance is also good. If the performance is also good, the teaching and learning activities are also good. Good teaching and learning activities are expected to produce highquality education.

The findings of this study are in line with the results of the research conducted by Suardi & Yusuf (2017) who argued that the impact of certification for teachers can improve the quality of teacher teaching and in accordance Zaeni, Abdullah & Egar (2017) who found that teachers who have competence as educators and already have certification has a positive impact on learning and

teaching activities. The level of social teacher is also better, the teacher is also motivated to continue to maintain the quality of the learning he does.

## 5 CONCLUSION

Teacher certification is a breakthrough in the world of education to improve the quality and professionalism of a teacher, so that in the future all teachers must have a certificate as a teaching license or permission. This certification program is a breath of fresh air for teachers, because besides being able to improve the quality of Indonesian education they also get their rights as professional workers, including improving their welfare. Nevertheless, teachers are also required to fulfill their obligations as professional workers. Furthermore, the existence of teacher certification will automatically increase the motivation of teachers in scientific work activities. Teacher's activeness in scientific work like this is expected to improve the teacher's self-development. The teacher certification program turned out to have a positive impact on the performance of teachers who had received educator certificates. There is an increase in aspects of work discipline and academic administrative discipline.

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