

Effects Teacher Certification and Teacher Commitment on Teacher Performance

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Abstract :

Purpose - The purpose of this study was to analyze the effect of teacher certification and teacher commitment to teacher performance.

Design / Methodology / Approach - The analysis technique in this study is using Structural Equation Modeling (SEM) with AMOS 18 program. Sampling is using *random sampling*, to the e-commerce users. Some 450 respondents took part and the size of the sample that can be used is 180 after the selection process.

Findings and implications - First: stated that the certification of teachers significantly influence the performance of teachers is received. Second: stated that the certification of teachers significantly influence the performance of teachers.

Limitations - Although the justification for using sample based on ethnic and regional divisions in the country of Indonesia for research related to teacher certification is already exist in the literature, this sample may not reflect the actual total teacher population in the world.

Keyword - Teacher certification, teacher commitment, the performance of teachers

I. INTRODUCTION

Low level of competitiveness in the world of work shows that education is still not able to produce the Human Resources (HR) with quality in reality to realize the goal of education (Omojunwa, 2007). According to the UN agency Indonesia's ranking in the field of education are ranked 62 among the countries in the world (2007).

The current government in fulfilling the requirements of employment has followed the rules specified in Asian countries through the MEA in 2016 which then the government established a National Working Professional Certification Standard (SKKNI) by decree of the Minister Number 141 in 2013. The world of education is now confronted by a variety of changes, Prof. Sanusi in Mulyasa (2007: 3) states that the changes include *social change, turbulence, complexity, and chaos*; such as the free trade, free labor, information society

development, as well as the development of science, technology, art and culture which is so fast. According to Siahaan and Martiningsih in Wardana (2013: 98) Education is not only important, but it is fundamental to the development of human life. Thus UNESCO (*United Nations Education, Scientific and Cultural Organization*) apply and promote life-long education programs, education for all, and all for education.

According to Mc. Donald in Subagio (2011: 2) Education is a conscious and deliberate effort to realize the learning process, so that learners are actively developing his/her potential. Empirical evidence of Romer (1986) and Lucas (1988) reinforces the fact that human capital is a key driver of economic growth and macroeconomic performance of any country. To support education and support the implementation, it needs human resources, namely teachers. Mardjuki in Wardana

(2013: 98), states that the teacher is a human resources into the planning, actors and determinants of the achievement of educational goals.

Teachers as *agents of change* play an important role in improving the quality of education which faced with changes of globalization that happened today. For that teachers are expected to have competencies related to their duties and responsibilities. Walker (1992) suggests that the development of competence is the competence of teachers has 3 attributes such as knowledge, skills and behavior. While the encyclopedia of teacher training and education (vol. 2, 1998) states that teachers are required to be able to provide and realize the expectations of all parties through their performance. Reality on the ground is that there are still teachers that do not meet the requirements of qualification and professional certification that should be owned by a teacher as the key to learning. Such conditions can not compete with labor produced by Malaysia, Thailand, Japan, Korea and China.

Teacher performance is basically a show of the work done by teachers in performing their duties as educators. The quality of teacher performance determines the quality of educational outcomes. This means that the performance of teachers is a decisive factor for the quality of education that will impact on the quality of education after the completion of their school. Big responsibility given to teachers in the process of improving quality of service and quality of graduates make the teacher deserves attention. And it is proper for government plays a role in improving the quality of those services. Certification of the government's efforts in improving the quality of education are followed by increased prosperity. Muslich (2007: 8) states that "The improvement of quality of teachers through this certification is an effort to improve the quality of education". Teacher with quality is an absolute requirement in producing quality education. Ret (2010: 7) states

almost every nation in the world is always developing policies to encourage the presence of qualified teachers and lecturers. One of the policies developed by governments in many countries is the policy of direct intervention towards improving the quality and providing adequate security and welfare for teachers and lecturers.

Certification is proof of recognition of teachers' competence who meets the professional standards of teachers. As a reward, teachers who have passed the certification get professional allowance equal to 1 (one) times the base salary. With the certification, the government hopes teachers' performance will improve. Widayati (2013: 20), states the professionalism of teachers can be viewed from various aspects such as the improvement of the quality of learning by empowering the various supporting aspects of learning so that teachers increased their creativity and productivity. Acquisition, implementation, and products of science and technology, such as writing books, papers, research, create props, implementation aspects of technology in learning such as media produced in the form of *software* and *hardware*. The contribution of teachers in the work that others can used also can be used as a benchmark of professionalism of teachers. The utilization of information technology as a means of learning such as the Internet. Motivation continue to evolve to advanced and qualified in teaching, administration, self-development, which leads to the improvement and enhancement of the quality of learning.

Commitment also affect the performance of teachers. The commitment of teachers is one of the key that determines the success or failure of the school to achieve its objectives in education. Echols (2003: 130) *commit* means to do, *commitment* means to carry out the promises and responsibilities. Commitment is a decision of someone with himself/herself, whether he/she will perform or not perform an activity. Someone who

has had a commitment would not be less amenable to the determination of attitude and responsibility for the decisions taken. Without a commitment, tasks given to teachers are difficult to be implemented properly.

The commitment of teachers is closely related to the extent to which a teacher has a concern and attention to the task. A teacher who has a low level of commitment tends to have a low level of compliance in the work. In order to make certified teachers able to carry out their duties in accordance with the expected, it required a deep commitment from inside to move toward a professional teachers.

A professional teacher is required to have a high commitment to improve the quality of education. Commitment is something that is very fundamental need to be owned by a teacher if a given task is actually running as optimally as possible. Basically, the certification has been improving teacher's performance. In order to obtain the certification, teachers must meet several requirements and stages. Like, taught face to face at least 24 hours / week. This of course has made teachers have more productivity in school than ever before.

According to the Guidelines for Portfolio Arrangement, (2009: 7), the learning plan is a learning preparatory to be carried out on one topic or specific competencies. Planning of learning at least includes the formulation of objectives / competencies, selection and organization of material, selection of sources / media of learning, learning scenarios, and assessment of processes and learning outcomes. By planning a learning, the learning process will be more effective and efficient.

Mulyasa, (2007: 156) states, "To obtain optimal results, teachers are required not only rely on what's in the classroom, but should be able and willing to explore the various learning resources needed". Through observations of investigators, many teachers are still focused on the teachings

book, which proves that there is still a lack of empowerment of learning resources.

This makes students less interested or feel that learning process is monotonous. Mulyasa (2007: 157) explained that there are a variety of teaching resources that allow for empowerment, such as: (1) Human (*people*), teachers can provide ease of learning by providing speakers were directly related to the object of study in order to obtain the information, knowledge, and experience for participants learners. (2) Material, such as educational films, charts, which are used as a medium of learning (*instructional media*) and contains a message of learning. (3) Environment (*setting*) such as a room or area that is used to interact with the students. For example, library, laboratory, *micro teaching* even places like museums. (4) tools and equipment, such as cameras, *tape recorders*, projectors, radio and others.

Other phenomena indicates that there are still teachers who prefer to use a learning product that is "instant", such as photocopies or "*copy-paste*" syllabus, the Tutoring Preparation Draft (RPP) as well as medium of learning from a fellow teacher or the Internet, all of which was not certainly suitable with her learning. This shows that, teachers in carrying out their duties and responsibilities was not because of his/her own motivation, but to attend school's obligations.

Lack of awareness of the duties and responsibilities entrusted, shows that teachers lack a strong commitment to himself/herself. This is seen from some teachers that still have not complete their task on time, teachers who are less concerned about the problems faced by the school, such as pupils developmental problems as well as school administration problem. The commitment of teachers to master Science and Technology (IPTEK) is also lacking, for example, there are many teachers who do not understand how to use computers, the Internet and so forth.

Teachers who have committed, will show work attitude that attentive to the duty and responsibility to carry out the tasks assigned. The above phenomenon shows that not only lack of strong motivation among certification teachers, but the teachers also lack a strong commitment to the school and himself/herself. Teachers who have commitment, will pledge to themselves to perform their tasks with care, discipline, loyalty and pride in the task although it is not supervised by the principal, and supervisor. Do things according to the rules and agreements that already exist and using the values of truth in making decision. Without the commitment, then the task of the teacher as outlined would be difficult to materialize although the teachers have got the certification.

Based on the above explanation, the purpose of this study was to examine the effect of teacher's certification and commitment of teachers on teacher's performance.

2. Literature Development and Hypothesis

2.1. Effect of Certification on Performance Teacher

Mulyasa (2006: 43) states that the teacher certification is to get good teachers and professionals who have the competence to carry out the functions and objectives of the school in particular, as well as national education in general

in accordance with community needs and demands of the times. Improving the quality of teachers through this certification as an effort to improve the quality of education, its rationality is when the competence of teachers increased which followed by the increasing of earnings, there is a hope that performance is also increased (Muslich, 2007: 8). Certification affects the performance of teachers (Istiarini & Sukanti (2012: 4). With the increased professionalism of the teacher, then the teacher's competence will increase, therefore hypothesis we proposed is:

H1: Teacher's certification positively influence the performance of teachers

2. 2. 2 Effect of Commitment to Performance

In addition, in order to improve the quality of education, teachers are expected to have a strong commitment to the implementation of the tasks and responsibilities of teachers. High commitment of teachers will make the teachers have the strong determination in their duties with full responsibility. The commitment of teachers is important because it affects the performance of teachers. Teachers who are committed will usually show a caring working attitude towards duties. The teacher will have the responsibility to carry out his/her duties. Commitments contained confidence and raises the energy to do their bes

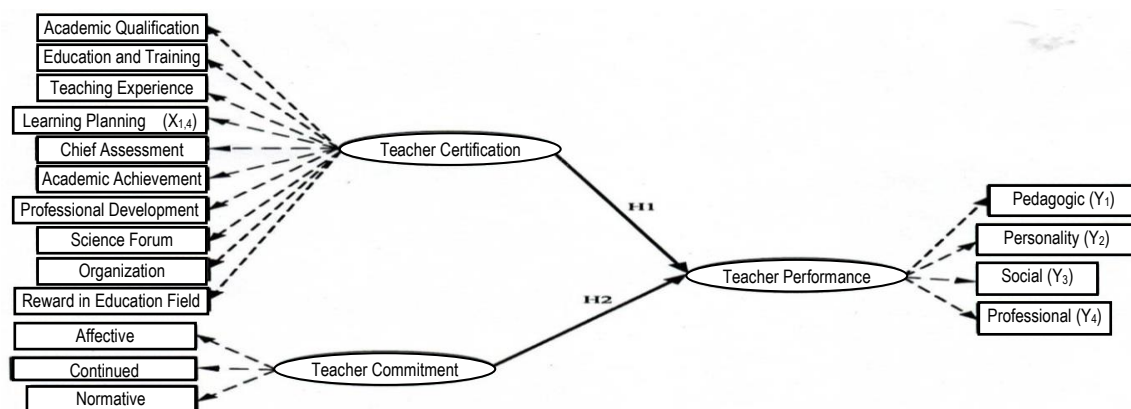


Figure 1: Model of the proposed research

Given the commitment will result in better performance and have a strong motivation to

excel. Sense of pride as a teacher who carry out the noble task will give a birth the spirit within the

teachers themselves to give their best in order to improve the quality of education and teaching. The success of a work is not only determined by the presence of his participation or involvement of a person but also influenced by the presence of one's commitment to finish the job. Commitments that high can cause a person's motivation to do something with sincerity. It is based on the assumption that working without motivation will make people bored quickly, because there is no element of booster in order to make working spirit remain stable. Motivation is a commodity that is needed by everyone, including teachers (Wahyuni, 2011: 6).

H2: Commitment of teacher positively influence the performance of teachers

3. METHODOLOGY

3.1. Population and Sample

Field data shows that vocational teachers in the city of Surabaya which numbering 88 schools is 1768 teachers and the number of students that can be accommodated by schools is 30.404 students. (Dispendik data in Surabaya, May 2016). Samples in this study is 180 vocational teachers in Surabaya. Based on 10 certification indicators,

three indicators of organizational commitment and 5 performance indicators, the overall indicator $18 \times 10 = 180$ students.

3.2. Research Variable

Latent variable is a variable whose value is determined by measurable variables or indicators. In accordance with the background of the title, the formulation of the problem, objectives and hypotheses, in this study there are 3 latent variables, namely: teacher certification, teacher commitment and teacher performance.

a. Exogenous Variable

That is a variable that variation of value will affect the value variation of the other variables in the model and it is never influenced by other variables. In the present study, its exogenous variables are: teacher's certification (X1) and teacher's commitment (X2)

b. Endogenous Variables

That is a variable whose value variation depends on the variation of the value of one or more other variables. For endogenous variable in this study is the teacher's performance (Y)

3.3. Variables Operational Definition

Research variable	Definition	Dimension	Indicator
Certifications (X 1)	Certifications is the process of granting certificates of educators for teachers	Appraisal of portfolio	<ol style="list-style-type: none"> 1. Academic Qualifications 2. Education and training 3. Teaching experience 4. Learning planning 5. Assessment by the employer 6. Academic achievement 7. Profession Development Work 8. Scientific Forum Participation 9. Organizational experience 10. Reward in Field of Education
Commitment of teachers (X2)	A self interest of a teacher to the duties and obligations as a	Affective Commitment	<ol style="list-style-type: none"> 1. Spent career in school 2. Feel the problems faced by the school to be a problem of teacher 3. Proud to be part

	teacher who can give birth to responsibilities and responsive attitude		the organization
		Continued Commitment	1. Surviving in the organization 2. Heavy feeling to leave school 3. Guarding school's reputation
		Normative Commitment	1 Do not leave the task / responsibility although favorable 2. School becomes the inspiration in raising achievement
Teacher Performance (Y)	Performance is the work result of a teacher, that is comparison of the work result of teachers with achievement standards of determined teacher's working result	Pedagogic	1. Mastering the Characteristics of Students 2. Mastering Learning Theory 3 Curriculum development 4 The Educating Learning Activities 5 Developing Potential Students 6 Communication With Students 7 Assessment and Evaluation
		Personality	Act in a manner Showing exemplary personality Have a high responsibility
		Social	Care to peers Non-discriminatory Communication with educators Communication with parents
		Professional	Mastering scientific mindset Developing professionalism through reflective action

Source: Guidelines for Developing Portfolio (2009), Robbins (2009), PKB Policy (2012)

3.4. Data Analysis Technique

Data analysis stage is a very important stage because it takes a high precision and accuracy, data processing using Structural Equation Modeling or *Structural Equation Modeling (SEM)* based theories and concepts, from the package of *AMOS (Analysis of Moment Structure)*

Confirmatory Factor Analysis

From the result of SEM analysis to teacher certification construct validity test results, teacher commitment and teacher performance are all fulfilling the requirement of CR (critical ratio). Based on the test results of the construct validity

of teacher certification indicates that the value of the loading factor of 10 indicators that make up

the Teacher Certification is greater than 0.5 and the entire value of Critical Ratio (CR) is greater than 1.96, so it can be said that the 10 indicators of teacher certification is valid. Based on the construct validity test results, teacher commitment showed that the value of loading factor of three indicators that make up the Teacher Commitment is greater than 0.5 and the entire value of Critical Ratio (CR) is greater than 1.96, so it can be said that 3 indicator of teacher commitment is valid. Based on the test results of the construct validity of teacher performance shows that the value of the loading factor of three indicators that make up the performance of teachers is greater than 0.5 and the entire value Critical Ratio (CR) is greater than 1.96, so it can be said that 3 indicators of teacher performance is valid. Based on the results of constructs reliability test, it can be seen that all three constructs has greater reliability value 0.70,

meaning that the three constructs has been reliable.

4.2. SEM Analysis Results

Table 1: Goodness of Fit Index

Criteria	Value Cut - Off	The calculation results	Information
Chi - Square	expected to be small	128.241	χ^2 tables with df = 116 was 142.138 χ^2 count (128.241) < χ^2 tables (142.138) = good
significance	> 0.05	0.205	Good
RMSEA	< 0.08	0.07	Good
GFI	> 0.90	0.935	Good
AGFI	> 0.90	0.916	Good
TLI	> 0.95	0.955	Good
CFI	> 0.95	.969	Good

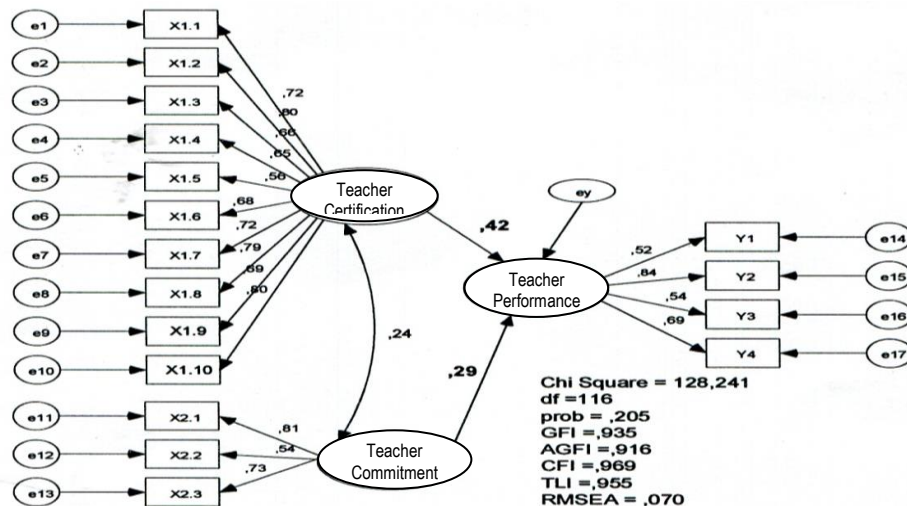


Figure 2 : Result Of Hypothesis testing

Based on the results of goodness of fit index shows that research model based on the results of the SEM analysis results are fit, there is no

difference between a research model with the fact data in the field

Table 2: Hypothesis Testing

Hip	variable	Coefficient	CR	Result
H1	Teacher certification (X1) → teacher performance (Y)	.415	4.873	Significant
H2	The commitment of teachers (X2) → teacher performance (Y)	.294	3,067	Significant

Based on Table 2 hypothesis testing results can be explained as follows:

1. Hypothesis one (H1) stated that teacher certification significantly influence the performance of teachers.

Path coefficient of 0, 415 with the CR value of 4.873 is greater than 1.96, meaning that the teacher certification significantly influence the performance of teachers. So hypothesis one (H1) which stated that the teacher certification significantly influence the performance of teachers is accepted.

2. Hypothesis two (H2) states that the teacher certification significantly influence the performance of teachers.

Path coefficient of 0, 294 with the CR value of 3,067 is smaller than 1.96, meaning that the teacher certification significantly influence the performance of teachers. So hypotheses two (H2) which states that the teacher certification significantly influence the performance of teachers is received.

4.3. Discussion

4.3.1. The Influence of Teacher Certification on Teacher Performance

Certification of teachers affects the performance of teachers. This indicates that respondents who meet the criteria of portfolio assessment showed significantly improved performance due to the assumption that certification was not a final condition of the profession as a teacher. Thus, teachers who have received certification will be satisfied but still have to improve its performance on an ongoing basis.

The objectives of the certification according to Kunandar (2007: 79), among others, are

- Determining the feasibility of teachers in performing their duties as agents of learning and achieving national education goals.
- Improving processes and the quality of education result, and
- Improving teacher professional

And Regulation of the Minister of National Education (Permendiknas) Number 10 Year 2009 Article 2 states that certification for in-service teacher is carried out through a competency test to

obtain a teaching certificate which is done in the form of a portfolio. Obviously with the competency test, teachers are expected to further improve its performance.

Teachers are at the forefront of education because it is directly trying to influence, nurture and develop the learners, as the spearhead, teachers are required to have basic skills needed as an educator, mentor and teacher and it is reflected in teacher competence. The quality of education process is highly dependent on the creativity and innovation held by teachers. With the certification, teachers are expected to have optimal performance and it is demonstrated by having all four capabilities, the ability to plan learning, ability to carry out learning, the ability to evaluate and ability to carry out learning.

4.3.2. Influence of Teachers Commitment On Teacher Performance

Commitment is someone's decision with himself, whether he will perform or not perform an activity. So someone who has had a commitment does not hesitate in determining the right attitude. Commitment means the adherence of a person to act in accordance with its promises. The higher the degree of commitment of employees the higher the performance it achieved and the more effective a company in achieving its goals. Commitments are shown in the form of acceptance act, a strong conviction to the values and goals of organizations, as well as strong encouragement to retain membership in the organization for the achievement of organizational goals or in other words organizational commitment is teacher loyalty toward a job or organization. The commitment of teachers to the school institution as an organization is basically a condition that is felt by teachers that can create strong positive attitudes towards the working organization.

5. Conclusions and Recommendations

Preferably the principal as leader in Surabaya vocational school, gives more understanding / counseling to teachers who have received certification to continue to improve its performance such as improve academic achievement and active in professional development work. It must be realized that the certification is not the ultimate achievement for a teacher. Therefore, for teachers who have received certification should not be complacent, but to continually improve performance and ultimately improve the quality of education. Teachers should increase its commitment to the school inter alia, by not leaving the student during school hours take place, to feel the problems faced by the school, together to find a solution and demonstrate attentive working attitude in carrying out their tasks and responsibilities.

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