



Influence Teacher Certification Against Competency of History Teachers in Region 4 West Java

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Abstract: This study aims to observe the influence of the teacher certification program to over the teachers competencies who have followed the program. The teacher is one of the important elements in education, which required to have qualified when applying their job, because the teaching profession is full of responsibility over the quality of human source in the future, moreover after Indonesia was experiencing by the Covid-19 pandemic for 2 years, and learning process are done at home, this phenomenon make students in Indonesia experienced “learning lost” because they study without guidance from the teacher. From this phenomenon, We can see how the importance role of the teacher in the educational process, then the teacher profession must truly become attention of the Indonesia government. Indonesia Government should facilitate teachers to increase his competence. Besides that, behavior and habit of teacher, indeed will influence behavior and habit of student. With more consideration about the importance from profession a teacher, then the teacher certification program presents as proof seriousness of the government Indonesia for developing as well as advancing education programs in Indonesia. This teacher certification program consists from a number of types, including: (1) Giving certificate Educator Directly (PSPL), (2) Portfolio, (3) Education and Exercise Teacher Profession (PLPG) and (4) Education Teacher Profession (PPG). This study uses quantitative approach with survey method. Data collection technique is questionnaire and analyzed with SPSS. The results of this study show that the teacher certification program does not take effect to enhance history teacher competence in region 4 West Java

Keyword: History Teacher, Teacher Certification, Teacher Competency



Introduction

Education and the progress of civilization will always go hand in hand, because the progress of civilization depend on the quality of education. Education is a human means to gain knowledge and teaching. Education is defined as a human effort to foster personality, in accordance with the values that exist in society and culture (Nanang, 2009:40). Meanwhile, according to Tirtarahardja (2005:129) education will always rely on historical insight, namely past experiences, needs in the present and aspirations and hopes in the future, in other words, by education everyone will preserve values score sublime social and culture which has engraved in history nation. And the level of education can be measured by the quality of human resource.

To create a good educational process, it requires support from various parties According to the Vision and Mission of the Ministry of Education and Culture for 2015-2019 are: conducive school, teachers as encouragement, parents who are actively involved, people who care, supported industry, contribution from organization profession and optimal role of government. From vision and mission of Ministry Educationand Culture, teacher plays an important role.

Teachers have an important role in the educational process, especially in building the character of the nation's generation through personality development and knowledge. The role of a teacher in the world of education is not only as a person who conveys knowledge, but more than that, the behavior and habits of a teacher of course also become a benchmark for students to behave as well as be an example in society.

Seeing the importance of the role of a teacher in the education process, the Indonesian government intends to create quality teachers with a program called teacher certification. This teacher certification program consists of 4 ways, namely: Direct Certificate Award (PSPL), Portfolio (PF), Teacher Professional Education and Training (PLPG) and Teacher Professional Education (PPG). With this teacher certification, the Indonesian government hopes that teachers can be better at teaching as well as more prosperous in their lives.

With reference to these reasons, the author intends to examine the role of teacher

certification in creating quality and professional history teachers in the education office of Region 4 West Java. Then the author's intent will be further explained in the formulation of the problem as follows: (1) is there any influence of teacher certification activities on the professional competence of history teachers in region 4 West Java?, (2) is there any influence of teacher certification activities on pedagogical competence history teacher at region 4 West Java?, and (3) What are the obstacles faced by the history teacher at the region 4 West Java in improving Professional and Pedagogic competencies after participating in teacher certification activities?.

Method and Research Design

Method. The approach used in this research is descriptive quantitative approach. According to Arikunto (2010:3) descriptive quantitative research is research that intends to investigate the circumstances, conditions or other things mentioned, and the results are presented in the form of a research report. Then this study also uses survey methods, research with survey methods is research that takes samples from one population and uses questionnaires as the main data collection tool (Singarimbun, 2006:17).

Research Design. The number of history teachers in region 4 West Java is 173 teachers. The population in this study were all history teachers who already had an educator certificate, namely 45 teachers and 45 history teachers who did not yet have an educator certificate. The samples used in this study were 45 respondents consisting of history teachers who had obtained a teacher professional certificate and 45 respondents who did not have a teacher professional certificate. Because the sample used is less than 100, this study is a population study where this study uses the entire population as its sample. The research instruments used were questionnaires and interviews.

Results and Discussion

The research instrument used in the form of a questionnaire of 40 questions that have been divided into questions to determine the effect of professional competence, pedagogic competence and what obstacles are felt by history teachers in the education office of Region 4 West Java to develop these two competencies.

Before the questionnaire was distributed, the questionnaire was first tested for validity and reliability. And the results of the 40 questions are valid to be used as data collection instruments. Because, if the correlation coefficient value of the statement item being tested is greater than $r_{table\ n=90}$ of 0.207, it can be concluded that the statement item is a *valid construct*. As for the reliability test, it was analyzed using the *alpha cronbach method*.

The questionnaire is said to be reliable if the reliability coefficient is positive and greater than 0.6. And the 40 questions have a value greater than 0.6 which means the questions are reliable. Then to answer research questions regarding the effect of teacher certification on the professional competence of history teachers in Region 4 West Java, will be explained by some of tabel below. For answer the formula question number 1 will explained in the following table:

Component	Group	
	Already Certification	Not yet Certification
Total (N)	45	45
Average Score	0.8198	0.7893
Test Normality	0.097	0.2
Interpretation Normality	Data is normally distributed	
Test Homogeneity	0.492	
Interpretation Homogeneity	Variable data homogeneous	
Test Difference Two Average	0.183	
Interpretation Test Difference Two Average	Not Influence	

Results Analysis Statistics Competence Professional

Based on results analysis statistics Competence Professional shown on table above, known that data from second class normal distribution and second class have data that varies homogeneous, then next conducted test difference two average use test independent *sample t-test* for see there is or whether or not difference two average from second class that. Results test hypothesis use test *independent sample t-test* on two group respondents who have certification and not yet certification for Competence Professional obtained value Sig. = 0.183. because value Sig. > 0.05 then could concluded that the average yield two group respondents who have certification and not yet certification for Competence Professional no there is difference which significant. And for answer formula question number 2 will explained by the following tabel:

Component	Group	
	Already Certification	Not yet Certification
Total (N)	45	45
Average Score	0.8018	0.7849
Test Normality	0.188	0.200
Interpretation Normality	Data is normally distributed	
Test Homogeneity	0.742	
Interpretation Homogeneity	Variable data homogeneous	
Test Difference Two Average	0.467	
Interpretation Test Difference Two Average	Not Influence	

Results Analysis Statistics Competence Pedagogy

Based on results analysis statistics Competence Pedagogics shown on table above, known that data from second class normal distribution and second class have data

that varies homogeneous, then next conducted test difference two average use test independent *sample t-test* for see there is or whether or not difference two average from second class that. Results test hypothesis use test *independent sample t-test* on two group respondents who have certification and not yet certification for Competence Pedagogics obtained value Sig. = 0.467. because value Sig. > 0.05 then could concluded that the average yield two group respondents who have certification and not yet certification for competence pedagogy is not there is difference which significant. And for answer formula question number 3 will explained by the following tabel:

Component	Group	
	Already Certification	Not yet Certification
Total (N)	45	45
Average Score	0.7416	0.6678
Test Normality	0.002	0.200
Interpretation Normality	No data normal distribution	
Test Homogeneity	0.726	
Interpretation Homogeneity	Variable data homogeneous	
Test Difference Two Average	0.003	
Interpretation Test Difference Two Average	There is significant difference	

Results Analysis Statistics Constraint In Develop Competence Pedagogic Professional

Based on results analysis statistics constraint in develop competence pedagogic professional shown on table above, known that data from second class there is group that does not normally distributed however second class have data that varies homogeneous, then next conducted test difference two average use test *man*

Whitney for see there is or whether or not difference two average from second class that.

Results test hypothesis use test *Mann Whitney* on two group respondents who have certification and not yet certification for constraint in develop competence pedagogic professional obtained value Sig. = 0.003. Because value Sig. < 0.05 then could concluded that the average yield two group respondents who have certification and not yet certification for constraint in develop competence pedagogic professional is available difference which significant. Not existence the average difference between second class the so could concluded that there is significant influence among certification to constraint in develop competence pedagogic and professional.

Discussion and Recommendations

Based on discussion, the results are, first is activity teacher certification not taking any effect to competence the professionalism of the history teacher in the education region 4 West Java. The Second is, teacher certification turns out to be not taking effect to competence history teacher pedagogy at the service education region 4 west java. The Third is, teachers who have certification rated already can resolve constraint in develop competence professionalism and pedagogics compared to teachers who have not have certificate teaching profession.

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