



Certified and Non-Certified Teachers' Performance in Jombang Religious-Cultural Regency

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Abstract

This study aimed to investigate the performance of teachers who have been certified and those who have yet to be in professional teacher certification programs in Jombang Regency East Java Province. The type of research is quantitative. Data were collected using questionnaires and a Likert scale with 5 answer choices. Data analysis was performed using a t-test for independent samples using SPSS. The respondent comprised 370 teachers, including 185 professional and 185 non-professional certified teachers. The findings revealed a difference in performance between certified and non-certified teachers. Teachers who have been certified perform better than teachers who have not. Based on the present study's findings, it is suggested that the government maintain teacher certification, with continuous improvement and innovation for better development. This research has implications for the government that teacher certification programs and policies are still worth for continuing, although they need to be enriched with innovation and creativity, technological developments, stakeholder needs, and strengthening religious culture.

Keywords: Jombang, ministry of the religious affair, professional teacher, teachers' performance

1. Introduction

This research began with a gap in research related to teacher performance in Indonesia. The government has continuously tried to improve teacher performance and commitment with various programs. Among the efforts to improve performance and commitment is teacher certification. However, the results showed differences; some showed no difference in the

performance of certified and uncertified teachers, while other studies showed the opposite results. Research in Sleman on 55 teachers found that the performance of certified teachers was not satisfactory (Wuryanti & Kartowagiran, 2016), there was no difference in the performance of certified and uncertified teachers (Khodijah, 2013), research on Islamic education teachers in 23 regions in 14 provinces showed the effect of teacher certification on teacher performance (Nurhattati, 2017). Research on teachers of SMP Negeri Marga Tabanan sub-Regency Bali shows that teacher certification along with work motivation and principal supervision contribute to teacher performance (Ardana et al., 2020). Conversely, the results of another study at SMAN 1 Sentolo Kulonprogo revealed that teacher certification and work motivation affect teacher performance (Istiarini & Sukanti, 2012); Research in Mataram on 224 junior high school teachers showed that work motivation and teacher certification have a role in teacher performance (Zulkifli & Royes, 2018).

This research is important because there are inconsistent research results; some studies show the effect of certification on performance, and some show no influence or relationship between teacher certification and performance, so more specific further research is needed. Second, improving teacher professionalism and performance in Indonesia is very necessary, so examining the relationship of variables that also affect teacher professionalism and performance is necessary. Third, Indonesia needs professional teachers with maximum performance to improve the quality of education.

Factors that also affect teacher performance include the managerial competence of the principal and teacher empowerment. Teacher empowerment affects teacher professionalism and the school itself (Patrick et al., 2003). Teacher empowerment is also important for the government (Reitzug, 1992) because it can improve the quality of national education. The choice of empowerment as one of the variables of this study is because teacher empowerment positively affects teachers' professional and organizational commitment (Bogler & Somech, 2004); professional commitment, teachers can affect the quality of education. Empowerment is carried out by giving teachers the power to carry out their duties and responsibilities and improve their competence continuously.

This study examined the effect of teacher certification on commitment, while research conducted by Heriana Hartiwi, Anna Yu Kozlova and Fitri Masitoh examined the effect of teacher certification and principal leadership on teacher performance in private schools in Palembang. Khodijah's research was conducted in 14 provinces and 23 regions in north-south Sumatra. While this research was conducted in Jombang Regency, the number of samples used by Khodijah was 330 teachers, while this study used 370 teachers. Khodijah's research used descriptive analysis using a percentage formula, while this study used a different test of teacher performance using a t-test for independent samples. The dimensions used are slightly different; this study uses teacher performance in lesson planning, implementation and evaluation, while Khodijah's research is coupled with performance in professional development. Performance in this study is focused on learning performance because it relates to students directly, so it does not include teacher professional development. Based on the rationality of the importance of factors that affect teacher performance and commitment above, it is interesting for the research team to investigate the factors that also affect teacher performance and commitment. Based on the preliminary research, researchers are interested in revealing the performance of teachers who have been

certified and those who have yet to be certified in Jombang Regency, East Java. The results of this study can be used as decision-making support in the future.

2. Literature Review

Performance is a means to gauge or evaluate someone's capacity to carry out a specific activity or profession. A teacher's ability to accomplish assignments and meet objectives established by the school is referred to as their "teacher performance." Performance is measured using a variety of metrics, including productivity, quality, efficiency, adherence to rules, originality, and initiative. Organizations may learn about a person's strengths and shortcomings as well as offer suggestions and criticism to help them perform better and reach their full potential with the aid of a good performance assessment.

Performance is a way to measure or assess someone's ability to complete a certain activity or job. "Teacher performance" refers to a teacher's capacity to complete tasks and reach goals set out by the school. Several criteria, such as productivity, quality, efficiency, adherence to norms, innovation, and initiative, are used to evaluate performance. With a good performance assessment, organizations may discover a person's strengths and flaws and provide advice and criticism to help them perform better and realize their full potential.

Performance is a way to measure or assess someone's ability to complete a certain activity or job. "Teacher performance" refers to a teacher's capacity to complete tasks and reach goals set out by the school. Several criteria, such as productivity, quality, efficiency, adherence to norms, innovation, and initiative, are used to evaluate performance. With a thorough performance evaluation, organizations may discover a person's strengths and flaws and provide advice and criticism to help them improve their performance and realize their full potential (Dina et al., 2022).

Performance is the accomplishment of a person in carrying out their responsibilities and duties under their authority. While (Otley, 1999) contends that performance is only designed for the corporate and public sectors because it relates to effectiveness, efficiency, and economy in the workplace, performance as carrying out one's role during a specific period (Kane, 1986). A teacher's work in carrying out his teaching responsibilities, from planning and implementing lessons to evaluating and assessing students, can be used to describe how well they are performing as teachers. A number of variables, including the principal's leadership (Abu Nasra & Arar, 2020), have an impact on teachers' performance. To achieve this properly, a number of competences should be used. One of these skills is managerial ability, which a school has to be able to handle. According to (Wolomasi et al., 2019), teacher job satisfaction affects commitment, performance, and more. The tasks given to instructors have an impact on their performance (Sultana, 2020); assignments that call for high performance are frequently met with high performance in return. A teacher's duties and responsibilities include monitoring students and hitting predetermined goals. Therefore, in order to support teachers in performing their jobs effectively, academic supervision is required. According to earlier research (Prasetyono et al., 2018), supervision has a significant impact on teachers' performance. Organizational culture also has an impact (Emengini et al., 2020).

3. Research Methodology

This research uses quantitative methods; the research design chosen is a survey. The respondent population in this study are teachers under the Ministry of Religious Affairs of Jombang Regency who are active and registered with SIMPATIKA in the 2020/2021 academic

year. Data were collected by first requesting permission and an official letter from the Ministry of Religious Affairs of Jombang Regency, meeting the coordinating board of Madrasah *Aliyah*, *tsanawiyah madrasah*, and *ibtidaiyah* madrasah. The research conducted for 4 months, from September 2022 to February 2023 in Jombang Regency, East Java. The population of this study is all teachers who already have NUPTK with active data in SIMPATIKA. The sample of this study uses the Random Sampling Technique, teachers who have NUPTK are given a link to fill out the instrument through Google Forms with the permission of their respective regions/provinces/regions. Participants who fill in the instrument are only teachers who already have NUPTK based on data on SIMPATIKA. The questionnaire was made using a Likert scale consisting of; (1) strongly disagree, (2) agree, (3) cannot decide, (4) agree, and (5) strongly agree

3.1. Research Design

The purpose of this study is to investigate performance of the teaching population in the Jombang Regency by gathering data from a small sample of a big population. Therefore, a survey design is the best study strategy. To characterize the views, opinions, behaviors, or features of the population, researchers may use survey research designs in quantitative research. These processes involve administering surveys to a sample of participants or the entire community (Creswell, 2013).

3.2. Participants of the Study

Participant of this study is all teacher registered on SIMPATIKA of the Ministry and Religious Affair of Republic Indonesia in Jombang Regency. Simple random sampling was used. Participants included 185 certified teachers and 185 non-certified teachers.

Table 1: Sample

Status	Amount
Certified teacher	185
Non-certified teacher	185

Table 2: Sample

Status	Amount
Islamic Senior high school	90
Islamic Junior high school	165
Islamic Elementary school	127

3.3. Instruments

In the present study, the teacher's performance is teacher performance in learning, therefore an instrument was made to measure teacher performance in learning. Instruments was adapted from Alat Penilai Kompetensi Guru/teacher performance assessment tool (Wardani, 1996). The indicators used are; 1) prepare a syllabus/teaching preparation before starting the implementation of learning, 2) develop materials, media, and evaluations as needed, 3) use the correct methods for learning materials, 4) use learning media that are following the material and connect with the real world, 5) evaluate student learning processes and outcomes, and 6) conduct question point analysis and learning evaluation. This instrument is made on a Likert scale with 5 levels. The Likert scale is used because researchers want to obtain interval data to be calculated using the t-test when data analysis conducted.

3.4. Data Analysis Techniques

T-test analysis is used for hypothesis testing. The hypothesis of this study is comparative. Testing using this t-test is classified as a comparative test that aims to compare (differentiate) whether the averages of the two groups tested are significantly different. This study examines whether the average performance of teachers who have been certified and those who have yet to be certified are the same.

4. Results

Jombang is known as the city of students with religious characteristics as its culture; of course, because of cultural differences, teacher performance can change, meaning that teacher performance may not necessarily be equated between one region and another, especially when compared to urban and rural areas or mountainous and plain areas. Therefore, the results of this study can be used for areas with the same culture as the Jombang district. This section describes validity, reliability, normality and homogeneity testing, and t-tests for independent samples.

4.1. Measurement

The t-test is one of the tests on parametric statistics. Therefore, it must meet several requirements, namely validity, reliability, normality, and homogeneity tests of data. The permit is done with SPSS software version 24. Validity testing is done with Person product-moment correlation. The results of the validity test are shown on table 3;

Table 3: Validity Test

		Correlations						
		TP1	TP2	TP3	TP4	TP5	TP6	
TP1	Pearson Correlation		1	.647**	.508**	.424**	.536**	.452**
	Sig. (2-tailed)			.000	.000	.000	.000	.000
	N		370	370	370	370	370	370
TP2	Pearson Correlation	.647**	1	.539**	.428**	.492**	.428**	
	Sig. (2-tailed)	.000		.000	.000	.000	.000	
	N	370	370	370	370	370	370	
TP3	Pearson Correlation	.508**	.539**	1	.608**	.446**	.476**	
	Sig. (2-tailed)	.000	.000		.000	.000	.000	
	N	370	370	370	370	370	370	
TP4	Pearson Correlation	.424**	.428**	.608**	1	.452**	.469**	
	Sig. (2-tailed)	.000	.000	.000		.000	.000	
	N	370	370	370	370	370	370	
TP5	Pearson Correlation	.536**	.492**	.446**	.452**	1	.564**	
	Sig. (2-tailed)	.000	.000	.000	.000		.000	
	N	370	370	370	370	370	370	
TP6	Pearson Correlation	.452**	.428**	.476**	.469**	.564**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	370	370	370	370	370	370	

Table 3 shown that TP (Teacher Performance) 1 to 6 is valid at a significance level of 0.000 (2-tailed). If the r-count is greater than the r-table, the indicator is called valid, whereas if the r-count is smaller than the r-table, then the indicator is called invalid. Based on the data above, figures for

TP1 are obtained; 0.452, TP2; 0.428, TP3; 0.476, TP4; 0.469, TP5; 0.564, and TP6; 0.564. The table r for 370 is 0.10, while all r-calculated values are greater than the r-table. Therefore, it can be concluded that all indicators are valid. Furthermore, reliability tests must be carried out to ensure the consistency of indicators. The SPSS output results for reliability tests are as follows.

Table 4: Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.791	7

Ghozali said an indicator is reliable if the Cronbach Alpha value is greater than 0.7. The table above shows that the Cronbach Alpha value is 0.791 (table 4), which indicates that the indicator used in this study is reliable. The next step is the normality test. This test is conducted by looking at the output of Kolmogorov Smirnov and Shapiro-Wilk as in the following table 5;

Table 5: Normality Test

Tests of Normality							
group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
TP	belum sertifikasi	.186	185	.000	.936	185	.000
	sudah sertifikasi	.250	185	.000	.911	185	.000

a. Lilliefors Significance Correction

The table 5 shows the test results of Shapiro Wilk and Lilliefors. The p value (Sig) of Lilliefors was 0.200 for 2 groups where it was > 0.05, based on the Lilliefors test, the data for each group were normally distributed. The P value of the Shapiro Wilk test in group 1 was 0.884 and in group 2 it was 0.778. Because all value is greater than 0.05, both groups are equally distributed normally.

Table 6: Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Teacher performance	Based on Mean	.012	1	368	.913
	Based on Median	.436	1	368	.510
	Based on Median and with adjusted df	.436	1	367.923	.510
	Based on trimmed mean	.039	1	368	.844

The table 6 shows the homogeneity test results with Levene's Test method. The Levene value is shown in the Value line based on the mean, which is 0.012, and the p-value (sig) is 0.913. The output of significance greater than 0.05 means there is a similarity in variance between groups.

Table 7: Normality Test

Group Statistics					
status guru	N	Mean	Std. Deviation	Std. Error	
				Mean	
Teacher	Non-certified teacher	185	23.34	2.515	.185
perform	Certified teacher	185	24.43	2.495	.183
ance					

Table 8: Independent Sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher performance	Equal variances assumed	.012	.913	-4.192	368	.000	-1.092	.260	-1.604	-.580
	Equal variances not assumed			-4.192	367.977	.000	-1.092	.260	-1.604	-.580

The homogeneity test is performed by Levene's test for equality of variances. The hypothesis is H_0 (the group of certified teachers and non-certified teachers has the same variance) and H_1 (the group of certified teachers and non-certified teachers has unequal variances). H_0 is rejected if the significance value is less than 0.05. The sig value in the Levene's table is 0.913, therefore H_0 is accepted, meaning that the variance between certified and non-certified teachers is the same or homogeneous (table 7). Next step for independent t-test. I developed hypotheses to calculate the similarity of means between groups of certified and non-certified teacher.

H_0 : the performance of certified and non-certified teachers are equal

H_1 : the performance of certified and non-certified teachers are not equal

The criteria used are that H_0 is rejected if the significance value < 0.05 and accepted if significance value > 0.05 . Based on the independent sample t-test on table 8, it is obtained that the significance value is 0.000 or less than 0.05, which means that H_0 is rejected and H_1 is accepted. This means that there are differences in performance for teacher who have been certified and who have not been certified.

5. Discussion

Jombang has a strong religious culture in the school region, as evidenced by the many studies related to religious culture. As well as Mardiyah's research which focuses on Kyai leadership, with the result that kyai leadership also participates in maintaining culture, especially the organizational culture of pesantren in Jombang Regency (Mardiyah, 2012). Religious culture is

also much attention by educational institutions in the Jombang regency, such as the cultivation of spiritual values to build school culture at SDIT Al Ummah and Al Mishbah Jombang (Fauzi, 2020), the organizational culture of pesantren in requiring the role of the principal to improve the religious culture at SMK Sultan Agung Tebuireng (Ademareta & Aziz, 2020), the building of student characters with Islamic stories method at SMK Tarbiyatunnasyiin paul growing (Rahmawati & Fauzi, 2021). Dissertation focused on development of spiritual attitudes at SDIT Ruhul Jadid (Fadlilah, 2019), traditions of religious culture at SMPN 5 Jombang (Mentari, 2015), and research on the formation of religious culture at SMPN 2 Ngoro (Anwar, 2022). Likewise, research by Agustina also examined the implementation of 5 work cultures in the Tsanawiyah madrasah in the Jombang district (Agustina, 2019). In addition, there is also research on Pancasila village in Sambong dukun, which has a program to strengthen the values of tolerance and diversity and as a pilot of Pancasila village (Widodo et al., 2021).

One program that enhances teacher professionalism in Indonesia is teacher certification. Since the materials for teacher certification are directly tied to the instruction of teachers in schools, it is anticipated that after taking part in teacher certification, teacher performance would also improve. The outcome or accomplishment of a teacher in carrying out his responsibilities as an educator—which include the learning process, curriculum creation, evaluation, and interaction with students and parents—is referred to as teacher performance. The ability of a teacher to design effective learning, develop curriculum, create accurate assessments, build positive relationships with students and parents, and participate in school activities are just a few examples of the various indicators that can be used to assess a teacher's performance. According to Aprilia and Sobari (2018), teacher certification programs have a major influence on how well teachers are able to prepare materials, procedures, and assessments. A teacher's effectiveness will eventually have an impact on the success of their pupils in accomplishing their educational goals. As a result, it is crucial for instructors to consistently enhance their performance in order to deliver high-quality instruction and favorably influence the development of education.

The motivation of teachers is one of several aspects that affect their performance. A key element influencing teacher performance is motivation. Teachers that are motivated have a tendency to work harder and more efficiently, improving performance. In addition to motivating elements, the workplace atmosphere and instructor ability are also important. The performance of teachers is greatly influenced by their experience, knowledge, and understanding of the subject matter, technology, and teaching techniques. Effective learning and high-quality instruction will be easier to create with the help of competent teachers.

Teacher certification makes teacher welfare increase. The results show the influence of teacher welfare on teacher performance (Trisnawaty, 2021), motivation (Akbar, 2016), teaching performance (Aprilia & Sobari, 2018), teaching quality (Hasmiah, 2020), and teacher commitment (Anggraini et al., 2020). Teacher certification materials also lead a lot to the development of teacher professionalism to enable teachers to improve their abilities in teaching continuously. Teacher certification materials also lead a lot to the development of teacher professionalism to enable teachers to improve their abilities in teaching continuously.

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certification materials also lead a lot to the development of teacher professionalism to enable teachers to improve their abilities in teaching continuously.

In this study, teacher performance is focused on learning performance which consists of teacher activities in making teaching preparation, material development, methods, and evaluation, use of appropriate learning media, evaluation, and analysis of question items. The professional performance of teachers related to learning is also the primary performance of teachers in teaching. All teachers teaching in schools/madrasahs must make teaching preparations; the principal must approve these preparations. For a teacher, making good teaching preparation is essential to ensure optimal teaching effectiveness and student learning quality. The following are some steps that a teacher can take in preparing before teaching: In preparing this teaching preparation, teachers must be guided by the curriculum that has been set. Then prepare all teaching materials, textbooks, and tools that can be used and ensure all the tools the teacher needs are available.

The results of this study follow the results of other studies that found an influence and relationship between teacher certification and teacher performance. Such as the impact of teacher certification on teacher performance (Aprilia & Sobari, 2018; Diantoro et al., 2022; Elianur, 2017; Haslina et al., 2020, 2021). The results of this study also inform that the teacher certification program effectively improves teacher competence and performance in Jombang Regency, East Java.

Teacher performance is determined by several factors, including the school environment, teachers' characteristics, supervised instructions, motivation, and performance evaluation (Muspawi, 2021). Other studies have found a relationship between increased competence and job satisfaction with teacher performance (Narsih, 2017; Nurali, 2018; Paidi, 2018). In addition, teacher performance is influenced by the work climate and work discipline (Purwani Puji, 2017), principal leadership style (Rahmah, 2017; Sonedi et al., 2018), and motivation (Widyastuti et al., 2018).

6. Conclusion

Based on the t-test between the performance of teachers who have been certified and those who have not been in the findings and discussion section, it can be concluded that the performance of teachers who have been certified in the Jombang Regency is not the same as the performance of teachers who have not been certified. The performance of teachers who have been certified is higher than teachers who have not certified. The average score for teachers who have not been certified is 23.34, while for teachers who have been certified is 24.43. Religious culture also helps teacher performance after getting certified, but more in-depth research is needed on the role of religious culture on teacher performance. For advanced researchers, it is advisable to focus on religious culture and all its elements towards teachers because teachers are the most critical element in education that needs attention.

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