Teacher Certification: The Efforts to Increase Teachers' Involvement in Islamic Basic Education

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Abstrak

Kesejahteraan ekonomi menjadi problematika laten bagi guru dalam dunia pendidikan, sehingga pemerintah berupaya memprogramkan sertifikasi bagi guru. Penelitian ini bertujuan untuk menganalisa sertifikasi guru sebagai upaya meningkatkan keterlibatan guru dalam mendidik siswa jenjang pendidikan dasar Islam. Adapun jenis penelitian ini termasuk pendekatan kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisis kajian menggunakan literatur ilmiah, meliputi buku, artikel, prosiding seminar, dan tugas akhir (skripsi, tesis, disertasi). Data tersebut diperoleh dari sumber kredibel seperti *Google Cendekia* dan *Sinta.* Hasil penelitian ini menyimpulkan bahwa adanya penyelenggaraan sertifikasi guru pengharapannya peningkatan terhadap kemampuan guru yang pada akhirnya berimbas pada peningkatan kualitas pendidikan di negara ini jauh semakin baik. Harapannya sesudah dilakukan sertifikasi terhadap para guru hendaknya bisa terpenuhinya keempat elemen sebagaimana disebutkan dalam undang-undang guru dan dosen pasal 10 dan peraturan pemerintah mengenai standar nasional pendidikan pasal 28 yakni kompetensi pedagogik, karakter, profesional serta sosial.

Kata Kunci: Kesejahteraan guru, Lembaga pendidikan dasar, Sertifikasi guru.

Abstract

Economic well-being is a latent problem for teachers in education, so the government is trying to program teacher certification. This study aims to analyze teacher certification as an effort to increase teacher involvement in educating students at the basic Islamic education level. This type of research includes a qualitative approach with library research methods. Sources of data and study analysis materials use scientific literature, including books, articles, seminar proceedings, and final assignments (thesis and dissertation). The data is obtained from credible sources such as Google Scholar and Sinta. The results of this study conclude that the implementation of teacher certification is expected to increase the ability of teachers which in turn has an impact on improving the quality of education in this country. The hope is that after certification, teachers should be able to fulfill the four elements as stated in the Teacher and Lecturer Law article 10 and government regulations regarding national education standards article 28 namely pedagogic, character, professional, and social competence.

Keywords: Teacher well-being, Basic education institutions, Teacher certification.

INTRODUCTION

Teacher welfare is an important matter that continues to be discussed every period in education. This is because price increases in the economic sector and people's needs seem paradoxical but complement each other. That is, teachers need economic welfare while at the same time being able to educate skilled students so that they answer the needs of the world of work. In fact, it is not uncommon for teachers to teach for a relatively long time, but have not received a salary (income) commensurate with the economic needs of the family (Lailatussaadah, 2015).

Society glorifies the teaching profession as the right choice for future generations. This is also reinforced by the public's perception that a nation will progress through quality education. That is, the quality of a nation can be judged by the quality of education. It seems that the digital era is attracting people's attention to the existence or presence of teachers, because students can learn using internet application feature facilities, even though they require guidance from adults. In fact, the essence of the teacher is not just teaching insight to students, but also internalizing educational values (Melati, 2013).

The existence of a teacher is actually no doubt for student development, but it is increasingly minimized by the existence of digital-based application features. In fact, several educational institutions have reduced the number of "honorary" educators who teach face-to-face, while empowering distance learning tutors as an alternative to humanist education in the digital era. This shows that new challenges in the digital era have approached teachers, even senior teachers approaching retirement age are optimizing to take part in various digital trainings to avoid being "knock on technology" or stuttering on technology (Fuad, 2017).

When teachers feel uneasy due to not having economic welfare fulfilled, they are again facing the challenge of changing education towards digitalization. Of course, this is an educational dynamic that cannot be avoided by the teaching profession. For this reason, educators must become human learners who do not stop upgrading their abilities as professional educators. Supporting this, the government created an empowerment program for teachers to become professional educators which was marked by the granting of educator certification, so that their professionalism was recognized by the state while at the same time obtaining additional allowances to meet the economic needs of the family (economic welfare) (Qomario, *et.al.*, 2018).

The provision of professional educator certification facilities is good news for teachers, both those who work as honorary workers and the state civil servants (ASN). Efforts to realize the certification of teachers are programmed nationally with the target that teachers in the regions can get this opportunity. The organizers are given to state universities that have LPTKs or educational institutions and educational staff. Of course, the implementing agency has been recognized (accredited) by the government and obtained its approval (Siswandoko & Suryadi, 2013).

According to Apriliani (2018), providing opportunities for teachers to take part in the implementation of teacher certification, there needs to be a shared understanding between relevant elements, both central and regional so that teacher certification is realized properly. This is in accordance with the mandate of the law for professional teachers or lecturers. For this reason, in order for the law's message to be implemented as expected, coordination and synchronization are needed in the implementation of the certification. Furthermore, Basri (2018) by getting an additional salary for teacher certification is considered a very prospective job and is seen as feasible in terms of welfare from a social perspective. Even in the learning process itself the community is very concerned about the essential work of educators who are the front line.

Supporting the above, Sari (2012) explains that the most important goal in establishing the educator certification policy is to improve the quality of learning. This is due to the lack of skills and competence of educators as well as teacher negligence which is often a problem. Therefore, it is mandatory for a teacher who is a Strata 1 graduate who is at the sixth level (KKNI Level) to attend teacher professional level education to obtain the prerequisite teacher certification for 1 (one) year.

In fact, research relevant to this topic has been studied by many previous researchers. Among them are discussing aspects of the implementation of educator certification policies (Arifin, 2019), educator professionalism (Latiana, 2019), dynamics of teacher certification policies (Kurniawan, 2011), teacher welfare and performance (Zulkifli, *et.al.*, 2014), teacher perceptions regarding certification policies (Wijaya, *et.al.*, 2021), mapping the percentage of teacher certification (Rahayu & Mustakim, 2017), teacher motivation and performance (Istiarini & Sukanti, 2012), the effect of teacher certification on student achievement (Jamaliah & Cahyaningsih, 2020), improving the quality of learning in schools (Siswandari & Susilaningsih, 2013), improving the quality of educators or teachers (Permana, 2017), and gender issues in the form of teacher certification (Sukarti, 2013).

It is clear from the summary above that the implementation and evaluation of Indonesia's teacher certification program policies served as the main focus of earlier research. The study's effects on enhancing teacher effectiveness and enhancing student learning outcomes are then discussed. The study's assessment of the extent of involvement of lecturers before to and following teacher certification also has a hollow side. The title, "Teacher Certification as an Attempt to Promote Teacher Participation in Teaching Children at Islamic Elementary Education," also summarizes it. The amount of involvement of professionally qualified teachers will be examined in this research using scientific literature.

METHOD

This research uses a qualitative approach with a descriptive study method (Arikunto, 2010). The focus of the study is to describe teacher certification as an effort to increase teacher involvement in educating students at the basic Islamic education level. This type of research includes a qualitative approach with library research methods. Sources of data and study analysis materials use scientific literature, including books, articles, seminar proceedings, and final assignments (thesis, thesis, dissertation). The data is obtained from credible sources such as Google Scholar and Sinta (Assingkily, 2021). Applying validity was the last stage in the data analysis procedure.

RESULTS AND DISCUSSION

The Nature of Teacher Certification

The government in terms of improving the quality and professionalism of teaching staff in the world of education by holding teacher certification, this is done so that in the future all teaching staff are required to have a teaching license or permit, namely certification. By increasing the professional quality of teachers, the quality of the country will be even better (Anif, 2012).

It is hoped that with the certification of teachers, they will be able to improve their superior abilities and make quality improvement and the quality of learning towards perfect goals. It is also hoped that educators as professional workers can function in terms of increasing the dignity and role of educators as educational agents who have the function of improving the quality of national learning, the quality of sustainable learning (Waton, 2016)

Teacher certification is a form of formal legality for professional educators in Indonesia. The award of legality is given by the government as a form of legal professionalism of educators. Providing certification to teachers through various outreach and examinations in accordance with the minimum level of capability and competence expected of professional educators. Furthermore, this professionalism is not only proven in written certificates, but is also based on the performance of implementing educational services for students.

Academic and administrative services are mandatory for professional educators for students. In line with this, Mulyasa (2008) explains that certification is valid proof of justification if the person already has the capability to implement educational services in a particular education by going through a capability passing test

by the certification provider. In other words, certification is a method of testing capabilities that is formed to reveal the capabilities possessed by a person as a basis for awarding teacher certificates.

The process of awarding certificates for teachers is the meaning of teacher certification. Educators who obtain educator certificates have fulfilled all teacher professional standards. In terms of creating capable educational systems and practices, professional educators are an absolute requirement. As valid proof of professional recognition of a teacher as a professional is a teaching certificate issued and signed by the tertiary institution as the certification provider. The educators referred to as stated in the educator law are teachers and lecturers (Mukhlis, 2007).

Educator certification for teachers and lecturers aims not only to fulfill the demands of a job with minimal ability demands, but also aims to provide welfare in the form of professional allowances by the state for teachers and lecturers. In order to live a decent and adequate life for people with the teaching profession, this is why professional allowances are needed as a mandatory condition, and if you look at it so far, the teaching and teaching profession is part of a group with low incomes and through law, one that needs to be assisted in order to improve welfare for teachers and lecturers (Fajar, 2006).

Based on the description above, it can be understood that teacher certification is a form of formal legality for professional educators in Indonesia. The award of legality is given by the government as a form of legal professionalism of educators. Thus, certification is valid proof of justification if the person already has the capability to carry out educational services in a particular education by passing a capability passing test by the certification provider.

Purpose of Implementing Teacher Certification in Basic Education Institutions

An activity to provide teacher certificates is called certification. Education Personnel Education Institutions (LPTK) are institutions that carry out the provision of teacher certification in positions that already have accreditation and have been approved by the government. This is contained in the Regulation of the Minister of National Education No. 18 of 2007 which in practice takes the form of a portfolio.

Education Personnel Education Institutions in implementing certification have been accredited and have become a stipulation from the Minister of National Education. The implementation of teacher certification may be carried out by government or private universities. In carrying out this certification, a tertiary institution must meet the requirements, including (1) a study program accredited by the government as an institution administering the teacher professional education study program (PPG) and (2) based on the decree of the minister of national education for administrators of the special educator certification program in the field of local content. , ICT teacher, maritime teacher and tourism sector.

In organizing teacher certification participants can be carried out by LPTKs in the local zone and can collaborate with tertiary institutions that are within the District or outside the District. Especially for religious teachers, whether they are under the auspices of the Ministry of Education, the Ministry of Religion or the regional government that appoints them, they must register with the Office of the Ministry of Religion to take part in the certification of religion teachers, which is carried out by the Ministry of Religion.

The purpose of certification in general aims to improve the quality and determine the eligibility of teachers in carrying out their duties as learning agents and the realization of national education objectives and increased capabilities in order to achieve predetermined competency standards. Furthermore, Mangkunegara (2005), details the specific objectives of certification, namely (1) determining the eligibility of teachers to be called professional educators; (2) improving the process and quality of learning; (3) increasing the dignity of teachers in education; (4) increasing teacher professionalism; and (5) strengthening the basic competence of teachers.

Likewise, special requirements must be met by teachers as a condition for participating in the certification test, namely academic education qualifications that must graduate at least from Strata-1 or Diploma-IV. With these requirements met, the next thing that must be done is to register with the District/City Education Office

in order to be registered as a potential certification participant. -IV and choice of courses that are teaching (Walujati, 2013).

The level of eligibility of teachers to become professional educators will be tested in the certification competency test activities. The competency tests include written tests, performance tests, personal assessments, assessments of other teacher friends, and portfolios. Based on the description above, it is understood that the implementation of teacher certification is a subject that must obtain recognition from the certification administering body which is recognized by the government. Furthermore, the granting of certification will improve the quality of educational institutions in Indonesia, including basic education institutions.

Teacher Certification through PLPG

The pattern and form of training in the certification process organized by the LPTK districts is to carry out Teacher Professional Education and Training (PLPG) as a forum for fulfilling the standardization of the capabilities of certification participant teachers. In its implementation, the PLPG study obligation that belongs to 90 JP in ten days is in the form of lectures or seminars through active, innovative, creative, efficient, and fun learning strategies, commonly referred to as PAIKEM. The lecture implementation activity itself aims to strengthen course material, teaching methods, and scientific work, as well as carry out participant competency tests at the end of the training (PLPG).

As for the participants in the PLPG certification, namely teachers who have the task of being class teachers, subject teachers, BK teachers, and teachers who are assigned as supervisors selected by certain educational units: (1) certification in the form of PLPG (teacher professional education and training); (2) Form of PF (Fortofolio Assessment), and (3) PSPL. As for the PLPG participants, the teachers came from both class teachers, field of study teachers, counseling teachers from schools who had gone through and passed the initial capability test (UKA) stage. And also PSPL as an option whose status does not meet the requirements, MPLPG portfolio forms and teachers who were previously declared not to have passed certification (Koswara, 2009).

For participants who directly choose the PLPG form, they must submit an A1 format that has been signed by LPMP, copies of undergraduate or Diploma IV certificates, and undergraduate and graduate certificates (for those who have) which have received approval from the issuing university. Especially for those who are civil servants, attach a copy of the latest rank/grade decree legalized by the leader concerned, a copy of the initial appointment decree and the letter of appointment as a teacher that has been approved by the authorized leadership and a copy of the most recent five-year assignment decree from the principal and the latest color passport size 3 x 4cm.

It should be understood that the material in PLPG activities is Pedagogic, professional, personality and social are the four teacher competencies that are of concern in the preparation of PLPG material. Some of the teaching materials were carried out by LPTKs and part of the development was carried out by LPTKs implementing certification based on Permendiknas Number 16 of 2007 concerning standardization of academic capabilities and teacher capabilities. PLPG participants are capable of implementing the 2013 curriculum as directed from PLPG material whose learning sources can be from books, training, modules, videos or other learning resources.

As with lectures or training in general, the competency test is carried out at the end of PLPG. The purpose of the competency test is not only to evaluate the results of learning activities, but also to measure the capability of the teacher as a professional educator. The capability test includes a written test as well as an ability test. The purpose of carrying out the written test is to open up holistic professional, pedagogic, character and social competencies. Meanwhile, the purpose of performance or practice exams is to teach teachers and practice guidance/counseling to counseling teachers. In carrying out the performance exam, it is carried out for 1 JP for each participant.

Likewise, if the certification participants who do not meet the passing mark are still given the opportunity to take the re-examination. The re-examination is basically the same as the competency test which includes

written and practical exams. If there are only a small number of participants in the practice re-examination of a certain field of study, it is possible to combine them with participants from the same field of study. The opportunity given to take the re-examination for participants who have not had the opportunity to pass is only 2 times. For those who have not had the opportunity to pass the second repetition exam, they will be returned and carried out coaching by the education office.

Teacher certification refers to the process of awarding educator licenses. Teachers who have attained the necessary professional criteria are issued educator certificates. Professional instructors are necessary in developing educational methods and institutions that make quality a prerequisite. An educator certificate is a legal document that acknowledges a teacher's professionalism as a professional supervisor and is signed by a university acting as a certification provider.

The goal of implementing teacher certification is to improve teachers' abilities, which will ultimately result in a significant improvement in the standard of education in this nation. Pedagogical, character, professional, and social competence are the four components that instructors should be able to demonstrate after becoming certified, according to the teacher and lecturer law article 10 and government regulations relating national education standards article 28.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of teacher certification is expected to increase the ability of teachers, which in turn will have an impact on improving the quality of education in this country much better. The hope is that after certification, teachers should be able to fulfill the four elements as stated in the teacher and lecturer law article 10 and government regulations regarding national education standards article 28 namely pedagogic, character, professional and social competence.

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