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The Workplace and Teacher's Certification for Teacher's Performance

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Abstract: The purpose of this study is to identify the impact of the workplace and teacher's certification on teacher's performance. This study was conducted at State Vocational Schools in the Ogan Komering Ilir district, with 95 teachers serving as participants. This study is quantitative by using questionnaires, interviews, and documentation as instruments. Validity and reliability tests were performed on the research instrument, as well as prerequisite tests for analysis of normality, linearity, multicollinearity, and heteroscedasticity tests. Descriptive analysis, simple linear regression, multiple regression correlation, and the coefficient of determination were used to analyze the data. The findings indicate that the workplace and teacher's certification have an impact on teacher's performance.

Keywords: Teacher's Certification, Teacher's Performance, Workplace

A. Introduction

Changes in the global environment continue to occur as a result of increasingly rapid advances in technology and information. This shift is occurring not only within organizations, but also within government agencies. Knowledge is one of the means by which a nation's welfare can be realized, knowledge must be possessed as the foundation for organizational management.

Rapid changes in the workplace necessitate talented and agile human resources who can adapt to new abilities. Human resources are one of the most important elements that must be present in an organizational association in order to achieve hierarchical goals, because human resources are the primary capital in the process of an organizational development and growth. According to Sutrisno (2009), human resource development is a lengthy process that employs an orderly and coordinated system in which managerial administration workers study conceptual and theoretical information for general purposes.

Teachers are one type of human resource in the field of education. Teachers play an important role in an organization, specifically educational institutions. In the world of education, teachers have a direct impact on the learning process.

According to the National Education System Law of the Republic of Indonesia No. 20 of 2003 (Chapter II Article 3): national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and analytic. The teacher's understanding of his responsibilities is closely related to increasing human resources in the world of education, so that all types of evaluation efforts are carried out to improve educational quality. Without the support of a qualified teacher, this will not provide significant assistance. As a result, the teacher's performance becomes a priority that must be taken into account.

Increasing teacher's performance must be done on a continuous basis so that educational goals and functions can be met effectively and efficiently. Mangkunegara (2012) defines Human Resource Performance as a term derived from the words Job Performance or Actual Performance. This means that human resource performance is a work achievement attained by a person. According to Nawawi (2013), performance can be viewed from two perspectives: employee performance and organizational performance. According to this definition, teacher's performance is the result of the work done by individuals in a school.

It is difficult to assess objectively the success or failure of teacher's performance in schools. As stated by Mangkunegara (2012), internal and external factors influence teacher's performance. Internal factors are related to the individual and are usually related to the individual's quality. External factors are influenced by the environment. For example, coworker behavior, attitudes, and actions, subordinate and leader behavior, work facilities, and organizational climate.

Employee performance is influenced by the workplace. According to Mangkunegara (2012), environmental factors determine whether or not an individual is capable of excelling. The workplace around an individual is critical and influential in carrying out his obligations and work. According to previous research, the workplace has a significant impact on teacher's performance (Luhkita, 2020).

Because the workplace influences performance, leaders in an organization must take it into account. According to Sedarmayanti (2011), the workplace includes all of the equipment and materials encountered, as well as the surrounding environment in which a person works, his work strategy, and work plans for both individuals and groups. The workplace can influence a person's level of comfort at work.

The workplace is divided into two parts: physical and non-physical. According to Sedarmayanti (2011), the physical environment consists of all physical conditions that exist around the workplace and can affect teachers both directly and indirectly. Non-physical workplace all the conditions that occur related to the relationship between workers, both subordinates and superiors, as well as relationships with coworkers or even relations with fellow superiors.

Based on observations in the field, there are still several issues with the workplace. 1) There is still an environment that is not supportive of the learning process, such as a lack of classes, so the student-to-room ratio is not appropriate. 2) The environment is not conducive to both cleanliness and school location; and 3) there is a lack of awards for outstanding and disciplined teachers. If the working environment is not supportive, the teacher's performance will suffer. The ideal working environment is one that is both comfortable and conducive. According to research, the physical workplace has a positive and significant effect on teacher's performance (Suryati, 2018), which means that the better the workplace, the better the teacher's performance.

In addition to the workplace, the individual influences performance. In the world of education, it means that the teacher influences the student's performance. The government has taken numerous steps to improve teacher's performance and ensure that individual teachers are qualified to carry out their responsibilities. The existence of a teacher's certification program is one of them. Teacher's certification is granted to all teachers, both civil servant and non-civil servant, after they have passed several government-mandated stages. The teacher is entitled to certification after completing the stages and being declared successful.

According to Mulyasa (2009), teacher's certification is a process of competency testing for prospective teachers or teachers who want to gain recognition and/or improve competence in the profession they choose. Many people believe that teachers' well-being should be improved so that they can properly carry out their task of educating the nation's young generation through certification. The certification provided by the government aims not only to improve teacher welfare, but also to increase teacher competence and performance. According to the findings of the study, teacher's certification has a significant impact on teacher's performance (Ihwani, 2021). This is consistent with the fact that government certification has an impact on teacher's performance.

According to Article 1 point 11 and Article 8 of the Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers, certification is the process of awarding educator certificates to teachers and lecturers, and teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. According

to this, teachers, particularly those who have obtained certification, must have abilities that are more competent in their field because certification requires them to meet predetermined qualifications. Teacher's certification is proof that the teacher is recognized as competent and capable of providing services in the field of education. This means that with the certification, if the teacher is competent, they will perform well.

Based on field observations, there are still many teachers who do not have the competence as a professional teacher despite having an educator certificate; this is supported by the fact that 1) the teacher does not make a lesson plan when carrying out learning activities; and 2) teachers are less proactive in responding to changes in education policy. 3) There are still teachers who teach in the traditional manner. According to the demands and needs of current education, teacher professional competence in science and technology must develop. A teacher must be competent in his or her field of work and must teach in accordance with his or her diploma, i.e. teaching in accordance with his or her field of competence. Knowledge, skills, and attitudes are all required competencies. As a result, all teachers must have a certificate that corresponds to their area of expertise. This is intended to ensure that all teachers are professional and that their performance improves.

Many previous studies have examined the effect of the workplace on teacher's performance, such as Angrainy (2020) research on the effect of infrastructure and workplace on teacher's performance. This study investigated whether the workplace has a significant impact on teacher's performance. According to the findings of this study, the better the workplace, the better the performance of a teacher. Oki Oktario (2020) conducted previous research on the effect of teacher's certification on teaching performance at SD Negeri 006 Langgini Bangkinang City. This study discovered a link between teacher's certification and teacher's performance. Based on these findings, it was concluded that the higher the certification score, the better the performance of the teacher.

The novelty focuses on improving the quality of education as seen through the performance of a teacher. Improving teacher's performance requires more attention from a variety of stakeholders, so we must pay attention to factors that can influence teacher's performance, such as the workplace and teacher's certification. The absence of research on the effect of the workplace and teacher's certification on teacher's performance, as well as the various problems that occur in the world of education related to teacher's performance, is the reason for researchers to conduct research on the effect of the workplace and teacher's certification on teacher's performance.
This study may be useful in providing an overview of teacher's performance as it relates to the workplace and teacher's certification. This research can also serve as an example in efforts to improve teacher's performance. Given the significance of

research on the effect of the workplace and teacher's certification on teacher's performance, research is required.

B. Methods

This is a quantitative research method. This study was carried out at State Vocational Schools in the Ogan Komering Ilir District. The implementation period runs from July to November 2022. All certified State Vocational School teachers in the Ogan Komering Ilir District participated in this study. Ogan Komering Ilir Regency has 127 certified State Vocational School teachers. The sample size was 95 people chosen at random, with 32 people who were not chosen at random being sampled in the research instrument testing. In this study, data was collected in a variety of ways, including primary and secondary sources. Questionnaires, interviews, and documentation were used to collect data for this study. Meanwhile, IBM SPSS version 26 was used to process statistical data in this study. Data analysis must be done carefully so that the results of the analysis can accurately inform research results. In this study, data analysis techniques included prerequisite tests, simple linear regression, and multiple linear correlations.

C. Results and Discussion

There were two independent variables in this study, namely workplace and teacher's certification, and one dependent variable, teacher's performance. The hypotheses in this study are three, and the results of testing each hypothesis are as follows.

First Hypothesis

The effect of the workplace on the performance of Ogan Komering Ilir District State Vocational High School teachers. The F-test is used to determine whether the hypothesis is correct.

Table 1. Results of Multiple Regression Test Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2239.865	1	2239.865	20.383	.000[b]
	Residual	10219.672	93	109.889		
	Total	12459.537	94			

a. Dependent Variable: Teacher's Performance
b. Predictors: (Constant), Workplace

According to table 1, the F-count > F-table is 20.383 > 3.09, with a significance level of 0.000 0.05 indicating that H0 is rejected. Thus, the workplace has a significant impact on the performance of State Vocational School teachers in the Ogan Komering Ilir District.

Second Hypothesis

The F-test is used to determine whether the hypothesis is correct.

Table 2. Results of Multiple Regression Test Analysis

Model		Sum of *Squares*	df	Mean *Square*	F	Sig.
1	Regression	4484.967	1	4484.967	52.304	.000[b]
	Residual	7974.570	93	85.748		
	Total	12459.537	94			

a. Dependent Variable: Teacher's Performance
b. Predictors: (Constant), Teacher's Certification

The calculated F-value > F-table is 52.304 > 3.09 with a significance level of 0.000 0.05 based on table 2, indicating that H0 is rejected. Thus, teacher's certification has a significant impact on teacher's performance at Ogan Komering Ilir District State Vocational Schools.

Third Hypothesis

Table 3. Results of Multiple Regression Test Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5031.620	2	2515.810	31.160	.000[b]
	Residual	7427.917	92	80.738		
	Total	12459.537	94			

a. Dependent Variable: Teacher's Performance
b. Predictors: (Constant), Teacher's Certification, Workplace

The calculated F-value > F-table is 31.160 > 3.09 based on table 3. Furthermore, the significance level is 0.000 0.05, which indicates that Ho is rejected. Thus, the workplace and teacher's certification have a significant impact on the performance of State Vocational High School teachers in the Ogan Komering Ilir District.

The Impact of the Workplace on Teacher's performance

The findings indicate that the workplace has a significant impact on the performance of State Vocational High School teachers in the district of Ogan Komering Ilir. The results of simple linear regression testing based on the significance value of 0.000 0.05 and the calculated t-value of 4.515 > t-table of 1.98580 demonstrate this. The F-test also revealed that F-count > F-table, with a value of 20.383 > 3.09. In this study, the

workplace variable has been shown to influence teacher's performance by 18%, with the remaining 82% influenced by factors other than this variable.

According to Pujianto et al. (2020), the results of this study are consistent with previous research that found that the workplace had a positive and significant effect on the performance of Air Salek Banyuasin State Elementary School teachers. As a result, the workplace has a positive impact on the workplace. The better the working environment, the better the performance of the teacher.

The workplace environment can boost morale and increase teacher productivity. A suitable working environment will inspire teachers. Working with motivated people has a positive effect, one of which is that work can be completed properly and in accordance with the goals to be accomplished.

This demonstrates that work can be completed to the correct standard and within the timeframe specified, implying that it must be effective and efficient. According to the research of Pujianto et al., (2020), a good and comfortable workplace for teachers can inspire them to develop their creativity in providing learning to students, and thus the workplace indirectly increases teacher's performance to the fullest.

Many theories mentioned factors that support teacher's performance in the previous discussion, one of which is the workplace. According to Harefa, (2020), the teacher's workplace plays an important role because it can affect the teacher's performance in carrying out tasks.

A comfortable workplace, one of which is spatial planning, and well-established relationships between colleagues and superiors will increase the teacher's enthusiasm at work. According to Harefa (2020), the t-test results were (3.925 > 1.96). As a result, it can be stated that the teacher's correct perception of the workplace is critical to recognize in order for teacher's performance to improve. According to Nugraha (2020), there is no effect of the workplace on teacher's performance because there is an agreement with the place of work that if transferred to another location, you must be sincere with the new environment. This means that the workplace cannot be said to have no effect on teacher's performance because it is already regulated by the school. According to Nugraha (2020), a teacher's performance will fluctuate when they are given new assignments, which can be exhausting.
A good workplace, on the other hand, will support the teacher's performance. According to Handayani (2013), the workplace of State Vocational Schools in Banyuasin Regency has an impact on teacher's performance. This study also stated that a comfortable environment is required to improve teacher's performance. According to Marliya et. al., (2020), the calculated t-value (2.313) was found to be greater than the t-table value (1.297), implying that Ha is accepted. This means that the workplace has a significant impact on teacher's performance in Prabumulih Barat

District State Junior High Schools. Teachers and all school personnel must participate in creating a positive workplace, but the workplace has a direct impact on the teachers who carry out the teaching and learning process. This means that a pleasant working environment will facilitate the flow of learning activities.

According to the descriptions provided, the workplace (X1) has a positive effect on teacher's performance in this study (Y). The workplace in schools refers to the physical and non-physical working conditions that can affect teachers' ability to carry out their duties as teachers and educators. despite the fact that factors other than the workplace influence teacher's performance.

The Influence of Teacher's Certification on Teacher's Performance

According to the findings of a study on the effect of teacher's certification on teacher's performance, the simple linear test results obtained a significance value of 0.000 0.05. Furthermore, the calculated t-value is 7.232 > the t-table is 1.98580. As a result, H0 is rejected, indicating that teacher's certification has a significant influence on the performance of State Vocational High School teachers in the Ogan Komering Ilir District. Furthermore, teacher's certification has a positive impact on teacher's performance. This is also consistent with previous research by Ristianey et al. (2021), which found that teacher's certification improves teacher's performance. This means that teacher's certification is correct because it affects teacher's performance.

In line with this, Utari et al. (2020) found that by accepting the hypothesis Ha, there is an effect of teacher's certification on the performance of junior high school teachers in the Sukarami sub-district. Teacher's performance will improve if teacher's certification is implemented successfully. Teacher's certification is part of the government's effort to improve teacher's performance. So that teachers can perform their duties and responsibilities professionally. This is consistent with Mulyasa (2009) assertion that empowering teachers will improve school performance through teacher's performance. The goal of empowerment is to involve teachers in decision-making and responsibilities.

According to Falina (2019), teacher's certification has an effect on teacher's performance. Based on his research findings, the correlation (R) between the teacher's certification variable (X2) and teacher's performance (Y) is 0.545 with a significance level of 5%, indicating that the certification variable (X2) has a positive influence on teacher's performance.

So, based on these descriptions, it is clear that teacher's certification has the potential to influence teacher's performance. The provision of certification has a positive impact on teacher's performance. Teachers can develop professionalism in teaching through teacher's certification, which they can then use to improve their own well-being.

The Effects of the Workplace and Teacher's certification on Teacher's performance

According to the study's findings, the workplace and teacher's certification had a significant effect on the performance of State Vocational High School teachers in Ogan Komering Ilir Regency, with a coefficient of determination of 40.4%. Based on these findings, it can be concluded that the workplace and teacher's certification have a significant impact on teacher's performance. A positive workplace can help teachers perform better. Teacher's performance has also improved as a result of the teacher's certification program. According to As & Isjoni (2021), improving teacher quality through the certification program is an effort to improve educational quality. Based on this statement, we can conclude that the certification program is one way for the government to improve teacher's performance. Mulyasa (2009) defines certification as a quality assurance program in educational services. There is a process of developing professionalism and evaluating practitioners' performance in the quality assurance of education.

Furthermore, As & Isjoni (2021) discovered that professional teacher's certification has a positive effect on the performance of public elementary school teachers in the Flamboyan Cluster, Bangkinang Kota District, implying that the greater the influence of teacher professional certification, the better the performance. Teacher's performance is one of the professional competencies that a teacher must possess; this ability is central and integrated with the teacher's performance in their respective fields of science that they have mastered. According to Muamar (2017), there is a relationship and influence between the certification program and performance for SMP/MTs teachers in the Pemalang district, so certification can affect teacher's performance.

According to Mulyono (2020), linear regression yielded a regression coefficient for the teacher's workplace of 0.213, indicating that every 1% increase in the teacher's workplace increased the teacher's performance value by 0.213. This means that the working environment has an impact on teacher's performance. The workplace is everything that surrounds the teacher that allows the teacher to contribute to work more productively, safely, and comfortably.

Furthermore, Mulyono (2020) asserts that the quality of teacher's performance is heavily influenced by a variety of factors, including the workplace. We can conclude from this statement that the workplace influences teacher's performance. The educational goals can be properly achieved if the teacher's performance is maximized. Meanwhile, Ramadoni & Arifin (2016) state that the factors inhibiting teacher's performance, namely differences in teacher character have an impact on teacher's performance, teachers who are not linear cause less than the maximum in providing material to students, seniority in work situations causes an unequal distribution of

performance or tasks principal and the number of tasks that must be done by the teacher, if the work that is not completed at sch Given that teacher non-linearity can impede performance, the government's efforts in the certification program are very appropriate, as one of the goals of certification is to increase teacher professionalism. Teachers who will participate in certification must have a diploma of educational background. An unbalanced school environment, whether between colleagues or superiors, has an impact on teacher's performance, implying that the workplace has an impact on teacher's performance.

According to Ramadoni & Arifin (2016), factors supporting teacher's performance include providing rewards to teachers who excel, synergistic relationships between school principals and teachers, teachers and teachers, and teacher collaboration to make it easier to increase performance enthusiasm, and a community that supports the educational process and activities at school. The relationship between superiors or colleagues is an indicator of the workplace based on these factors, and it can be concluded that the workplace can improve performance.

Based on the descriptions and findings that the workplace affects teacher's performance and certification affects teacher's performance, it is possible to conclude that the workplace and teacher's certification both affect teacher's performance. This is consistent with our findings, obtained a calculated F-value of 31.160 > 3.09. Furthermore, the significance level is 0.000 0.05, which indicates that H0 is rejected. Thus, the workplace and teacher's certification have a significant impact on the performance of State Vocational High School teachers in the Ogan Komering Ilir District.

D. Conclusion

The workplace has an impact on the performance of State Vocational High School teachers in the Ogan Komering Ilir District. This is supported by the hypothesis analysis, which shows that the F test results obtained F-count > F-table (20.383> 3.09), and the t test results showed a probability value (significance) of 0.000 0.05, indicating that H0 was rejected. Teacher's certification has an effect on the performance of State Vocational High School teachers in the Ogan Komering Ilir District. This is supported by hypothesis analysis, which reveals that the F-test results obtained F-count > F-table (52.304> 3.09), and the t-test results show a probability value (significance) of 0.05 (0.000 0.005), indicating that H0 was rejected. Workplace facilities and teacher's certification have an impact on the performance of State Vocational High School teachers in the Ogan Komering Ilir District. According to hypothesis analysis, the simultaneous test results obtained F-count > F-table (31.160 > 3.09), and the t-test results obtained a t-count value of 4.515 > t table of 1.98580. This means that H0 has been rejected.

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