

The Influence of Teacher's Certification and Motivation on the Teacher's Performance

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Abstract: This study aims to analyze the effect of certification and motivation on teacher's performance. The location of this research was carried out at a public high school in the Kayuagung District. This type of research is quantitative research with a research design using an ex post facto research design. The sample in this study was a total of all teachers in public high schools in the Kayuagung District, consisting of 87 teachers. data collection technique using a questionnaire. Data analysis techniques using quantitative descriptive analysis techniques, and multiple regression. The results of this study state that 1) there is a significant influence between school teacher's certification on the performance of public high school teachers in the Kayuagung District; 2) there is a significant influence between motivation on the performance of State Senior High School teachers in the Kayuagung District; 3) there is a significant effect of teacher's certification and motivation together on the performance of teachers in public high schools in the Kayuagung District. These results suggest that the higher the qualification of a certified teacher, the higher the performance. Then, motivation within the teacher will have an impact on teacher's performance.

Keywords: Certification, Motivation, Teacher's Performance.

A. Introduction

Teachers are one of the school resources required to have high performance. Teacher's performance at school has an important role in achieving school goals, namely student achievement. Sumyadi et al (2020) with research results stating that there is an influence between teacher teaching skills on student learning outcomes. Therefore, teachers are required to have high performance and must be able to serve optimally. Because the teacher is positioned as the front guard in the implementation of the teaching and learning process. Teachers hold a very strategic position in the effort to produce competent and qualified graduates.

Morley & Heraty (1995) suggests that performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law, and according to norms and ethics. In a broad context, Rano & Kadir (2022) states that improving employee performance will bring progress for companies to survive in an unstable competitive business environment. Therefore, efforts to improve employee performance are the most serious management challenge because success in achieving goals and the survival of the company depends on the quality of the performance of the human resources in it.

Teacher's performance is a very important thing in efforts to achieve the goals of school institutions, because performance is a real behavior that is displayed by everyone as work performance produced by the teacher according to his role in educational institutions. Teachers are one of the human resources in schools, the performance of teachers in schools has an important role in achieving school goals. Various efforts were made to achieve good performance. There are several factors, both internal and external, that can affect teacher's performance. These factors include organizational work culture, competency and teacher's certification.

Selander et al., (2022), to be able to perform well, employees must have the ability to work. He must have the motivation, capacity or skills to work (personality, abilities and skills) in accordance with the characteristics of the work for which he is responsible. A person's work capacity is greatly influenced by various factors, one of which is a source of motivation. Not only internal factors (motivation, perception, mastery of substance and technical skills), but also highly influenced by external factors, especially those from the workplace organization, such as the suitability of compensation for workload.

One of these external factors is motivation within an organization. The higher the motivation, the higher the desire to carry out the duties and responsibilities of the job well. Locke & Latham (2011) states that a high level of goal difficulty results in high performance or a low level of goal difficulty results in low performance for individuals who have high performance. However, a high level of goal difficulty results in frustration for individuals with low performance.

Then Locke & Latham (2011) states that individual encouragement to achieve specific and difficult goals causes individuals to tend to perform better than individuals who are only encouraged to do well. Feelings of success in the workplace occur when people see that they are able to grow and meet work challenges by pursuing and achieving important and meaningful goals.

To be able to manage learning effectively and efficiently, teachers need motivation to work. With high work motivation, teachers will work harder in carrying out their work. On the other hand, with low work motivation, teachers do not have enthusiasm for work, give up easily, and have difficulty completing their work. Ali et al., (2016) stated that teacher's motivation influences performance.

The next factor is teacher's certification through certification allowances. Recognition of the teacher's position as a professional is evidenced by an educator certificate, which is obtained through teacher's certification. Teacher's certification in question is the process of awarding educator certificates to teachers in formal education units. An educator certificate is formal proof of recognition given to teachers as professionals. Teacher's certification as an effort to improve teacher quality is expected to improve teacher's performance in carrying out tasks and responsibility as a teacher in the subject they teach. Teachers are expected to be able to carry out quality learning, which can enlighten and direct students to master the specified competencies, which in turn can improve the quality of education in Indonesia in a sustainable manner. The existence of educator certification is expected to improve teacher's performance, or in other words ownership educator certificate by the teacher is a representation of the quality of the teacher's own performance.

Teacher's certification is a certification allowance program aimed at teachers who have passed the certification test. This program turns out to be one of the motivations for a teacher to be able to improve his performance at work. As the results of research conducted by Dewanto et al (2016) stated that one of the factors that influence teacher's performance is teacher's certification. In line with the opinion of Nurbaiti & Dina (2015) which states that there is a significant relationship between certification and teacher's performance.

The teacher's certification program has been implemented since 2007 after the issuance of Minister of National Education Regulation Number 18 of 2007 concerning Certification for In-Service Teachers. This certification program is carried out with the aim of increasing teacher competence as professional educators. Through this certification, teachers are required to seriously carry out their duties as teachers and exert all their thoughts and creativity for education.

This research was conducted in public high schools in Kayuagung District. From the results of initial observations conducted by researchers, high school teachers state in Kayuagung District, general teacher competency requirements have not been met, such as the skills a teacher must have in terms of writing, making instructional media

appropriate to school conditions and mastering good teaching techniques and strategies. In the opinion of Gladilina (2017), which states that competence is ability, skill, condition of authority, or fulfilling requirements according to legal provisions. Proficiency here is mastering various strategies or techniques in teaching and learning activities and mastering educational foundations as stated in the competence of professional teachers.

From the results of observations of researchers at SMA Negeri in Kayuagung District. Researchers consider that several public high schools in the Kayuagung District have not been able to optimally manage human resources who have high motivation to create a culture of achievement which will certainly affect teacher's performance both directly and indirectly will also affect the quality and productivity of educational institutions. Meanwhile, on the other hand, the government has granted certification to teachers to improve teacher welfare.

However, the facts show that teacher's performance is still not optimal. It was found that teachers did not make Learning Implementation Plans (RPP), ignored the completeness of teacher administration, gave assignments without face-to-face processes, used monotonous models and methods, and evaluated learning that was not optimal. This is evidenced by the results of Jakparudin (2018) which stated that only 47% of the teachers who received certification had low performance and originally only 19% of the teachers who had certified showed low performance. Even though teachers who have received certification should have good teacher's certification commensurate with the financial compensation that has been given.

Regarding work motivation, the researchers considered that learning management had not been properly implemented in several high schools in Kayuagung District due to the lack of maximum teacher work motivation. This is because the school, in this case the principal, still gives leeway to teachers who have not yet implemented it his job, especially in carrying out tasks and responsibility. Indecisiveness principal and there has been no attempt to repair teacher's performance, especially in the learning process, makes the teacher not have a strong motivation to improve the quality of his performance. This confirms that there is no work environment that can support the creation of a quality learning process.

From the results of the researchers' initial observations, it can be stated that not all teachers have optimal motivation according to the demands of teaching. This can be seen from the tendency that not all teachers are responsible for such work discipline at work, there are still some teachers who are late in entering class when teaching is not in accordance with the specified time. In addition, teacher's motivation that is not optimal

can also be seen from the lack of teacher's motivation in exploring learning methods, as well as the less optimal use of learning media. The teacher's motivation is certainly very low and influential to performance.

From the background above, the researcher feels the need to examine further whether teacher's certification and motivation affect teacher's performance in public high schools in the Kayuagung District through research entitled The Effect of Teacher's Certification and Motivation on Teacher's performance in Public High Schools in the Kayuagung District.

B. Methods

This research is quantitative. according to Musfiqon (2012) research that is focused on the study of objective phenomena to be studied quantitatively. Research data collection is done quantitatively. While this research method uses the partial correlation method, partial correlation is used for analysis or hypothesis testing if the researcher intends to know the influence or relationship of the independent and dependent variables, where one of the independent variables is controlled (fixed) (Sugiyono, 2012). The design of this study uses a research design *after the fact*, according to Sugiyono, (2012) research design *after the fact* is research that aims to investigate events that have occurred and then trace back to find out the factors that led to the occurrence of these events. Data collection techniques in this study were carried out using questionnaires. Data collected by using the Likert scale model. The analytics methodology included simple regression and linear regression with SPSS For Windows version 22.0.

C. Result and Discussion

The Influence of Teacher's Certification on the Performance of State Senior High School Teachers in the Kayuagung District

The model for the relationship between teacher's certification and teacher's performance is expressed in the form of a regression equation $Y = 1.881 + 0.294 X_1$. The significance test of the regression equation can be presented in the following table.

Table 1. Significance of the influence of Teacher’s Certification on Teacher’s Performance Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
1 (Constant)	1.881	1.438		1.309	.194
Teacher’s certification	.294	.078	.313	3.779	.000

a. Dependent Variable: Teacher’s performance

Based on the simple regression test above, the calculated t value is 3,779 > from the t table price of 1,662 where the calculated t value is greater than t table, then Ho₁ rejected, so that there is a significant influence between teacher’s certification on the performance of public high school teachers in the Kayuagung District. The value of the correlation coefficient between teacher’s certification and teacher’s performance in public high schools in Kayuagung District can be seen in the following table.

The Effect of Motivation on the Performance of Public High School Teachers in the Kayuagung District

The model for the relationship between school motivation and teacher’s performance is expressed in the form of a regression equation $Y = 1.881 + 0.679 \cdot X_2$. The significance test of the regression equation can be presented in the following table.

Table 2. Significance of the Influence of Motivation on Teacher’s Performance Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Say.
	B	Std. Error	Beta		
1 (Constant)	1.881	1.438		1.309	1.94
Motivation	.679	.083	.675	8.141	.000

a. Dependent Variable: Teacher’s performance

Based on the test of the significance of the motivational variable on the performance of state senior high school teachers in the Kayuagung District, the t-count value is 8,141 ≥ the t-table price is 1,662 where the t-count price is greater than t-table, so Ho₂ rejected, so that there is a significant influence between motivation on the performance of State Senior High School teachers in the Kayuagung District

Table 3. Significance of the Influence of Teacher’s Certification and Motivation on Teacher’s Performance Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.881	1.438		1.309	.194
	Teacher’s certification	.294	.078	.313	3.779	.000
	Motivation	.679	.083	.675	8.141	.000

Dependent Variable: Teacher’s performance

The Mutual Influence of Teacher’s Certification and Motivation on the Performance of State Senior High School Teachers in the Kayuagung District

The model of the relationship between school culture and the organizational commitment to teacher’s performance presented in the form of the linear regression $Y = 1.881 + 0.294 X_1 + 0.679 X_2$, which means that the performance of teachers will increase positively with the school culture and the organizational commitment. In order to find out the truth of the hypothesis tests, a simultaneous test was carried out using the F test to determine the impact of teacher’s certification variables and motivation on teacher’s performance. The test criteria shall be as follows: a) if the probability value (significant) is < 0.005 , then H_0 is rejected, and b) if the probability value (significant) is > 0.005 , then H_0 is accepted. The test criteria are as follows for the F test: a) H_0 is accepted if you have $F\text{-count} > F\text{-table}$, b) H_0 is accepted if $\text{Count} \leq F\text{-table}$ is accepted. The results of the multiple regression analysis can be seen in the table below:

Table 4. The Results of Multiple Regression Analysis Teacher’s Certification and Motivation on Teacher’s Performance

Anova						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3286.632	2	1643.316	1096.847	.000b
	Residual	125.850	84	1.498		
	Total	3412.483	86			

a. Dependent Variable: Teacher’s Performance

b. Predictors: (Constant), Motivation, Teacher’s certification

From the Anova test above, it is obtained that F count is 1096.8 with a significance level of $0.000 < \text{probability value} \alpha 0.05$ while F table corresponds to a significance level of 0.05 (2.84) of 2.71 so $F\text{ count} > F\text{ table}$ ($1096.8 > 2.71$) so H_0 rejected, meaning that there is a

jointly significant influence between teacher’s certification and motivation on the performance of public high school teachers in the Kayuagung District to figure out how much effect the regression coefficient has on the dependent variable, you can see it simultaneously in the description model table below.

Table 5. Model Summary of Teacher’s Certification and Motivation
Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.981 ^a	.963	.962	1.224

a. Predictors: (Constant), x2, x1

Based on the results of the analysis above, it can be stated that teacher’s certification and motivation have a joint effect on teacher’s performance in public high schools in the Kayuagung District. The discussion based on the research results can be explained as follows.

Results of Quantitative Descriptive Analysis of Research Variables

The results of the descriptive analysis of teacher’s certification statistics with a very good category amounted to 0 or 0%, a good category amounted to 42 or 47.76%, a pretty good category of 24 or 20.89%, a poor category of 28 or 26.86%, and a very good category less by 3 or 4.47%. The results of the analysis show that teacher’s certification is included in the good category. Then the results of the analysis of statistical descriptions of motivation with very good categories amounted to 8 or 8.9%, good categories amounted to 22 or 29.8%, quite good categories amounted to 24 or 32.8%, less categories amounted to 28 or 38.8%, and very less category of 5 or 4.47%. The results of this analysis indicate that motivation in SMA Negeri in Kayuagung District is in the poor category. The results of the analysis of the statistical description of teacher’s performance in the very good category were 10 or 8.9%, the good category was 26 or 32.8%, the good enough category was 24 or 37.5%, the poor category was 20 or 29.8%, and the very category less by 7 or 4.47%. The results of the analysis indicate that the teacher’s performance is in a fairly good category.

The results of the variable descriptive analysis test in this study showed that certification was in the good category, while motivation was in the poor category, while teacher’s performance was in the fairly good category. The results of this analysis state that the qualifications of certified teachers can encourage increased performance even though

poor teacher's motivation also has an impact on teacher's performance. The quality of teacher's performance occupies a strategic position, because teachers are the spearhead of the entire educational process in schools. The teacher's performance in question includes the quality of work, work accuracy, initiative in work, work ability, and communication. Teacher's performance is the actualization of teacher competence related to learning management, scientific mastery, attitude or personality, and social interaction. The competence and performance of teachers who have taken professional certification are better than teachers who have not taken professional certification (Koswara & Rasto, 2016).

The Influence of Teacher's Certification on the Performance of Public High School Teachers in the Kayuagung District

Based on the simple regression test, the calculated t value is $3,779 >$ from the t table price of 1,662 where the calculated t value is greater than t table, then H_{01} rejected, so that there is a significant influence between teacher's certification on the performance of public high school teachers in the Kayuagung District. Based on the statistical test results, the R value or correlation coefficient value is 0.783. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained values *R Square* or the coefficient of determination obtained is 61.4% which can be interpreted that the teacher's certification variable has a contribution effect of 61.4% on teacher's performance.

This result implies that teachers who have taken professional certification have higher performance compared to teachers who have not taken professional certification. Certification is the process of giving certificates to educators who have met certain requirements, namely having academic qualifications, competence, physically and mentally healthy and having the ability to realize national education goals, which are accompanied by proper welfare (Hartiwi et al., 2020).

Certification is said to be a process of giving recognition that a person has the competence to carry out educational services in certain educational units, after passing a competency test held by a certification body. In other words, educator certification is a competency test process designed to reveal teacher competence mastery as the basis for awarding educator certificates, and fulfilling the need to improve professional competence. The certification process is seen as an essential part of efforts to obtain competency certificates according to predetermined standards (Koswara & Rasto, 2016). The results of this study are in line with the results of research from Tjabolo (2020) which state that teacher's certification has a positive impact on improving teacher competence and performance.

The results of Phytanza & Burhein (2020) state that teacher's certification has an effect on teacher's performance even though the magnitude of the influence, as measured by the coefficient of determination, is not too large. However, if teacher's certification, especially the certification allowance, is abolished, then teacher's performance will decrease.

The Effect of Motivation on the Performance of State Senior High School Teachers in the Kayuagung District

Based on the test of the significance of the motivational variable on the performance of state senior high school teachers in the Kayuagung District, the t-count value is 8,141 \geq the t-table price is 1,662 where the t-count price is greater than t-table, so H_0 rejected, so that there is a significant influence between motivation on the performance of State Senior High School teachers in the Kayuagung District. Based on the statistical test results, the R value or correlation coefficient value is 0.981. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained values *R Square* or the coefficient of determination obtained is 86.3% which can be interpreted that the motivational variable has a contribution effect of 86.3% on teacher's performance.

The research findings show that motivation has a significant effect on teacher's performance. This means that the better and higher the motivation it will be followed by an increase in teacher's performance and if there is a decrease in motivation it will have an effect on teacher's performance. Sumantri & Whardani (2017) confirms that a person will work professionally if that person has the ability and motivation. The point is that someone will work professionally if someone has high work skills and motivation to do their best. Conversely, someone will not work professionally if they only meet one of the requirements above. So, no matter how high a person's ability is, he will not work professionally if he does not have high work motivation. In other words, the aspect of motivation is the most important and influential component in one's performance. As stated by Celikoz et al (2009) which states that there are two factors that influence teacher's performance, namely factors from within the teacher (intrinsic) and factors from outside the teacher (extrinsic). Factors from within the teacher (intrinsic) namely work motivation. The work motivation factor is a factor that cannot be manipulated, this factor comes from the teacher himself based on the teacher's will and awareness.

The Effect of Teacher's Certification and Motivation Together on the Performance of State Senior High School Teachers in the Kayuagung District

From the Anova test, obtained F count of 1096.8 with a significance level of 0.000

<probability value α 0.05 while F table corresponds to a significance level of 0.05 (2.84) of 2.71 so F count > F table (1096, 8 > 2.71) so H_{03} rejected, meaning that there is a jointly significant influence between teacher's certification and motivation on the performance of public high school teachers in the Kayuagung District. Based on R value *square* of 0.974, thus the coefficient of determination is 97.4% so that it can be concluded that the influence of teacher's certification and motivation on the performance of public high school teachers in the Kayuagung District is 97.4% and the remaining 2.6% is influenced by other factors which were not examined in this study.

The simultaneous effect of teacher's certification and motivation on teacher's performance indicates that the variables of teacher's certification and motivation jointly affect teacher's performance. School principals need to encourage teachers to improve competence by becoming certified teachers. Through increasing competence and high motivation so that high quality education can be realized. The results of this study are based on the theory put forward by Khan et al., (2012), factors that influence teacher's performance consist of internal factors and external factors. One of the internal factors is motivation, while one of the external factors is teacher's certification. then the results of research from Ristianey et al (2020) which state that there is a positive and significant effect of teacher's certification and motivation on teacher's performance. The provision of certification allowances carried out by the government for teachers who are declared professional is appropriate to improve teacher's performance and work motivation is important for every teacher to have in order to improve performance.

Research from Haslina et al., (2020) states that if teacher's certification and teacher work motivation are zero then teacher's performance will be constant at 40.477, and if there is an increase in teacher's certification by 1 point then there will be an increase in teacher's performance by 0.895 and vice versa. If there is an increase in teacher achievement motivation by 1 point, there will be an increase in teacher's performance by 0.240 and vice versa. The jointly significant effect of teacher's certification (X2) and teacher achievement motivation (X2) on teacher's performance (Y) for junior high school teachers in Prabumulih City is 78.5%, this can be said to be sufficient because the percentage is between intervals 96 - 103 and 104 - 112, namely between 68.4% and 92.7%, this is due to the effect of teacher's certification being larger and more dominant, namely 67%, compared to the influence exerted by teacher achievement motivation which is only 24%, with With certification and followed by high achievement motivation, it is hoped that teacher's performance will increase in the future.

D. Conclusion

Based on the results of research and discussion, data collection techniques using a questionnaire. Data analysis techniques using quantitative descriptive analysis techniques, and multiple regression. The results of this study state that 1) there is a significant influence between school teacher's certification on the performance of public high school teachers in the Kayuagung District; 2) there is a significant influence between motivation on the performance of State Senior High School teachers in the Kayuagung District; 3) there is a significant effect of teacher's certification and motivation together on the performance of teachers in public high schools in the Kayuagung District. These results suggest that the higher the qualification of a certified teacher, the higher the performance. Then, motivation within the teacher will have an impact on teacher's performance.

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