

POST-CERTIFICATION TEACHER PERFORMANCE OUTCOME ASSESSMENT

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Abstrak: Penelitian ini menggunakan paradigma evaluasi tanpa tujuan untuk mengevaluasi kinerja penelitian tindakan kelas para guru pasca sertifikasi. Salah satu strategi untuk meningkatkan kualitas pendidikan di Indonesia adalah melalui penggunaan tenaga pengajar yang berkualitas dan memiliki kompetensi profesional, yang ditunjukkan oleh kinerja guru dalam penelitian tindakan kelas. Keterikatan pada efek yang menguntungkan, tidak menguntungkan, dan netral dari program pascasertifikasi dinilai. Empat puluh lima guru dengan sepuluh tahun atau lebih pengalaman dan sertifikasi sebagai pendidik menjadi subjek penelitian. Data dikumpulkan untuk pendekatan studi kualitatif ini melalui penggunaan kuesioner, wawancara, dokumentasi, dan observasi. Hasil penelitian menunjukkan bahwa meskipun kinerja guru dalam penelitian tindakan kelas belum meningkat, program sertifikasi dalam meningkatkan kesejahteraan guru telah memberikan manfaat.

Kata kunci: Sertifikasi Guru, Kinerja Guru, Guru Profesional, Kualitas Guru

Abstract: This study uses a purposeless evaluation paradigm to evaluate the classroom action research performance of post-certification teachers. One of the strategies to improve the quality of education in Indonesia is through the use of qualified and professionally competent teaching staff, which is demonstrated by teachers' performance in classroom action research. Attachment to the beneficial, unfavorable, and neutral effects of the post-certification program was assessed. Forty-five teachers with ten or more years of experience and certification as educators were the subjects of the study. Data were collected for this qualitative study approach through the use of questionnaires, interviews, documentation, and observation. The results showed that although teacher performance in classroom action research has not improved, the certification program in improving teacher welfare has provided benefits.

Keywords: Teacher Certification, Teacher Performance, Professional Teacher, Teacher Quality

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INTRODUCTION

Education is a stepping stone to understanding human history, including a country's past (Suryadi, 2021; Charallo & Andrade, 2022; Sulis & Permana, 2021). A country's education level is influenced by several factors, including the quality of teachers and students, the length and quality of the curriculum, the infrastructure that supports learning, and the educational environment. One of the most important variables affecting academic success is the teacher. Teachers are expected to be able to provide professional competence to the next generation of the nation. Professional

teachers will provide guidance and support to improve students' academic, pedagogical, professional and social skills (Tyaningsih et al., 2021; Ansori et al., 2023; Alimmudin, 2022). Teachers play a key role in determining the quality of education in relation to these specific traits. This is a special consideration in the field of education, especially during the education process. Professional teachers must fulfill the objectives of national education, have high academic standards, be qualified in their field, have educator credentials, and be in good physical and mental condition. To improve teaching standards, teaching professionals must have the necessary skills (Aryani et al., 2023; Sugiyanto et al., 2021).

Teachers are required to have these competencies, a harmonized work life with clear expectations regarding work-related risks. Payas to obtain professional mentors through teacher certification or approved programs through administration (Sembiring et al., 2022). In addition to improving teacher quality, certification (Ministerial Regulation No. 18/2007 on Teacher Certification) is expected to improve educators' welfare. According to the teacher certification regulations in the field, it is stated that before becoming a teacher who receives instructor certification, they need to first complete a competency assessment. There are four main competencies that a teacher must possess: educational, personal, professional and social competencies (Permendiknas No. 16/2007 on Teacher Competency Standards).

The primary goal of teacher education, as evidenced by Classroom Action Research (CAR), is to improve teachers' core competencies. PTK focuses on becoming a better teacher to improve their professional competencies. A teacher's professionalism is not only measured by his or her ability to teach students (Taye et al., 2022; Soraya & Supadi, 2023). Researchers Bennett et al, (2022) and Komarudin et al, (2022) found that teachers offer various supports and barriers in conducting classroom action research, such as mentoring students who feel they have too much experience, and low funding for action research, as well as collaboration and liaison to conduct action research is not yet available.

Classroom action research (CAR) is good for teachers to improve their level of professional competence after certification. Institutions have challenges in the formation and development of knowledge due to variations in the talents and desires of each teacher (Sexson & Wilson, 2021). Sexson & Wilson (2021) research on teacher stress during action learning at SMK Negeri 6 Surakarta showed that there were several stressors experienced by teachers when teaching PTK. The most common is that the stress experienced by teachers affects their ability to teach effectively and efficiently, and the stress they experience affects their ability to formulate ideas systematically and accurately based on the scientific work written by students. PTK teachers are eager to write only when they are promoted and to support teacher professionalism.

The research findings of Elvina et al, (2022) which relied on unrecorded observations and observation data showed that teachers' efforts in post-certification classroom action research did not produce positive results. Teachers' administrative tools in schools are evidence that the purpose of teachers' abilities and skills in carrying out PTK is not to improve their professional competence, especially in the field of knowledge acquisition, but to support the administrative experience of promotion.

Based on the problems mentioned above, the research conducted was an evaluation of teacher work on Classroom Action Research at SMKN 03 Bengkulu City Post Certification. This research uses the goal-free evaluation model as a problem analysis tool because this model is useful for analyzing positive and negative data. Therefore, the resulting information is expected to be based on conceptual information. The purpose of this evaluation is to determine the extent to which the development of professional competence of teachers writing PTK so that it can meet and exceed the objectives of improving the quality of teachers in schools. In addition, it can also be an inspiration for other teachers to produce accurate and thorough PTK writing.

METHOD

This type of research involves evaluation through the use of an objective assessment framework with qualitative methodology (Asyrofi & Ridwan, 2023; Parjiyanti et al., 2023). The data analysis technique called qualitative research is based on the philosophy that governs the requirements of science. In this type of research, the researcher functions as the main instrument and the results of data analysis are more meaning (Knott, 2021; GÜVEN & KIRAT, 2021). Meanwhile, according to Zaleha et al, (2022) dan Elvina et al, (2022), qualitative research is defined as research where data is collected and analyzed without using statistics and transcription methods. Questionnaires, interviews, observation and documentation are instruments used in the data collection process. In the process of documenting the post-certification class, observations were made of teachers' work activities at SMKN 03 Bengkulu City. Documentation consisted of school documents, pictures and recordings. We spoke with five educators who have worked for at least ten years. work experience and professional development certificates, while questionnaires were administered to thirty teachers. Data analysis uses triangulation techniques that can be done with the following criteria: Three types of data: (1) Reduction, (2) Presentation, and (3) Verification (Taye et al., 2022; Zaleha et al., 2022). Data validity checks are used to verify data and assess the validity of the research conducted. There are four steps in evaluating qualitative research data: (1) credibility; (2) transferability; (3) dependability; and (4) confirmability (Elvina et al., 2022; Ansori et al., 2023).

RESULT AND DISCUSSION

It can be said that the work of teachers in making post-certification classroom study guides is successful if the components of Professional Educators have found satisfaction. A teacher's ability to summarize student learning outcomes into a concise statement is one of his or her core competencies, in accordance with Ministerial Regulation No. 16/2007 on the Expertise Science Academic Qualification Standards (Menteri Pendidikan Nasional, 2007). Based on the results of the evaluation of teachers' work on post-certification classroom action research at SMKN 03 Bengkulu City, information was obtained regarding the identification of program impact factors without focusing on primary, secondary, or incidental impacts. To find out the findings of the post-certification action research on teachers' job evaluation at SMKN 03 Bengkulu City, the following is presented:

Evaluating Professional Guidance Work Through Committees to Identify Program Quality Standards Without Sacrificing Assigned Tasks

The type of work that teachers do to help students achieve learning goals is called performance (Halidah et al., 2023). Meanwhile, professional teacher competence refers to the desired abilities, competencies and qualities of teachers to improve student learning outcomes and be able to provide guidance during the teaching process so that it will result in quality student learning (Adlington et al., 2023). Based on the findings of surveys, interviews and documentation studies, two measures of post-certification teachers' professional work at SMKN 03 Bengkulu City effectively adapt scientific information and modify it according to their students' needs. The observation of a teacher who develops educational administration in the form of lesson plans, syllabus, learning materials, etc. according to the field of study taught supports the belief that SMKN 03 Bengkulu City can attract subjects in their field. At SMKN 03 Bengkulu City, each teaching staff is given the opportunity to teach students according to their academic background.

Sutaris (2022) states that competent teachers are one of the requirements to help students achieve their learning goals. Professional teachers are able to evaluate their students' performance with a clear, firm focus, and are rich in skills that support their learning. A mentor must have the necessary skills to help students grow as professionals. The teacher process is as follows:

Teachers Should Develop Students' Knowledge for Active and Creative Learning

New ideas or concepts that have never been thought of before are called creative. In the field of education, creativity is essential for understanding a lesson or any task to be completed. Children must learn to be creative from an early age, even in elementary school. According to Juniar (2022), creativity is the ability to express one's personality fully and dynamically in a meaningful way in relation to oneself, the outside world, and others. The main determinant of academic success is the teacher. Thus, any innovations in education, particularly those related to curricular modifications and human resource expansion, depend on teachers. To develop an active, creative, effective and engaging learning environment for students, teachers must have the necessary skills, knowledge and courage (Webel et al., 2023). In the teaching process, teachers not only have to maintain the quality of teaching materials, but they strive to improve their own knowledge in order to present up-to-date and enhanced educational materials to students. Keeping student feedback in mind, instructors develop lesson plans by providing accurate examples for both practical and classroom applications. Teachers must be able to adapt and modify teaching materials, select and collect teaching materials as best as possible to help students achieve the required level of competence and basic proficiency, and organize teaching materials in accordance with the guidelines for learning activities, which distinguish materials from books. which can be obtained from those that cannot be obtained based on the existing SK and KD, Strengthening the education program. Although teachers are professional in preparing lesson plans, the more skilled teachers are, the easier it will be to prepare lesson plans. A professional

tutor will adjust the material according to the syllabus, develop students' creativity by exchanging ideas and develop themselves through face-to-face teaching, workshops and seminars on education. Factors that influence and hinder the development of teaching materials are internal factors, such as the ability and desire of teachers in teaching Arabic, and external factors, such as relationships and circumstances of others (Aprianto et al., 2023).

Based on observation data, documentation data and questionnaire data, specialist certified teachers at SMKN 03 Bengkulu City continue to develop students' knowledge through active and creative learning materials. SMKN 03 Bengkulu City teachers who are certified teachers always update the curriculum to ensure the materials taught in class are up-to-date. In addition, teachers have many strategies to make teaching activities more creative. In this case, teachers have been active and creative in developing students' knowledge.

Teachers Conduct Professional Development Exercises in a Non-judgmental Manner

Increasing the level of education is an important step that needs to be taken along with the advancement of information and technology. To develop their careers, teachers in particular need to continuously strive to improve themselves. To improve teacher professionalism, professional development is carried out when needed, temporarily stopped, then resumed (Ikhwan & Rabbani, 2024; Oktavia Liza & Zudeta, 2023; Ansori et al., 2023). Continuous professional development includes developing teacher competencies according to needs and stages and consistently improving their skill standards. The absence of adequate professional development, especially in the implementation of Classroom Action learning, is based on observation data and questionnaire results that have been validated by teacher certification at SMKN 03 Bengkulu City. Teachers who have completed educator certification at SMKN 03 Bengkulu City create action learning guides not only based on the learning experiences gained by students during the teaching process, but also based on the advantages of creating action learning guides that are appropriate to the learning environment. To improve teaching standards, research is not used to improve student learning outcomes.

Teachers Provide Power Through ICT (Information and Communication Technology)

It is expected that educators can improve their skills, especially in the field of information and communication technology (ICT). This is necessary to make educational activities interesting, productive and efficient. Therefore, an activity or learning is needed to improve teachers' knowledge and skills regarding ICT. The training provided is expected to be applied by instructors in utilizing information technology and media to improve the effectiveness and efficiency of learning activities (Sugiyanto et al., 2021; Komarudin et al., 2022; Sutriana et al., 2022).

To improve teachers are encouraged to use information and communication technology, including the internet, as part of their professional competence, to discover new professional knowledge and develop their own skills. Based on information

obtained through questionnaires and interviews, the teacher preparation class of SMKN 03 Bengkulu City has developed professionally thanks to information and communication technology. However, some educators have not been able to search for information using technology, even though technology is very advanced. However, the teachers above are still hesitant to utilize technology to the fullest, even though in the modern world all information comes through the internet.

Assessment of the Observable Impact of the Program's Impact Component on Teachers' Performance in the Classroom Post-Certification

Given that the findings of this study do not fully support the underlying thesis, there are three issues related to teacher certification, namely: improved student learning outcomes under the guidance of qualified but uncertified teachers, improved training process standards under the guidance of qualified but uncertified teachers, and lack of professional behavioral control. Therefore, there should be a rigorous and thorough process in postgraduate teacher certification, in accordance with the basic idea that educators are learners themselves. Teachers have an obligation to consistently maintain their professionalism as educators because they are qualified and professional educators (Riadi et al., 2022).

The post-certification classroom performance program has both beneficial and adverse impacts. the adverse impacts are; Based on survey findings, teacher certification and interviews about their approach to teaching and learning. The creation of classroom action especially results that show conditions at the time of portfolio creation, especially classroom action research, is a requirement that must be met by teachers to obtain certification. The beneficial impact is that professional certification programs that aim to improve teacher efficiency are highly favored by educators.

The teacher professional certification program implemented so far has had a positive impact on teachers' working lives. The program increases sympathy and empathy, improves teacher welfare, and has a positive impact on the economy.

Based on observations and interviews, it appears that the performance of researchers in the research class of SMKN 03 Bengkulu City Pasca has a positive sampling impact, in addition to the intended impact of this particular program, which is related to CSA (credit score). When writing a grade analysis, teachers must follow the procedure of writing a class action analysis.

Analysis of How Well Each Program Component was Implemented Showed Neutral, Positive and Negative Trends

In line with the requirements of teacher certification, valuing the role of educators in fulfilling their responsibilities as learners and contributing to the National Education Goals of improving student learning procedures and outcomes; enhancing the standing and good name of educators; and improving the professionalism of educators (Li et al., 2024) showed neutral, positive and negative trends.

Based on the results of surveys and interviews, as well as teacher certification regarding their methods in making classroom action research, specifically the results show the existence of negative indicators when making portfolios, especially in making

classroom action research, this is a prerequisite that must be fulfilled by educators to obtain certification. There are several other things that contribute to teachers' emergency situation. The first factor is that teachers do not have enough time to take the time to make PTK, therefore teachers have to be generous to pay someone else to make and explain it. The price of PTK making services is quite expensive, but not cheap. Since not many students have teachers, it is difficult for teachers to pay for it.

The positive impacts of the teacher certification program are a) increasing teacher loyalty. Through teacher certification, the government aims to increase the level of teacher sensitivity. As mentioned earlier, the average teacher salary is still low. However, with this qualification, teachers can gain much greater professional and functional capabilities, which can improve teachers' economic security. By having qualifications that can improve teacher performance, it is hoped that teachers can focus on providing knowledge and wisdom in embarking on their responsibilities as mentors. b) Donations can be made to teachers who have more income due to certification. c) Showing empathy and sympathy.

while the impact is neutral; positive side effects also exist. Teachers are required to conduct research using classroom action learning techniques, for example as part of the CSA (Credit Score Assessment) program. This means that teachers are required to love or hate their students. Organize classroom research projects to assess EPT (Employee Performance Target) assessments. Although not based on class discussions, teachers of SMKN 03 Bengkulu City conducted classroom research on the above steps of EPT score assessment, but based on user action materials from the internet and other people's personal accounts.

CONCLUSION

Teachers' skills are related to teachers' work in classroom teaching action learning that has not been completed; the objectives of classroom teaching action learning as a means of improving teachers' professional skills have not been achieved; but in contrast, teachers' work in classroom teaching action learning is incomplete and does not increase. At SMKN 03 Bengkulu City there is still a negative impact on teacher performance, this will lower the standard of teaching, especially for teachers at SMKN 03 Bengkulu City. Although the certification program designed to improve teacher quality has been successfully implemented, it has not had a good impact on teacher performance in the action research classroom. Whatever the impact, it cannot be ignored as it could destabilize the well-planned program of increasing student participation in education. Future research should focus more on improving the performance of certified teachers.

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