

THE PROFESSIONALISM OF CERTIFIED TEACHERS

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Abstrak: Sertifikasi guru diharapkan dapat meningkatkan kualitas guru dan meningkatkan standar pendidikan dalam jangka panjang. Penelitian ini bertujuan untuk memahami profesionalisme guru yang bersertifikat. Metode ini berfokus pada analisis fenomena yang diamati dan menghasilkan struktur kompleks yang mewakili realitas tertentu. Alat utamanya adalah peneliti, dan data yang dikumpulkan bersifat deskriptif, lebih memberi bobot pada proses dibandingkan hasil. Hasil menunjukkan bahwa faktor-faktor yang berkontribusi terhadap pengembangan profesionalisme guru adalah meningkatnya motivasi guru, pengetahuan dan keterampilan, melindungi kendali atau pengawasan kepala sekolah terhadap berbagai kegiatan guru, keberanian kepala sekolah untuk bertalenta, menguasai teknologi informasi. Kepala sekolah berusaha untuk memastikan guru bersertifikat bertanggung jawab atas pekerjaan mereka, dan jika mereka gagal memenuhi harapan, mereka berisiko dicabut kredensial mengajarnya. Mereka juga harus menjalani pelatihan pembuatan bahan ajar, mahir teknologi informasi, dan melakukan penilaian berkelanjutan.

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

Abstract: Teacher certification is expected to improve teacher quality and raise education standards in the long term. This study aims to understand the professionalism of certified teachers. This method focuses on analyzing observed phenomena and generating complex structures that represent a particular reality. The main tool is the researcher, and the data collected is descriptive, giving more weight to the process than the outcome. The results show that the factors that contribute to the development of teacher professionalism are increasing teacher motivation, knowledge and skills, protecting the principal's control or supervision of various teacher activities, the principal's courage to be talented, mastering information technology. Principals strive to ensure certified teachers are responsible for their work, and if they fail to meet expectations, they risk having their teaching credentials revoked. They must also undergo training in making teaching materials, be proficient in information technology and conduct continuous assessment.

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

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INTRODUCTION

Educational institutions in Indonesia have not been able to produce quality human resources (HR) (Hendra et al., 2022). Even national education has proven ineffective in developing the nation's character. This can be seen from the declining student test scores (Mansell, 2024). Education is intended to develop children as individuals who have potential and abilities (Nuraeni et al., 2023). Two improvement agendas were presented by the Philippine Department of Education (2003:2), namely improving the learning environment and the quality of teachers.

Increasing the amount of knowledge imparted to children requires improving the quality of teachers. On the other hand, improving educational facilities needs to be considered to prevent a significant gap in the quality of student education in Indonesia and other countries (Ansori et al., 2023). Qualified teachers will carry out a quality teaching process. Among the factors that contribute to the decline in student learning motivation, the teacher is the most important factor because the teacher is the starting point for successful and meaningful learning (Oktariato et al., 2021). The government has undertaken initiatives to certify teachers in order to improve teaching quality (Elvina et al., 2022). There are claims that despite the government's efforts to increase teacher certification and improve teacher quality, not much effort has been made to actually improve teacher standards (Subqi, 2023).

Student achievement and learning outcomes are still below expectations. Curriculum reform, improvement of teacher quality through courses, student participation in higher education, as well as willingness to participate in rigorous teaching are carried out in high-quality teaching work. To guarantee students can learn effectively a teacher must have knowledge and experience in teaching, counseling, training, and mentoring (Vanassche, 2022). When an infant is guided under the guidance of a teacher who can encourage and facilitate healthy growth, then the child will learn how to maximize the potential and strength within himself. Ideally, for students to learn effectively, they need to have a critical mindset. In addition to playing the role of facilitator, the teacher also acts as a motivator to increase students' desire to learn (Liu, 2024).

Teachers must have more qualifications in accordance with their fields, this is because teachers work as professionals in the field of education (Tatto, 2021). Teacher certification is expected to improve the quality of teachers and improve education standards in the long term. The main purpose of certification is to determine the eligibility of teachers to carry out their duties as learning agents and realize the objectives of national education, and determine the quality of education (Indriati & Perrodin, 2022; Abdallah & Musah, 2021). The benefits of teacher certification are protecting professional teachers from situations that could potentially jeopardize the reputation of the profession (Hordern, 2024; Elvina et al., 2022), protecting the public from unprofessional and unmotivated teaching practices, protecting Learning and Teaching Educational Personnel Education Institutions (LPTK) consist of internal and external teachers who enforce existing regulations (Rani Rani et al., 2023).

In their role as mentors, teachers are professionals who are able to coordinate and implement the learning process (Zaleha et al., 2022), assess student learning outcomes (Nalu & Hero, 2023), and provide guidance and support to students (Ikhwan & Rabbani, 2024).

As a professional, a teacher's job is not only in the classroom, but also in the wider community (Abdallah & Musah, 2021). The Indonesian government is responsible for carrying out the function of education as outlined in the National Education System. Therefore, during the teaching process, teachers must be able to create an interesting, dynamic, creative, and friendly learning atmosphere (Widiya Lestari, 2023), have a professional committee to increase student participation in class

(Cisneros-Cohernour, 2021), provide clear guidance and support to ensure that student professional organizations comply with applicable standards (Rufai et al., 2021).

However, based on what has been stated, many problems occur in the work of highly qualified teachers. This is the case at SMK Negeri 1 Bengkulu, where an initial survey showed that the education of certified teachers at the school has not improved. In addition, a lot of state money is borrowed for education but is unable to improve the quality of teachers. This is a problem that must be solved.

With the problems related to teacher salaries at SMK Negeri 1 Bengkulu, it is necessary to conduct further research to determine the professionalism of certified teachers. At SMK Negeri 1 Bengkulu there are 28 certified teachers out of 14 teachers working there. Teachers who uphold the law are expected to help other teachers who do not uphold the law to improve student learning progress. A qualified professional teacher must be able to carry out the teaching process professionally. A professional guide is expected to be able to supervise learning activities effectively so that the objectives of the certification program can be achieved. This is to ensure that experienced and qualified teachers do not necessarily become professional teachers, only learn how to improve student satisfaction but also contribute to increasing the quantity of professional teacher training. Therefore, the purpose of this study is to determine the professionalism of certified teachers.

We always encounter public policy in our daily lives. On the surface, there are many questions or explanations regarding the definition of public policy. Public policy is any decision made by the government about what it can do or not do (Santoso et al., 2023). Public policy is characterized as an action or inaction chosen by the government. Public policy is decided by government bodies and not by private bodies. Every action taken by the government, whether explicit or implicit, is a kind of law. The above policy analysis should focus on two main requirements of policy: first, the policy must be carried out by a government agency; and second, the policy must give the government the choice to implement it or not (Nuraeni et al., 2023).

Public policies are implemented by government institutions and apparatus as interventions that have certain objectives carried out by individual actors or community groups (Charallo & Andrade, 2022). However, it can be recognized that factors and actors outside the scope of government can harm public policy (Junaidi Arsyad & Maisaroh Ritonga, 2022). On the other hand, Atik (2013) states that public policy is an action taken by the government at a certain time related to a particular subject or function, or is a specific goal or a set of guiding principles, or as a reaction to urgent circumstances.

Public policy in a broad sense refers to any action taken by the government to address public problems. The resolution of public problems will be more pronounced when public policy is in the realm of resolution efforts. The resolution of public problems is directed at fulfilling the objectives and conducting public affairs, which are based on policy lines based on the public interest. Therefore, legal knowledge must be contextual, multimodal, and problem-focused (Yang et al., 2023).

There are various approaches to studying and explaining the idea of public policy. This is due to the weakening of many important definitions due to unresolved issues.

The first view is embraced by scholars who link government activities with public policy. Scholars who concentrate on policy implementation provide a second view. In their view, public policy decisions should have clear goals and objectives, as well as expected or predictable impacts and outcomes. Abdallah & Musah (2021) define public policy as various government efforts to deal with social problems, either directly or through institutions that are not directly related to social problems that have an impact on people's lives. It is important to increase the number and quality of teachers so that they can become a significant asset in the construction industry, especially in the field of education and human resources. The above statement defines public policy as a system of rules enacted by the government to achieve certain goals and regulated by law with the aim of defending the public interest, especially the right to privacy.

When discussing the implementation of a law, it is best to understand the implications of the words contained in the law. Oktaviani.J (2018) the implementation of the process explained simply is to provide the means to carry out a task; to have the practical effect of a task. Based on the above information, it can be concluded that implementation includes a process or business plan to complete a certain activity (Pramono, 2020), besides that it can also highlight the political will, conflict, demographics of the general public, and the general public's perception of a particular policy. Therefore, we can see that a key component of the overall legal process is the implementation procedure.

Carl Friedrich defines the following terms as follows: "Actions based on goals to be achieved by a person, group of people, or government in a certain environment while maintaining the spirit of perseverance and looking for various possibilities to achieve or complete the intended goals are called policies (Solichin Abdul Wahab, 1997). Hoogerwerf suggests the following conclusions in accordance with the following observations: "Policy can be said to be an attempt to achieve certain goals by using certain means." Policy refers to a type of agreement on a particular issue. "Directed action" is a way to solve, reduce or prevent a problem (Hoogerwerf, 1983). Based on the examples above, it can be generally understood that public policy is a set of guidelines or policies created with a specific purpose. In other words, public policy is created to address problems and serves as a monitor of the needs of the general public.

Lester & Stewart Jr (2000) emphasize that implementation is both a process and an outcome. The success of an implementation can be determined by how the implementation is carried out and whether the implementation process can achieve the predetermined goals. Based on the data above, Grindle (2017) states that the implementation process of a program can be modified; specifically, this means determining whether the implementation of the program complies with the established guidelines and, secondly, whether the program objectives have been fully achieved. Based on Grindle's analysis, the failure of a policy implementation process is generally caused by two factors, namely: a public policy issue and a policy context. A policy will affect the direction of implementation and will affect the success of implementation. Policy content includes the objectives to be achieved. The policy contains the resources needed to drive the implementation process, interests, benefits, and expected changes. On the other hand, the accepted legal context is the environmental conditions that

hinder the comprehensive implementation of the law. Elements that influence the policy context include relevant institutions that can control a policy, interest groups, and power.

Based on the above understanding, implementation can be seen as a process because there are various activities that take place in it. In addition, implementation is called output. This is because implementation aims to determine whether the program activities have achieved the objectives before being implemented or have experienced setbacks. Finally, implementation is also conceptualized as a consequence, which is the result of the research mentioned above. This conceptualization focuses on the consequences arising from the implementation of a particular policy, especially whether the implementation of a particular policy reduces existing problems or adds new problems in society (Lester & Stewart Jr., 2000). Grindle (2017) also provides implementation guidelines, stating that in general, implementation aims to create linkages that facilitate the achievement of study objectives as a result of certain government initiatives. Based on several implementation strategies discussed above, implementation can be understood as a process of carrying out previously agreed tasks to achieve predetermined goals. It should also be noted that the implementation process is largely influenced by the type of objectives to be achieved and the methods used to achieve them. In this case, the threshold of success or failure in achieving policy objectives can adversely affect the entire policy procedure, so implementation is a crucial phase in the policy-making process.

A model, according to Indiahono (2009), is a strict structure created to make a certain phenomenon easier to explain. At the beginning of the process, various models were used to assist the teaching and learning process. According to Lailatan Nugroho (2003), there are two different techniques in implementing government policies: top-down and bottom-up approaches, and command and control and market-oriented approaches. (or financial rewards).

Teacher certification generally aims to identify qualified and experienced educators with specialized skills to carry out school functions and academic objectives for the needs of the general public and the needs of the world of work. The word "qualification" comes from the Arabic word "ijazah" or "official recognition" which refers to a person's ability to achieve professional standards. One way to understand the term certification is as a statement (certificate) given by professional organizations to professionals, and sometimes as a statement (license) regarding the professional's readiness to carry out tasks (Lestari & Hermanto, 2022).

Alternatively, teacher teaching refers to professional guidance that focuses on teaching, learning, modeling, formal, basic and hands-on learning approaches used in early childhood education to measure and evaluate student progress. After the enactment of National Education Policy No. 18/2007 which regulates teacher certification in Java Island, the process of implementing teacher certification began in 2007.

Teacher certification is a program created to monitor the behavior of teachers in carrying out their duties as agents of education that can help national education (Latiana (2019). Meanwhile, certification is a procedure used by three parties to provide written

assurance that a process, product, or service has met the requirements (Bahri et al., 2019). According to this study, certification is just a statement or proof that teachers are able to start. In this lesson, it is said that certification is a statement or requirement that the teacher meets the requirements to start their professional career as a teacher.

An appropriate system is needed to ensure teachers continue to achieve competency standards. To create a conceptual and empirical foundation for teacher quality assurance, it is necessary to conduct a comprehensive review and implementation of the certification system. According to Fachruddin (2018) certification is a process of improving welfare through the provision of teaching certificates for teachers who have met certain standards, such as having academic qualifications, competence, physical and spiritual health, and having the ability to realize national education goals.

According to Law Number 18 of 2007 concerning the National Education System of the Republic of Indonesia and Law Number 14 of 2005 concerning the Position of Teachers and Lecturers article 1 paragraph (1), certification is the process of granting educator certificates to transfer certification from teachers to students. On the other hand, a professional degree is a formal requirement given to mentors and students as a means of recognition. Furthermore, paragraph 61 of Law No. 20/2003 on the National Education System further regulates that certification cannot be obtained through conferences, panel discussions, seminars and symposia, but only through examinations and competencies.

Obtaining teacher certification is one way to fulfill higher professional competency requirements. Therefore, the certification procedure is seen as the most important step in achieving the predetermined competency standards. Li et al (2024) emphasized that the process of student-teacher certification in the classroom is called "student-teacher certification". Therefore, it is a technique used to improve the degree and quality of teachers. In this context, the process of improving teacher competence and reducing professional mistakes made by teachers is called teacher certification. Furthermore, Putra & Bustami (2023) said that the process of becoming a certified teacher assesses the competence of candidates or teachers to be improved according to their chosen field of study. Representatives of specialized competency certifications use competency requirements that have been established earlier in the competency certification. This certificate serves as an evaluation of the fundamental proficiency of a teacher or supervisor who is qualified to carry out teaching professionally in the relevant field and level.

METHOD

Since the data in this study is comprehensive, diverse, interesting, and quite detailed, a qualitative research strategy was adopted for this study (Ikhwan & Rabbani, 2024). This method focuses on analyzing observed phenomena and generating complex structures that represent a particular reality. The main tool is the researcher, and the data collected is descriptive, giving more weight to the process than the results. It is natural to use a qualitative research method approach. Text data, photos, and graphics are all collected. At SMK Negeri 1 Bengkulu, observations were made of the instructions

given by certified teachers. This research was conducted at SMK Negeri 1 Bengkulu. Based on document review, the types of data were compared with primary and secondary data. Certified teachers at SMK Negeri 1 Bengkulu became the main data source in this study. Documents are data that already exist at the school that is the object of analysis, especially for second-level data. Questionnaires, document analysis and observation were the methods used to collect data. Three methods were used to collect data: document analysis, questionnaires, and observation. The data analysis methods used include data reduction, unit organization, interpretation, and conclusion prediction. According to Komarudin et al (2022) checking techniques based on a number of certain criteria are needed to determine the validity of the data. In this case, the four requirements are the level of trust (credibility), transferability, and dependability.

RESULT AND DISCUSSION

Teacher's Specific Job in Carrying Out the Teaching Process

Below we will discuss the research findings based on data analysis using interviews. Learning will be carried out according to the existing situation. The research results are based on information from teachers and students about the learning process after obtaining teacher certification. The data shows that a teacher cannot become a professional teacher only through certification procedures. Even after being recognized as a professional or certified teacher, many teachers still experience little progress in the quality of the teaching process.

Teachers who are still seeking professional development in their teaching will not be able to help other educators who do not have the necessary qualifications in the same way. Below we will discuss several case studies, each based on data from relevant sources. At first glance, the incident at SMKN 1 Bengkulu seems like a case that should be resolved because it contradicts the principle of student-teacher certification. SMK N 1 Bengkulu teachers proposed teaching methods that showed no significant deviation from the expected standards before and after teacher certification. Teachers who do not develop learning Although learning activities can work well as long as teachers implement them well, Zaleha et al (2022) assert that this approach does not necessarily support quality learning processes. On the surface, the teacher's job is to record and evaluate student learning activities, encourage and supervise daily learning, and refine and adapt teaching materials.

However, until recently, the teacher certification process was handled by the Ministry of Education. Guidelines for the teaching profession, especially in the implementation of teaching activities in schools. As professional teachers, we continue to strive to improve our professionalism, so that we are better able to teach students in difficult subjects. The statement as stated by (Nuraeni et al., 2023), shows that the competence of a teacher is the summation of his/her knowledge, abilities, judgment, and attitudes that are valuable in teaching and learning activities in the classroom. However, the findings of this study indicate that some educators still have the belief that there is no need to develop personally so that their students can appreciate professional educators. Alimmudin (2022) explains in more detail to illustrate that the level of

teacher competence will affect their value and ability to develop their profession. With this view, it means that after completing teacher-related training, they will eventually be fully certified. Teachers who have undergone certification are teachers who demonstrate high quality in their teaching process.

In carrying out their professional performance in the classroom, teachers are also required to be able to develop their personalities (Junaidi Arsyad & Maisaroh Ritonga, 2022). Based on research findings, some teachers feel that their teaching skills have not been developed optimally. In addition, some student reports indicate that there are still many teachers who lack teaching skills. Professional educators who have specialized knowledge in the field they teach are referred to as certified teachers. Teachers at SMK N 1 Bengkulu have educator certification, but have not met the requirements to be categorized as professional teachers based on work experience in the classroom. This statement is supported by research by Komarudin et al (2022) which states that competence is the result of the interaction between knowledge, ability, and the use of these two components in carrying out teaching responsibilities in an educational environment. This suggests that qualified instructors may not always have the knowledge and skills needed to overcome barriers.

A person is considered competent if they are able to apply their knowledge to overcome obstacles. can transmit their knowledge and skills to others. According to Indriati & Perrodin (2022) a professional guide must always improve his professional skills to maintain his status. A person with professional fighting ability almost always has specialized knowledge. One of the teachers who expressed this sentiment through certification stated that they did not care about any changes or advancements in teaching methods and they never looked back at their abilities. The research findings also show that there are senior teachers who have undergone certification and can improve the quality of the learning process by expanding the scope of the learning process, but also reduce students' anxiety and stop them from continuing the extension. Due to the completion of the creation of educational materials, this will result in a lack of confidence in other teachers who have not been certified and thus continue to reduce the quality of educational materials even though they have not been certified.

The less than ideal implementation of the teaching process also contradicts the statement of Asyrofi & Ridwan (2023) which states that a person's ability to carry out a task depends on the level of skill. Work that creates obstacles for students or puts them in an uninteresting learning environment is the type of work that is not completed and carried out by a teacher called a professional teacher. As Ishii (2022) points out, a teacher's professionalism is crucial in identifying negative experiences that affect him or her. A teacher who fails to prepare well before entering the classroom cannot provide effective guidance.

A bad teacher is not only unable to spread knowledge, but also unable to develop students into dynamic, responsible, progressive, and even competitive individuals (Nurbaiti, 2023). One case that is currently being discussed at SMK N 1 Bengkulu is a teacher who feels that he is old and no longer needed to teach the material. Obeying the age limit without preparing learning tools is done by all teachers. In general, a respected teacher is a certified teacher, which in terms of certification can be called a professional

teacher. As a professional, he or she must be able to oversee the learning process with high quality as indicated by the length of the learning curve. This statement is supported by Adlington et al (2023) who state that the level of competence of a teacher will determine the quality of classroom teaching and the teacher's ability to grow professionally and participate or carry out tasks or activities that can lead to improvements in teacher competence.

Factors Causing Declining Teacher Productivity

1. Low levels of knowledge and experience.

Expertise refers to the knowledge, skills, and judgment that are important in making decisions and making mistakes (KUCHAI et al., 2022). The basic knowledge, skills, and values to do something enable a person to be competent in a certain sense. Knowledge is the understanding that a person has in the context of their work (Zaleha et al., 2022), in this case the individual concerned acts as a professional mentor. Personal ability refers to the individual's ability to perform various tasks in the work environment. In implementing the Education Unit Level Curriculum (KTSP), the ability to dissect the knowledge possessed by a teacher is needed. This is especially evident in learning activities that are rather monotonous, less varied, and mostly rely only on textbooks until the end. In addition, some teachers are unable to create lesson plans or adapt teaching methods to the content. For this reason, the presence of certified teachers is very important to improve students' understanding and motivation in the learning process.

2. Weak motivation from above.

Motivation is the desire to exert maximum effort to achieve a goal that is limited by the ability of that effort to satisfy some personal need. Although principals are motivated, they should be humble and impulsive when giving advice to qualified teachers who are not performing their duties well.

3. Decreased tasks or work assignments by school managers.

Deterioration in the behavior of school managers who ignore laws and regulations; deterioration of teaching in creating learning materials and not utilizing technology. This assessment was conducted to determine how much the workforce of certified teachers at SMK N 1 Bengkulu was rated low. Research shows that low levels of evaluation from administrators and instructors contribute to teacher turnover, even though evaluation is the process that determines whether or not learning objectives are achieved. Providing information is the process of evaluation that supports decision-making. There is now much agreement among evaluators about the evaluation process, including benefit or utilization analysis. Importantly, evaluation is defined as a systematic or thorough analysis of the benefits of an object. Objects include students, instructors, students, teachers or lecturers; other options include partner initiatives or plans. According to (Vivekananda-Schmidt et al., 2023; Charallo & Andrade, 2022) assessment serves two purposes: it can serve as a formative tool and can be used for ongoing projects involving people, programs and products.

Performance Evaluation

Evaluations that have a summative function are used to collect, select, or transfer information. Therefore, evaluations should facilitate program creation, implementation, needs and improvement as well as responsibility, motivation, selection and cooperation among the parties involved. An evaluation is considered effective if it has a positive impact on the growth of the program. Consequently, if the principal evaluates the teacher, the findings should indicate constructive and favorable adjustments for the teacher, school and students. Events at SMK N 1 Bengkulu did not go according to plan in terms of teacher assessment.

The magazine states that a teacher must possess five qualities to be considered a professional: Instructors are first and foremost dedicated to the learner and the learning environment. This shows that a teacher's commitment to the interests of his or her students is paramount. Secondly, the teacher knows the material and how to deliver it. students in it. These are two things that cannot be separated by educators. Third, the teacher is in charge of monitoring student learning outcomes by using various assessment methods, such as behavioral observation and learning achievement assessment. Fourth, instructors can make methodical decisions and draw lessons from the process. In other words, teachers need time to reflect and make necessary corrections to their teaching at all times. He needs to understand right and wrong and their positive and negative impact on student learning in order to be able to draw lessons from experience. Fifth, educators should participate in learning communities in their professional environment, such as PGRI, Indonesia and other associations. For this reason, the principal and supervisor of SMK N 1 Bengkulu need to conduct continuous evaluation to ascertain whether the performance of qualified instructors has improved or not.

Efforts to fulfill the performance requirements that must be met by certified teachers The effectiveness of certified teachers at SMK N 1 Bengkulu is assessed based on a number of indications and phenomena that appear in the operation of this institution and can be examined using various leadership methodologies. Excellent teachers are defined by several key characteristics, such as being in good health, strong and confident, proficient in teaching, excellent in work procedures, and confident in learning objectives. In other words, teachers who have personal strengths and excellence are excellent teachers. Based on the research findings, it appears that trainee teachers do not demonstrate personal excellence. This is indicated by the many complaints and comments made by students of SMK N 1 Bengkulu and some uncertified teachers.

However, other factors besides a teacher's outstanding personality influence his or her success in the educational process. Behavioral methods have shown that a leader's behavior has a direct impact on the success or failure of students in the educational process. The way a leader assigns tasks, makes decisions, communicates, provides encouragement, enforces discipline, holds meetings, and supervises subordinates all reveal his or her attitude and behavior in carrying out his or her duties.

In applying a leadership style, a principal must also consider the circumstances or environment in which he or she operates. The relationship between the leader and

group members, the organization of tasks, the leader's position of authority, and the maturity level of group members are examples of these situational aspects. But in the end, the ability or expertise of a leader determines how the leadership style is used. In this regard, the Head of SMK N 1 Bengkulu is expected to: a) Be firm in providing correction and mentoring, in addition to conducting continuous assessment and disciplining certified teachers who lack motivation to teach; b) Provide instructions for making educational tools and mastering information technology.

CONCLUSION

Based on the research findings and discussion around issues related to certified teachers working at SMK N 1 Bengkulu, the following conclusions can be drawn:

1. A teacher's work is largely based on his or her discipline, which includes discipline, learning fast, being easy to get to class, and making lesson plans.
2. Factors that contribute to the development of teacher professionalism are as follows: Increased motivation from challenges, Low ability (knowledge) and skills Protecting the principal's control or supervision of various teacher activities at school as the principal's courage to be talented in creating learning tools and not mastering information technology. The courage of the principal not to take firm action against the teacher.
3. Principals strive to ensure certified teachers are responsible for their work, and if they fail to meet expectations, they risk having their teaching credentials revoked. They must also undergo training in creating teaching materials, being proficient in information technology and conducting continuous assessment.

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