

## PERCEPTIONS OF TEACHERS RA AL HIJRAH BADRUL ULUM ON TEACHER CERTIFICATION POLICY IN IMPROVING THE QUALITY OF EDUCATION

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### ABSTRACT

*This paper aims to analyze teacher perceptions of teacher certification policies in improving the quality of education. The focus of the discussion of this study is how the teacher's perception of RA Al Hijrah Badrul Ulum regarding teacher certification policies in improving the quality of education. This research uses a qualitative approach with a case study method, while the data collection techniques used are participant observation, structured interviews and document analysis (documentation study). The results of this study indicate that the establishment of teacher certification policies helps teachers improve their skills and competencies as professionals, and helps from the welfare aspect that has been complained of by teachers. Even so, there are also bad effects that are commonly displayed by teachers, ranging from teaching only limited to fulfilling mandatory hours, to looking at certification from the aspect of welfare and lifestyle improvement.*

**Keywords:** Teacher Certification Policy, Education Quality, Teacher Perception.

### ABSTRAK

Tulisan ini bertujuan untuk menganalisa persepsi guru tentang kebijakan sertifikasi guru dalam peningkatan kualitas pendidikan. Fokus pembahasan penelitian ini yaitu bagaimana persepsi guru RA Al Hijrah Badrul Ulum tentang kebijakan sertifikasi guru dalam peningkatan kualitas pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus (*case study*), adapun teknik pengumpulan data yang digunakan yaitu observasi secara partisipan, wawancara terstruktur dan analisis dokumen (studi dokumentasi). Hasil penelitian ini menunjukkan bahwa penetapan kebijakan sertifikasi guru, membantu para guru dalam meningkatkan keterampilan dan kompetensinya sebagai seorang yang profesional, serta membantu dari aspek kesejahteraan yang selama ini dikeluhkan oleh para guru. Meskipun begitu, terdapat pula dampak buruk yang lazim ditampilkan guru, mulai dari mengajar hanya sebatas menunaikan jam wajib saja, hingga memandang sertifikasi dari aspek kesejahteraan dan peningkatan gaya hidup saja.

**Keywords:** Kebijakan Sertifikasi Guru, Kualitas Pendidikan, Persepsi Guru.

### A. PRELIMINARY

Children are the trust of Allah swt. to every parent, including the teacher as a "spiritual parent"(Taubah, 2015; Usman, 2017). In addition to physical needs, children also have spiritual needs, in the form of efforts to inculcate moral values, character, self-development and others(Djaelani, 2013), through education (Siregar, 2016; Fitri, et.al., 2015;

Sujatmoko, 2010; Fitriani, 2016; Sudrajat, 2011). In this context, quality education is needed(Sada, 2017), so that the responsibilities of parents and teachers are fulfilled in providing educational facilities for children.

Children's need for education shows that children need social interaction with other people (Nurmitasari, 2015; Assingily & Mikyal, 2019). This is the

basic reason for the government to implement educational institutions at every phase of child development (Sholikhah, et.al., 2019; Pamela, et.al., 2015; Putriani, 2015; Vitasari, 2017). Thus, the child gets assistance in every development correctly and positively.

Adult age is a phase of maturity in the development of each individual. To achieve this, optimal fulfillment is needed for child development at an early age. Because, this is the golden age for children (Trenggonowati & Kulsum, 2018). Optimal development in this phase is what drives children to survive in the next age phase (Notosrijoedono, 2016).

Efforts to deliver children to maximum achievement in every growth and development, professional educators are needed. This is based on the teacher's very large role and contribution in the learning process (Lailatussaadah, 2015). This is a problem that is still rooted in Indonesia, which is related to the professionalism and competence of teachers (Supandi, et.al., 2020; Alawiyah, 2013; Muspiroh, 2015).

When parsed, teachers have not yet reached the stage of professionalism as educators, not in the administrative and academic realms, but in the welfare aspect. This opinion is viewed from the qualifications that are actually owned by a teacher with an S-1 certificate, but are

constrained from the economic aspect or the welfare of life. (Wahyudin, 2020; Suryadi, 2016). Referring to Law Number 14 of 2005 concerning Teachers and Lecturers, the government is obliged to facilitate the improvement of the competence and professionalism of educators (teachers and lecturers), as well as the right to welfare and dignity of the teaching profession. (Apriliani & Susilawati, 2018). This is what is expected as a policy that strengthens the motivation and "call" of educators in the intellectual life of the nation (Meiza, 2017; Nurochim & Ngaisah, 2020; Qona'ah, 2020; Oktaviani & Yulianto, 2015).

Through the certification policy, teachers are at the forefront of the learning process, obtaining welfare and living standards (Damrus, 2018; Asiatina, 2011; Gazali, 2013). The next homework (task) is related to improving the quality of certification teachers through training programs and skills improvement (Leonard, 2016; Basri, 2018). Because, this is the main goal of the teacher certification policy, namely improving the quality or quality of teachers (Mansir, 2020; Muhson, 2004; Sari, 2012).

Based on the initial grandtour study, information was obtained that teachers at RA Al Hijrah Badrul Ulum Kutacane Southeast Aceh viewed teacher certification as evidence of the

government's concern for the welfare of teachers in Indonesia. In addition, certified teachers also receive self-potential development activities in the form of education and training from the Ministry of Religion and also internal RA. Even so, there are also teachers who regret the workload they get, because it is considered too heavy for the teachers.

With regard to teacher certification policies, there have been many previous studies. The relevant previous studies are teacher certification research from the aspect of teacher performance (Istiarini & Sukanti, 2012; Kartowagiran, 2011; Brotosedjati, 2012; Fuad, 2017), improving teacher welfare (Zulkifli, et.al., 2014), implementation of teacher certification policies (Arifin, 2019; Rahmayanti, 2015), improving the quality of teachers (Permana, 2017), teacher professionalism (Latiana, 2019), the ability of certified teachers in teaching (Nasution, 2010), the motivation of certification teachers at work (Wardana, 2013), and the impact of teacher certification policies (Abubakar, 2015; Khodijah, 2013).

Based on the literature review above, it is known that the teacher certification policy is in great demand by previous researchers as a study that greatly impacts the learning process and outcomes, as well as the future of education in Indonesia. Likewise,

researchers try to fill in the "empty realm" that has not been explored further by previous researchers related to teacher certification policies in Indonesia, namely the perception aspect of the teachers themselves, with the research background at RA Al Hijrah Badrul Ulum Kutacane Southeast Aceh. The research is summarized in the title, "Teachers' Perceptions of RA Al Hijrah Badrul Ulum on Teacher Certification Policies in Improving Education Quality." It is hoped that research can find the role of certification for improving the quality of education,

## **B. METHOD**

This research uses a qualitative approach with a case study method in exploring new things related to the object of study (Yin, 2009). The focus of this research is on the analysis of teacher perceptions of RA Al Hijrah Badrul Ulum about teacher certification policies in improving the quality of education. This research was conducted from February to May 2021, with several informants, namely RA teachers, RA students and the head of RA Al Hijrah Badrul Ulum. Data was collected using participant observation techniques, interviews and document analysis. Because this is still a Covid-19 pandemic, the data collection process continues to comply with the health

protocols that have been set by the government. Furthermore, data analysis uses data reduction techniques, descriptive and narrative presentation of data, and drawing conclusions.

The validity of the research data was tested through triangulation techniques. Triangulation is meant as a form of data collection, which is then compared between one data with other data (interviewing one informant, with other informants).(Creswell, 2009). In this context, 2 (two) aspects of triangulation are compared, namely methods and data sources.

### **C. DISCUSSION RESULT**

Teachers have an important role in the success of the process and student learning outcomes(Gazali, 2013). This is because various learning components are integrated in the process, which is driven by the teacher(Pane & Dasopang, 2017; Please, 2016;Rahman, 2018; Rosyad, 2019). This, in turn, explains that teachers are an important factor in determining the success and quality of the educational process, as well as the effectiveness of learning required by the global community.(Oviyanti, 2013; Dacholfany, 2015).

The government, through a teacher certification policy, appreciates teachers for their teaching performance so far. In

addition, teachers are also expected to give the best dedication to improving the quality of education(Suraji, 2012). Furthermore, the researcher analyzed the perception of teachers at RA Al Hijrah Badrul Ulum Kutacane Southeast Aceh, regarding teacher certification policies in improving the quality of education.

#### **1. Teacher Certification Policy in Education Quality Improvement**

Explicitly, in Law Number 14 of 2005 concerning teachers (lecturers) and teaching staff, it is written that the certification policy aims to improve teacher competence. (light, 2010; Yunalis & Herman, 2018). This competency improvement is expected to have an impact on increasing the professionalism of teachers as educators(Ma'arif, 2019; Latiana, 2019; Murdadi & Sulistari, 2015; Meirawati, 2017; Indrayati, 2018; Pitasari, 2009), as well as improve the welfare of life (Ramdhani, et al., 2018; Sunhaji, 2014).

Furthermore, the establishment of a teacher certification policy helps teachers in two aspects, namely first, assisting teachers in improving their skills and competencies as professional educators and second, assisting teachers in aspects of life and social welfare. Here's the explanation:

##### **a. Increasing Teacher's Self Potential and Professionalism**

The teacher certification policy provides salary allowances for teacher performance, as well as teachers are also required to improve their competencies and skills to suit the needs of the times (Nurhadi, 2016). This is an implication of the era of globalization which presents the acceleration of progress and technological sophistication, thus requiring teachers to be creative and innovative in responding to these advances.(Nurtanto, 2016). Of course, there is no other choice for teachers, other than developing their potential as professional educators(Darmadi, 2016; Hamid, 2017; Hendri, 2010). In this regard, Darma Taksiah, S.Pd.I. said that:

"...that's right, sir, if this certification is to be increased, it's not just the teacher's salary. It is necessary, even very necessary, sir, so that teachers are motivated to teach. However, more than that, we want the teachers who are proposed to take certification from each school to increase their potential. Because, like it or not, like it or not, teachers are professionals who are tasked with educating the nation's children." (Results of an interview with the Head of RA Al Hijrah Badrul Ulum)

Support the interview excerpt above, Jumrah, S.Pd.I. said:

"...That's right, sir, before taking the teacher certification test, the Headmaster always reminded us in every RA meeting, to prioritize self-competence improvement. None other than, the goal is that students are also infected with this

improvement, both in the process and student learning outcomes." (Results of an interview with Teacher RA Al Hijrah Badrul Ulum).

The interview excerpt above emphasizes the role of teacher certification as a policy that helps teachers increase their potential as professional educators at RA Al Hijrah Badrul Ulum. This is based on the belief that, if educators work professionally and have qualified competencies, it will have an impact on improving learning processes and outcomes. Thus, certified teachers have personal skills and competencies in educating students.

#### **b. Teacher Welfare Improvement**

Welfare is interpreted differently by teachers, this is viewed from the economic and social aspects (Aisyah & Chisol, 2018). When viewed from the economic aspect, the responsibility and performance of teachers will increase in accordance with the acquisition of material adequacy in daily life. This is whatIndriyani, et.al. (2020) as an external factor in teacher welfare, in the form of material and encouraging seriousness in teaching.

In line with the opinion above, Jumrah, S.Pd.I. (teacher RA Al Hijrah Badrul Ulum) said, "Yes sir, welfare is far from being an honorary teacher profession.

I don't know if it's a civil servant, but the honorary teacher is really sincere in doing good, sir, even though the friend said that the certification is somewhat guaranteed, sir." Unlike the case with Siti Molek, S.Pd.I. (teacher RA Al Hijrah Badrul Ulum) who said, "In my opinion, sir, it's not just a matter of money for teachers, but more about the calling of the soul to teach. Because, if I personally ask you, Sir, I am already happy to be a teacher, because in the eyes of people and socially, teachers are dignified, heroes, even though the salary is not much."

The interview excerpts with the two teachers above show that teachers perceive welfare differently, some from an economic aspect (salary or otherwise) and some from a social aspect (community view). Of course, this is greatly influenced by the teacher's motivation in teaching (Eros, 2014; Murwati, 2012; Rismawan, 2015). Especially the vocation of every teacher in teaching, can be based on goals or future orientation, or some on the basis of pleasure, which is "intrinsic capital" for a person who has a career (profession) as a teacher. (Rahadhika, 2014).

Regarding the aspect of teacher welfare, the Head of RA Al Hijrah Badrul Ulum said:

"This certification, in my opinion, sir, is very guaranteeing, sir.

Imagine the uncertain situation due to the current Covid-19 pandemic in Indonesia, so if the teacher has certified his daily needs are met, he can even save it, sir. Likewise, for those who are honorary, it is still in the process stage. That is what teachers want to also continue to improve their competence as professional educators, so that not only their salaries will increase, but also their potential and achievements in teaching students." (Results of interview with Darma Taksiah, S.Pd.I.)

According to the interview excerpt above, Hafni (2010) emphasized that teachers who have been given certification allowances must be fully responsible for improving the quality of learning in schools. According to Masruroh (2010), this is evidence of the dedication of teachers to the nation, especially since they have obtained economic and social welfare, since obtaining teacher certification. However, even more extreme, Fakhrunnisak & Qudsyi (2015) emphasized that the essence of the certification policy is not just how teachers can live in prosperity, because the welfare efforts are expected to be directly proportional to improving the quality of the learning process and outcomes for students.

Based on the data exposure and analysis above, it is understood that the determination of teacher certification policies is perceived positively by the

teacher of RA Al Hijrah Badrul Ulum. This perception is based on ensuring the quality of teacher welfare from the economic and social aspects. In fact, in the interview session the teachers also added related to the importance of intention and vocation in teaching.

## **2. Common Problems with Certified Teachers**

### **a. Teaching as an Obligation Merely**

Changes in mindset or way of thinking are highly expected by every individual in the face of rapid changes in time, including teachers (Alwi, 2019). This change in thinking helps teachers in an effort to increase their capacity to help students develop their potential naturally (Syaifullah, 2018). That way, the teacher will educate fully responsible for the students (Sifa, 2020). Therefore, Literature (2018) stressed, so that teachers feel more responsible for teaching after receiving certification allowances, not only receiving "more salary" but "low" performance.

In line with the opinions and descriptions above, Siti Molek S.Pd.I. (Teacher RA Al Hijrah Badrul Ulum) said, "...if I were asked about teacher certification, of course I would, sir. But, to pass there, you have to have a lot of backing, sir, plus you have to have money as well. So, I'm not surprised that many

teachers who are civil servants plus certification just work on it, sir, don't care about the situation and future of the children at school." Regarding this interview excerpt, Literature (2018) termed him as a teacher "pursuing compulsory teaching hours", not "mandatory and a calling to teach".

Commenting on the above, Jumrah S.Pd.I. said, "...yes sir, I also often see teachers when they are civil servants, let alone adding certification, they are busy playing gadgets, updating status, what's worse is that the young ones even play games, sir. Even though there are teaching hours, they are used for things like that. I feel sorry for the children, sir." For this reason, it is also necessary to instill character for teachers, that their duties as educators are not limited to "mandatory teaching hours", but a noble task and a call to the heart to educate the nation's children. (Aslan, 2017). Through efforts to provide a sense of awareness to teachers about their noble duties, it is hoped that the implementation of teacher certification policies will no longer be something that causes educators to only teach only during class hours.

### **b. Teacher Certification: Welfare and Lifestyle Improvement**

One of the common problems with certified teachers is the orientation to

welfare and the improvement of modernist lifestyles. This can occur as a result of unsystematic and transparent evaluation (Slameto, 2014; Munadi, 2011; Alfiansyah, et.al., 2020; Rifa'i & Assingily, 2021), as well as the motivation of teachers to take the certification test as an event to take an alternative path of wealth (Anggraeni, 2020). In this regard, Darma Taksiah, S.Pd.I. (Head of RA Al Hijrah Badrul Ulum) said, "... in my opinion as the Head of RA who has faced teachers who want to be certified year after year, indeed what we remind the most is not to use certification as a means to get rich immediately, buy luxury cars, and build a magnificent house. Because, the main goal is to improve the process and learning outcomes for students."

The interview excerpt above emphasizes that the main objective of establishing a teacher certification policy is to improve learning processes and outcomes, or in other words, to improve the quality of education. Although, there are still teachers who orient certification as an alternative to improving welfare and wealth of life. On this basis, good management is needed in managing the selection (recruitment) of certification teachers in Indonesia (Hapsari, 2019; Widoyoko, 2008; Syafaruddin, et.al., 2020). Thus, it is understood that the

teacher of RA Al Hijrah Badrul Ulum perceives that the certification policy is a good policy and is beneficial for teachers in Indonesia, it just needs the right management or management system, so that it is right on target for teachers who receive certification salary "allowances".

Based on the description above, it is understood that the implementation of the certification policy is seen as not having the right goals by teacher RA Al Hijrah Badrul. This is due to the misunderstanding of the teachers receiving the certification salary allowance, which prioritizes the welfare of life over developing one's potential. Therefore, steps are needed to strengthen and guarantee quality for certified teachers, so that their performance can be better, as well as educate with an orientation to develop the potential of students.

#### **D. CONCLUSION**

Based on the results of the study, it was concluded that determining teacher certification policies, assisting teachers in improving their skills and competencies as professionals, as well as assisting in the welfare aspects that have been complained of by teachers. Even so, there are also bad effects that are commonly displayed by teachers, ranging from teaching only limited to fulfilling mandatory hours, to



looking at certification from the aspect of welfare and lifestyle improvement.

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