EFFECTIVENESS OF IMPLEMENTING THE TEACHER PROFESSION CERTIFICATION POLICY IN KEBON PEDES DISTRICT

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ABSTRACT

One crucial element in advancing education is the presence of educators with high professionalism. Considering the rough overview of the current condition of teachers, the situation is very concerning due to their low motivation and competence. Addressing this, this research aims to: (1) Examining the impact of teacher motivation on the success teacher certification policy implementation; (2) Evaluate teacher competence in the success of implementing the teacher professional certification policy; (3) Investigate the combined influence of motivation and teacher competence on the success of implementing the teacher professional certification policy. The research analysis unit is in the Kebonpedes Subdistrict of Sukabumi Regency. The research subjects are certified teachers. A total 0f 66 individuals, equivalent to 50% of the total population of 132 individuals, were selected as samples. The effectiveness of implementing the teacher professional certification policy is proven to be influenced by the level of motivation and competence of the teachers.

INTRODUCTIONS

Education plays role important in development individual and progress public in a way whole . Become pillar main in advance quality source Power human , Education equips individual with ability For competent in this era of life advanced and modern . Hence , one aspect crucial in repair structure education is the existence of teachers who have high professionalism . With application policy

Effective teacher certification is expected that educators own adequate qualifications , competencies and knowledge For give quality education to student .

Suyonto and Hisyam put forward that : " In system education , teacher holding very role important as element lock in level macro which has role strategic and contributing big in the educational process in a way general , esp in environment formal education ." Quality education depending on the level professionalism of educators /teachers (Suyanto, 2000) .

Problems that occur moment This is in Indonesia , namely lack of teacher professionalism . One of factor reason low teacher quality is qualification education that is not adequate and inadequate sufficient training . If problem This No researched , then will happen teacher performance will decline caused on quality participant educate decrease so that source Power man generation which will coming down too . Component quality a teacher does not can separated from motivation and ability . As well as level success application policy teacher certification , which is determined by the extent of the teacher's motivation and competence . Therefore that , level motivation and abilities teachers have significant impact to effectiveness implementation policy certification teaching profession .

From background behind about " Effectiveness Application Policy Certification Teacher Profession in the District Kebonpedes " can formulated the problem namely : (1) How much big influence teacher motivation to success application policy teacher professional certification in the District Kebonpedes ; (2) How much significant impact teacher expertise towards success application policy certification teaching profession in the District Kebonpedes ; (3) How much significant impact simultaneously (integrative) teacher motivation and competence towards success application policy certification teaching profession in the District Kebonpedes .

Part big study about policy certification the teaching profession tends to be focuses on the process , such as condition For obtain certification and its impact to teachers ' needs . Therefore that , still needed research that focuses on results from implementation wisdom this is like enhancement the quality of teachers and achievements learning student .

Objective study This includes : (1) Researching impact teacher motivation towards success application policy certification teaching profession in the District Kebonpedes ; (2) Review impact teacher competence towards effectiveness implementation policy certification teaching profession in the District Kebonpedes ; (3) Investigate impact joint (integrative) motivation and teacher competence towards success implementation policy certification teacher certification in the District Kebonpedes .

Success policy certification the teaching profession is measured based on the extent of the policy the increase quality teaching . In context this , certification expected can increase teachers' skills and knowledge , so they can give more teaching effective to student . Success policy certification The teaching profession is also related with increase teacher professionalism . Certification expected capable give appreciation and encouragement to teachers for so can develop teacher skills and knowledge (Ramadhan et al., 2022) .

RESEARCH METHOD

Data collected and analyzed in study This collected and analyzed through associative and descriptive surveys . Location study carried out in the District Kebonpedes consisting of from five regions

, namely : (1) Village Jambenenggang , (2) Village Kebonpedes , (3) Village Cikaret , (4) Village Sagaran , and (5) Village Bojongsawah . Amount population studied consists from : (1) 110 teachers who have passed certification and (2) 22 heads school . Of the population Of these , a total of 66 people were selected as respondents with method taking purposive sampling sample . Tool study functioned For collect and analyze statistical and quantitative data . Study This aim For test hypothesis that has been formulated . (Sigiyono , 2020) .
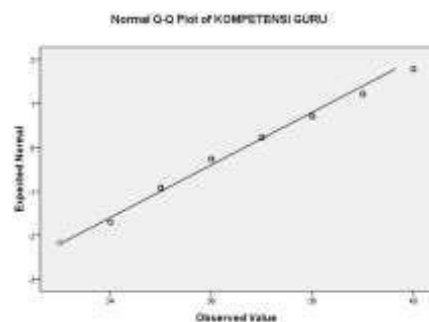
RESULT AND DISCUSSION
## RESULT
Testing Data Normality
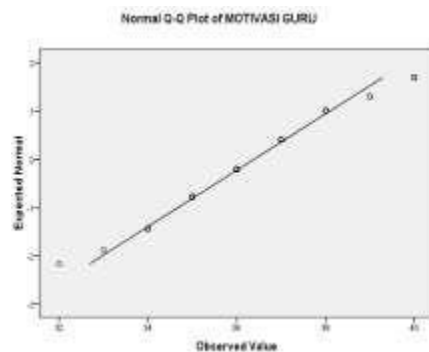
Picture 1. *Normal QQ Plots of* Teacher Motivation

Based on Normal Probability Plot or Normal QQ Plots can be concluded that Variable Teacher Motivation (X 1) has pattern normal distribution , marked with fall data points on a line straight (Sarwono, 2004) .

Picture 2. *Normal QQ Plot of* Teacher Competency

Analysis study show that Variable Teacher Competency (X 2) follows normal distribution , proven with placement dot, dot, dot data value on the line straight in chart   Normal or Normal Probability Plot QQ Plot (Sarwono, 2004) .
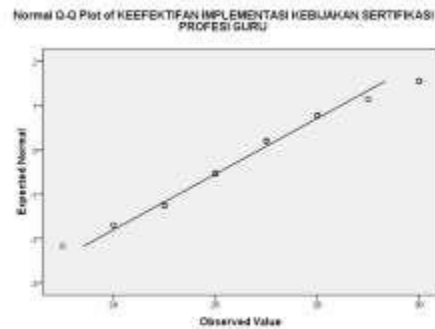
Picture 3. *Normal QQ Plots of* Effectiveness Implementation Policy Certification Profession Teacher

Analysis study show that the Effectiveness Variable Implementation Policy Certification The Teacher Profession (Y) follows normal distribution , proven with placement dot, dot, dot data value on the line straight in chart Normal Probability Plot or Normal QQ Plot (Sarwono, 2004) .

Analysis Correlation Simple

Correlations

		Teacher Motivation	**Implementation Effectiveness Policy Certification Teacher**
Motivation Teacher	*Pearson CorrelationSig. (2-Tailed) N*	1 66	,733 ** ,000 66
Effectiveness Policy Implementation Teacher Certification	*Pearson CorrelationSig. (2-Tailed) N*	.733** .000 **66**	1 **66**

**. *Correlation is significant at the 0.01 level (2-tailed)*

According to data analysis , variables Motivation Teacher (X 1) to Effectiveness Implementation Policy Certification Teacher profession (Y), is 0.733. This show strong between both of them (Adam Malik, 2018) .

Correlations

		Competence Teacher	Implementation Effectiveness Policy Certification Teacher
Competence Teacher	*Pearson CorrelationSig. (2-tailed)*	1	,881**
			,000
	N	66	66
Effectiveness Policy Implementation Teacher Certification	*Pearson CorrelationSig. (2-tailed)*	.881**	1
		.000	
		66	66
	N		

**. Correlation is significant at the 0.01 level (2-tailed)

Connection between variable Competence Teacher (X2) and Effectiveness Implementation Policy Certification The Teaching Profession (Y) is very strong , according to correlation : r X2Y = 0.881. This indicated that connection between variable Competence Teacher to Effectiveness Implementation Policy Certification The teaching profession is very strong (Adam Malik, 2018) .

Model Summary[b]

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	**.892[a]**	**.797**	**.790**	**.75804**

a. *Predictors*: (*Constant*), Kompetensi Guru, Motivasi Guru
b. *Dependent Variables* : Effectiveness Implementation Policy Certification Teacher

After the data is analyzed , the coefficient correlation r X1X2Y is 0.892. This show that There is significant correlation between the variables Teacher Motivation (X 1) and Teacher Competence (X 2) and Effectiveness Implementation Policy Certification The Teaching Profession (Y) is very strong .
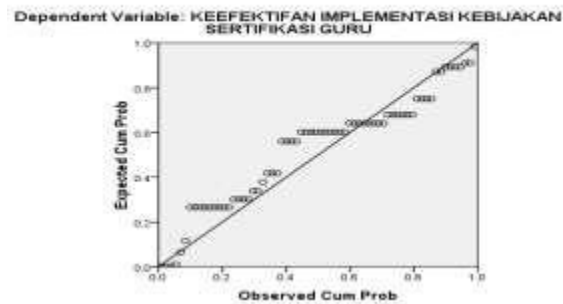
Analisis Regresi

Coefficients[a]

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
	B	*Std. Error*	*Beta*		
1 (*Constant*)	12.796	2.778		4.606	.000
Motivasi Guru	.881	.102	.733	8.615	**.000**

Dependent Variables : Effectiveness Implementation Policy Certification Teacher

Picture 4. Graphics Regression Simple *X 1* to *Y*

With use results equality regression , can explained :

1. With mark constant 12,796, effectiveness application policy certification the teaching profession will assessed positive If teacher motivation is not There is The same once (zero).
2. Value 0.881 for teacher motivation and the value of X is 1, indicating that effectiveness application policy teacher certification increased by 0.881.
3. Positive value from coefficient show that There is correlation positive between success application policy certification teaching profession and desires For work (Adam Malik, 2018) .
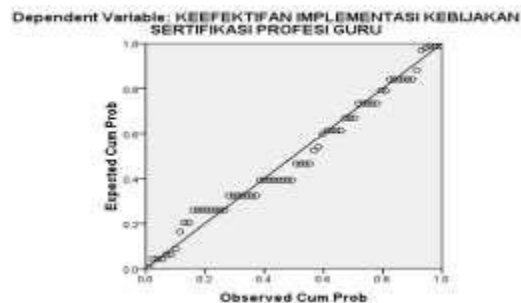
Coefficients ᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(*Constant*) 1	5.650	2.087		2.707	**.009**
Kompetensi Guru	**.853**	**.057**	**.881**	**14.894**	.000

a. *Dependent Variables* : Effectiveness Implementation Policy Certification Teacher

Picture 5. Graphics Regression Simple *X 2* to *Y*

With use equality mentioned regression above , several matter can explained , namely :

1. Constant value is 5,560. which shows that If mark Teacher competency is 0 (zero), then mark Effectiveness Implementation Policy Certification Profession Teacher is 5,560.

2. If teacher competency 0.853, or mark *X* is 1 (one), then effectiveness application policy certification the teaching profession will increased 0.853.

If coefficient own mark positive , then There is positive correlation between teacher's abilities and how much effective policy Teacher certification is implemented . The more tall teacher competence , increasingly effective policy certification the teaching profession is implemented

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(*Constant*)	4.151	2.091		1.985	.051
1	Motivasi Guru	.248	.098	.206	2.518	**.014**
	Kompetensi Guru	.710	,079	,733	8,965	**,000**

a. *Dependent Variables* : Effectiveness Implementation Policy Certification Teacher

Picture 6. Chart Regression Multiple X_1 And X_2 to Y
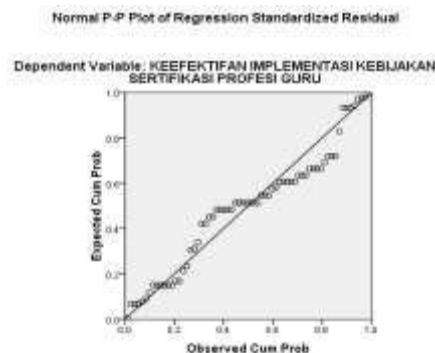
- From the graph that , you can concluded that mark constant 4.151, i.e mark constant . That is , if No There is additional teacher motivation and ability , effectiveness implementation policy certification the teaching profession will reduce amounting to 4,151.

- Coefficient regression equal to + *X* 1 (0.248) and *X* 2 (0.710) are number *b* .every addition of 1 Teacher Motivation will increase effectiveness Implementation Policy Certification Teacher profession is 0.248. Coefficient the show that There is connection connection positive between Teacher Motivation and Effectiveness Implementation Policy Certification Teaching Profession . In other words, every 1st increase in Teacher Competency will increase Effectiveness Implementation Policy Certification Teacher profession is 0.248.

As a result , the equation become :

$$Y = 4{,}151 + 0.248\,X_1 + 0.710\,X_2$$

Evaluation Hypothesis

As for calculation *t* test with use Software SPSS 16 as following :

Coefficients ᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(*Constant*) 1	12,796	2,778		4,606	**,000**
Motivation Teacher	,881	.102	,733	**8,615**	**,000**

Dependent Variables : Effectiveness Implementation Policy Certification Teacher

- Hypothesis
    - *Ho* = Coefficient regression No significant
    - *Ha* = Coefficient regression significant
- Decision
    - If *t* count < *t* table , so *Ho* accepted .
    - If *t* count > *t* table , so *Ho* rejected .
    - *t* count = 8,615.
    - *t* table = For count *t* table , We use Interpolation obtained results 1,998.
- By Because *t* count (8,615) > *t* table (1,998), so *Ho* rejected And *Ha* accepted . It

means ,coefficient regression significant .

-8,615 -1,998 0 +1,998 +8,615
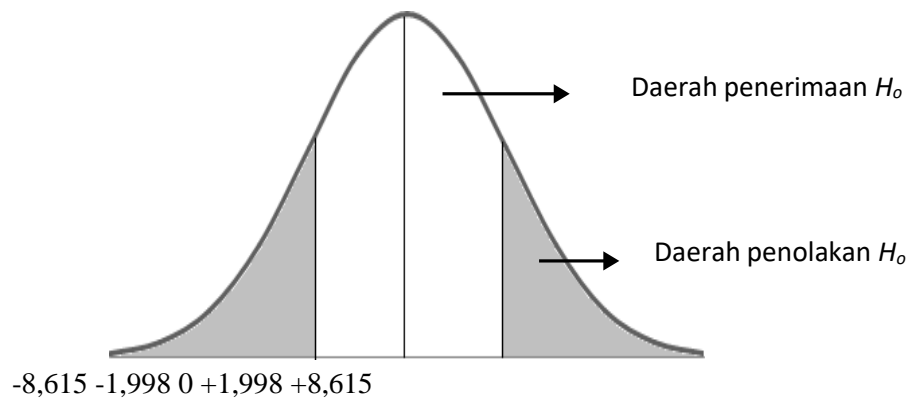
Figure 7 . Curve Area Reception *Ho* For Test

Coefficients ᵃ

Model	Unstan dardized	Stand ardized	t

		Coefficients		Coefficients			ig.
		B	Std. Error	B eta			
1	(Constant)	5,650	2,087			2 ,707	, 009
	Teacher Competency	,853	,057	, 881	**4,894**	**1**	, 000

a. *Dependent Variables* : Effectiveness Implementation Policy Certification Teacher

- Hypothesis
  - *Ho* = Coefficient regression No significant
  - *Ha* = Coefficient regression significant
- Decision
  - If *t* count < *t* table , so *Ho* accepted .
  - If *t* count > *t* table , so *Ho* rejected .
  - *t* count = 14,894.
  - *t* table = For count *t* table , We use Interpolation obtained results 1,998.
- By Because *t* count (14,894) > *t* table (1,998), so *Ho* rejected And *Ha* accepted . It means ,coefficient regression significant
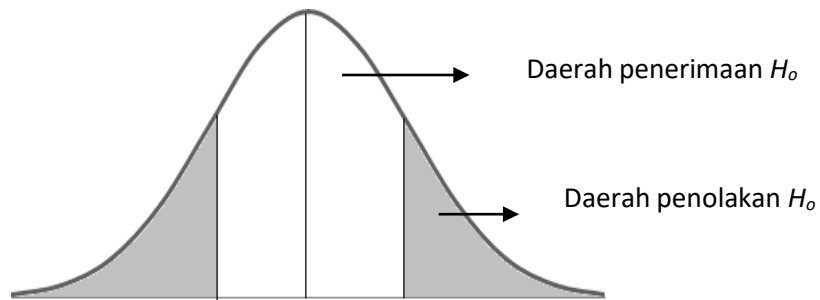

Daerah penerimaan *Ho*

Daerah penolakan *Ho*

-14,894 -1,998 0 +1,998 +14,894

Figure 8 . Curve Area Reception *Ho* For Hypothesis testing

ANOVA [b]

M odel	Su m of Sq uares	f	M ean Sq uare	F	S ig.
Reg	1 41,738	2	7 0,869	**1 23,333**	, 000 [a]

ression	3		,			
Residual	6,201	3	575			
	1					
Tota l	77,939	3 5				

a. *Predictors* : (*Constant*), Competence Teacher, Motivation Teacher

b. *Dependent Variables* : Effectiveness Implementation Policy Certification Teacher

By Because mark *F $_{count}$ > F $_{table}$* , so hypothesis Which taken is :

Ho = rejected

Ha = accepted

Calculation the show that there is important correlation between integration motivation Teacher (*X $_1$*) and Teacher competence (*X $_2$*) towards Effectiveness Implementation Policy Professional Certification Teacher (*Y*). Therefore *F $_{count}$* value positive , then integration Teacher motivation and competence Teacher correlated positive with Effectiveness Implementation Policy Certification Teaching Profession .

With So , you can concluded that integration Motivation and Competence Teacher have impact positive And significant to Effectiveness Implementation Policy Certification Teaching Profession . In other words, more and more tall Motivation and Competence Teacher , the more effective Implementation Policy Certification Profession Teacher.

Discussion of Research Results

Findings study show that certification program the teaching profession is an initiative program created For give confession official for teachers to have abilities and qualifications . This matter aim For ensure that educators who have abilities and knowledge very required For teach student in a way good and efficient .

Teacher certification programs can spur teacher motivation for Keep going learn and improve ability they . When a teacher has superior qualifications , then quality learning and achievement as well as students will increase .

Relevant theory with studies This that is :

1. Theory Motivation

Theory Motivation Lots basically put forward by experts influence on behavior man .*" Elements The following are related with motivation : direction action , power reaction , or effort after worker chosen For behave specificity , and resilience behavior , or forever a individual behave with method certain "* (Sumantri, 2001) .

" *Motivation Can appear without conscious , encouraging individual For Act in a way spontaneous and intuitive .*" (KBBI, 2020) ." *Motivation is pusher main behind every action , deliver individual For reach what are they want .*" (Malay Hasibuan, 2019) .

" *For make culture positive and productive work , motivation is the key . This will push employee For Work with Good For reach objective organization and desire they themselves* " (Malayu Hasibuan, 2019) .The experts the opinion that motivation is an internal force that drives , directs , and maintains on-site behavior Work . In other words, motivation is encouragement from in somebody For fulfil need they With focus on achievement objective they For reach satisfaction . Next , motivation applied For give

excellent service to public (Yuliansah, 2019) .

From exposure previously , seen that motivation often connected with desires , goals , needs , drives , motives, and incentives . According to McClelland research , pp following shows a very person want achievement : take responsibility on problems that arise , determine objective realistic achievements willing take measurable risk , and expect bait come back about performance (Tamrin et al., 2023) .

According to theme main in McClelland's theory , needs This understood through adjustment individual with environment they . Based on theory expert the author will take aspects from McClelland's theory because theory This tightly connection with draft learning . This is component motivation : (1) Need will achievement ; (2) Needs will connection ; and (3) Needs will strength .

2. Theory Competence

Competence can defined as abilities , expertise , skills and knowledge somebody in something field certain . Competence originate from Language English , " Competent ", which means have ability , power , authority , skills , knowledge , attitudes , and so on (Malay Hasibuan, 2019) .

According to Article 1 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Gurudan Lecturers , competence refers to a series knowledge , skills , and behaviors that must be owned , understood and controlled by a teacher and lecturer during operate his task as a teacher and lecturer traits basics demonstrated by a teacher in form statements , attitudes and behavior , which form identity and differentiate them from other people, known as teacher competency (YEAR, 2005) .

Furthermore , RI Law No. 14 of 005 article 10 and PP RI Number 19 of 2005 article 28 state that that Teacher competency included competence pedagogical , personality , social , and professional , which are studied during professional education (YEAR, 2005) .

3. Theory Effectiveness Implementation Policy Certification Teaching Profession

Effectiveness defined in the KBBI as " effective ", which means reach desired result or useful . On the other hand , " effective " refers to status or conditions that provide influence or start a process (esp in matter law or regulations) (KBBI, 2020) .

According to Webster's dictionary on the book Tachjan , said" *to implement* " comes from from the Latin word " *implementum* ", which originates from the words " *impere* " and " *plere* ", respectively means " *to fill in* ", which shows action For fill in full or complement , while " *plere* " means " *to fill* ", which designates . With Thus , ' *to implement* ' refers to: "(1) to do or realize ; finish ; reach . (2) provide means or tool For realize or reach something ; give results practical . (3) provide or complete with tool or means ". In context this , ' *to implement* ' can interpreted as " carry out or finish with satisfactory result ; give tool or means For carry out or reach something ; or complete with tool or means " .

" Everything Actions by individuals (and also groups) are good that's it sector public nor sector the private sector intends For reach goals and objectives that have been stipulated in the policy decision previously ", according to VanMeter and Van Horn quoted by Budi Winarno .

According to expert views that , then can concluded that effectiveness implementation policy public is an influencing status commencement application Constitution or regulation particular , involving all action from individual or groups in sectors government nor private .

In implementation policy teacher certification , standards evaluation used For evaluate effectiveness policy the is through four mercy Evaluation Teacher Performance . Besides that , deep This Minister of National Education Regulation also emphasizes this importance implementation activity Development Professionalism Sustainable . In Law of the Republic of Indonesia Number 20 of 2003 Chapter IX Article

Minister of National Education Regulation Number 12 of 2009 concerning National Education Standards , there are eight standard education , namely : 1) standards content ; 2) process standards ; 3) standard competence graduate of ; 4) standard educators and personnel education ; 5) standard facilities and infrastructure ; 6) standard management ; 7) standard financing ; and 8) standards evaluation . On research this , researcher will choose four standard as dimensions , ie standard content , process standards , standards educators and personnel education , as well standard evaluation (Silberberg, 2009) .

From the results calculations and also analysis , there connection in a way important between integrative MotivationTeacher (X_1) and Teacher Competence (X_2) towards Effectiveness Implementation Policy Certification Profession Teacher (Y). Therefore F_{count} value positive , then means integrative Teacher Motivation and Competence Teacher relate positive with Effectiveness Implementation Policy Certification Teaching Profession . Research result This in line with findings researcher previously . Suyanto, B. Arintono , S. & Triyono, B. who stated that there is effectiveness Implementation Policy The teaching profession is because teachers earn it certification national more effective in teach compared to with non- certified teachers . Beside That study this is also getting findings that the teacher gets it certification national own influence positive to results test student . (Suyanto , B., Arintono, S., & Triyono, 2020) Article This give useful information about impact policy certification teaching profession in Indonesia. The Indonesian government can use findings This For increase quality Education with application policy certification more teaching profession Good (Suyanto, B., Arintono, S., & Triyono, 2020) .

Besides that , research Mundy, K, states that certification the teaching profession has impact positive to teacher performance , incl Skills teaching , management class , and development curriculum . Besides that 's certification the teaching profession also has impact positive to motivation Teacher work and satisfaction Work they (K. Maudy, 2014) .

CONCLUSION

A.   Conclusion

From the findings that have been made expressed in chapter before , yes concluded that :

1.   Connection positiveand significant found between Teacher motivation and effectiveness implementation show that findings in research on samples applies For population . Positive seen from correlation Teacher Motivation towards Effectiveness Implementation Policy Certification The teaching profession has value 0.733 Which means correlated strong . Coefficient Determination as big as 53.7%, Effectiveness Implementation Policy Certification The teaching profession is determined by teacher motivation and the rest determined by Competence Teacher And factor other . Coefficient regression D with equality regression $Y = 12.796 + 0.881\ X_1$, Teacher Motivation 0.881 is significant Because mark $t_{count} > t_{table}$, ie of 8.615 > 1.998 shows that influence Teacher motivation is one way with Effectiveness Implementation Policy Certification Teaching Profession . The more tall Teacher motivation , increasingly Good or tall Effectiveness Implementation Policy Certification Teaching Profession .

2.   There is a correlation positive and significant between Teacher competency and effectiveness implementation policy certification teaching profession so that can stated that results study sample

applies to population . Positive seenfrom correlation Teacher Competence towards effectiveness Implementation Policy CertificationTeteaching profession has the value is 0.881 which is significant correlated very strong . Coefficient Determination of 77.6%, Effectiveness Implementation Policy Certification Profession Teacher determined by Competence Teacher And factor other . Coefficient regressionCompetence Teacher 0.853 with equality regression $Y = 5,650 + 0.853\ X\ 2$ is important Because t count $> t$ table , ie of $14,894 > 1,998$ shows that influence Teacher competency is one way with Effectiveness Implementation Policy Certification Teaching Profession . The more Good Teacher competency , increasingly Good or tall effectiveness application policy certification profession Teacher.

3. Limitations study This found in the method survey that is respondents be biased and incompetent For measure variable certain with accurate , study This only involve group certain namely existing teachers carry out teacher certification so No can applied to a broad population .

B. Suggestion

Based on research results supported by interviews with informant andthe discussion as well as conclusions Which has obtained in study This , can recommended :

1. For educators who have succeed complete the certification process teaching profession in the District Kebonpedes .
   a. Need improved teacher discipline in the learning process Because discipline is factor crucial in teaching .
   b. Teachers need own proficiency in the subject taught as well as strong understanding about principles effective teaching , from planning until evaluation .
   c. Professionalism in process Study teach need improved so that Teacher competent in field teacher .
2. Addressed to Service Education UPTD Subdistrict Kebonpedes .
   a. Supervision para Teacher Which certified profession need improved For push performance Teacher for more Good .
   b. Need increase coaching and development teacher profession in order to ability they increase

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