TEACHER CERTIFICATION, WORK MOTIVATION AND TEACHER PERFORMANCE AT STATE YUNIOR HIGH SCHOOL IN PURWAKARTA DISTRICT

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ABSTRACT

This study aims to determine (1) The description of teacher certification, work motivation and performance of teachers of State Junior High Schools in the District of Purwakarta (2) The magnitude of the influence of teacher certification on the performance of teachers of State Junior High Schools in the District of Purwakarta (3) The magnitude of the influence of teacher motivation on the performance of Junior High School teachers Countries in the Districts of Purwakarta (4) The magnitude of the effect of teacher certification and work motivation simultaneously on the performance of teachers in the Public Middle Schools in the Districts of Purwakarta. The research method used is descriptive and verification methods. The population in the study was 275 teachers. The sample technique used was Proportional Cluster Random Sampling (Area Sampling) of 73 teachers. Data were collected using a questionnaire that has been tested for validity and reliability, the analysis method used is the classic assumption test, multiple regression test, coefficient of determination, t test and F test. The results showed that teacher certification in the continuum area is quite good, for work motivation and teacher performance in the continuum area is good. Teacher certification has a positive and significant effect on teacher performance, work motivation has a positive and significant effect on teacher performance. Simultaneously teacher certification and work motivation have a positive and significant effect on teacher performance by 0.572 or Determination Index (Id) of 57.2%, the remaining 42.8% is influenced by other variables that can affect teacher performance, which is not used as a model in research this.

Keywords: *Teacher Certification, Work Motivation and Teacher Performance*

INTRODUCTION

The education system in Indonesia is still experiencing many problems. One of the educational problems faced by the Indonesian nation is the low quality. The low level of education will result in the low quality of human resources which will later have an impact on the life of the nation and state. The role of schools in the educational process is not simple, because not only are the inputs varied, but also the learning process they are organizing which has not run optimally.

The achievement of the quality of education and learning in a school as a system is influenced by various components such as learning activity programs, financing, community environment, students, learning facilities, principal leadership, teachers and other factors.

Improving the quality of education is a must for a nation that wants to advance. Good education can support development in all fields. Therefore, education must receive great attention so that we can keep up with the lags

in the field of Science and Technology to strengthen today's development. To implement this requires a component that helps, one of which is the professional performance of teachers. Teachers make a dominant and important factor in formal education, because the existence of teachers is very meaningful towards all existing educational resources.

According from preliminary research secondary data assessment of the performance of teachers who have been certified at state junior high school Purwakarta district, the average Teacher Performance Appraisal (PKG) is 124.5, while the PKG value is a maximum of 156, the percentage value of teacher performance achievement is 79.775% of the value that should be the highest of 100%, indicating that performance results still need to be improved Based on the results of the teacher performance appraisal above, it shows that the performance appraisal has not been achieved. Based on the above background, the authors are interested in conducting research the effect of teacher certification and work motivation on teacher performance at state junior high schools in Purwakarta district.

LITERATURE REVIEW

Teacher Certification

Certification based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1 point 11 is the process of granting educator certificates for teachers and lecturers. The definition of certification according to [1] is the process of giving educator certificates to teachers who have met certain requirements, namely having academic qualifications, competence, being physically and mentally healthy, and having the ability to realize the goals of national education, which is accompanied by an increase in well-being. The dimensions of the variable teacher certification in this study refer to [2], namely the competence of the ability of the field of study, understanding the characteristics of students, teaching learning and professional development.

Motivation

Robbins and Counter said that motivation refers to a process where a person's efforts are passionate, directed, and sustainable towards achieving goals. The dimensions of motivation used in this study are external motivation and internal motivation.

Teacher Performance

Teacher performance as the teacher's ability to carry out learning tasks as best as possible by planning teaching programs, implementing learning activities and evaluating learning outcomes, the dimensions of teacher performance are quality of work, speed, work initiative, work ability and communication.

Framework

Thinking framework is the relationship between several variables compiled by

researchers from various theories that have been described [3].

Relationship between Teacher Certification and Teacher Performance

Certification is the process of giving certificates to teachers and lecturers who have certain requirements, namely academic qualifications, competence, physically and mentally healthy, and have the ability to realize national education goals (UURI Number 14 of 2005). The existence of teacher certification is expected to encourage teachers to work even more actively, the impetus in question is motivation to further improve teacher performance. Increasing the quality of teachers through this certification program is an effort to improve the quality of education. The rationale is that if the competence of the teacher is good, then the performance is also good. The results of Hesti Murwati's research show that the performance of teachers at State Vocational High Schools in Surakarta is influenced by teacher certification. While the results of the research conducted by Muamar, Puji Dwi Darmoko, Srifariyati, Muntoha at SMP / MTs and SD / MI obtained different results, namely that there was no effect of the certification program on teacher performance.

Work Motivation and Teacher Performance

The contribution of work motivation to performance cannot be ignored. Although the teacher's ability is very good if the motivation to work is low, their performance is also low.

The description above shows that there is a positive relationship between work motivation and teacher performance, or in other words high work motivation from a teacher will increase the teacher's performance results and conversely, low teacher motivation will reduce the teacher's performance.

Teacher Certification and Teacher Performance Motivation

Motivation is anything that can encourage someone to do something, including work. Teachers must have work motivation so that they are willing and willing to exert all their abilities in the form of expertise and skills in carrying out their duties and responsibilities.

According to [4] Teacher performance is influenced by two factors, namely internal factors (work motivation) and external factors (teacher certification) ". The higher the work motivation of the teacher and the more eligible the certification given to the teacher, it will affect teacher performance.

Hypothesis

Based on the formulation of the problem and framework of thinking the hypotheses proposed in this study are:

1. There is a positive and significant effect of teacher certification on teacher performance.

2. There is a positive and significant effect of

work motivation on teacher performance.

3. There is a positive and significant effect simultaneously teacher certification and work motivation on teacher performance.

RESULTS

Descriptive Analysis

Based on respondents' perceptions about the variables studied, the following calculation results were obtained:

Teacher certification (X1) = 2359 in the continuum quite good

Work motivation (X2) = 2732 in the good continuum area

The teacher performance (Y) = 4728 in the good continuum area

Validity And Realibility Test

Decision rule: if r_hitung ≥r_tabel means valid.

From the statistical computing, the results are:

1. The teacher certification variable of the 10 statement items was declared valid

2. The work motivation variable of the 11 statement items is declared valid

3. Teacher performance variables from 19 statement items declared valid

Furthermore, for the reliability test results, if the Cronbach's Alpha value> 0.6 is declared reliable [5]. Based on the statistical results using SPSS, it can be said that all items both

from the variable teacher certification, work motivation and teacher performance obtained Cronbach's Alpha value> 0.6, so all statement items were declared reliable.

Classic Assumption Test

The classical assumption test that researchers use is as follows:

Normality Test

Based on calculations through SPSS, the following results were obtained:

1. Teacher certification variable, the value of Asymp.Sig (2-tailed) 0.498> 0.05

2. Work Motivation Variable Asymp.Sig (2-tailed) value 0.082> 0.05

3. Teacher Performance Variable value Asymp.Sig (2-tailed) 0.323> 0.05

Referring to Priyatno (2013: 35) "If the Sig value is ≥ 0.05, the data is normally distributed".

Heteroscedasticity Test

Figure 1 shows that the dots are scattered, scattered without a clear pattern, above and below the point 0 on the Y axis, referring to the opinion of [6], then the scattered data such as Figure 1 is declared not to experience heteroscedasticity.
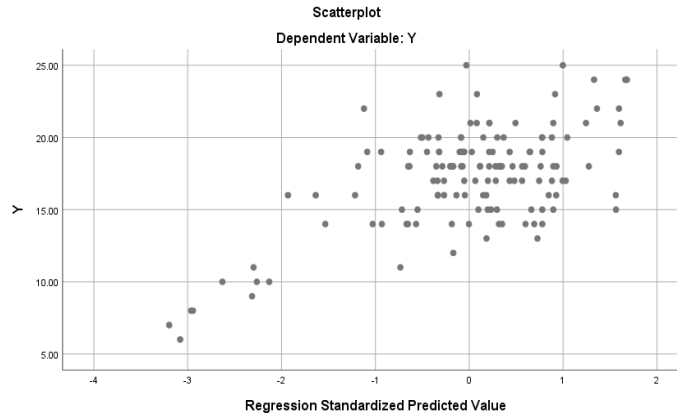
Figure 1 Heteroscedasticity Test

Autocorelation Test

To find out if autocorrelation exists, the Durbin Watson (DW) test can be done. Based on calculations by SPSS, it is obtained that the DW value is 1.597 which is in the dL value interval $\leq DW \leq dU$ or $1.561 \leq 1.597 \leq 1.675$, thus it can be concluded that it does not produce definite conclusions (inconclusive).

Multicolinearity Test

"If the value of Variance Inflation Factors (VIF) <10 then there is no multicollinearity" [6]. Based on the calculation, the results of the VIF value for teacher certification = 1.928, work motivation = 1.928, all of which are less than 10, so the data is stated that there is no multicollinearity.

Multiple Regression Analysis

The results of multiple linear regression calculations obtained the following equation:

$Y = 0.722 + 0.505X1 + 0.331X2$

1. If the value of teacher certification and work motivation is 0, then the value of teacher performance is a constant value (a) 0.722;
2. If the value of teacher certification increases by one unit and the value of work motivation remains constant, the value of teacher performance will increase by 0.505;
3. If the value of work motivation increases by one unit and teacher certification remains, then the value of teacher performance will increase by 0.331.

Determination Coefficient (R2)

The magnitude of the variation in the influence of teacher certification and work motivation on teacher performance is obtained by the R2 value of 0.572 or the Determination Index (Id) of 57.2%. Thus the remaining 42.8% is influenced by other factors that are not used as a model in this study, such as compensation, training, work discipline and so on.

Significant Test (Test)

Obtained the t-test value for the variable teacher certification 4,821, work motivation

2,700. The t table value is obtained 1.667 with a significance level of 5%, then the conclusion is:

1. Hypothesis testing of teacher certification on teacher performance. Sig value 0,000 $\leq$ 0.05, then Ho is rejected and Ha is accepted

2. Hypothesis testing of work motivation on teacher performance. Sig value 0,000 $\geq$ 0.05, then Ho is rejected and Ha is accepted.

Test Simultants (Test F)

From the results of the calculation of the SPSs, the results of the F count is 46.832 $\geq$ 3.13 F table. Thus, Ho is rejected and Ha is accepted, meaning that simultaneously teacher certification and work motivation have a positive and significant effect on teacher performance.

Discussion

Based on the test results the coefficient of determination of teacher performance is influenced by teacher certification and work motivation by 57.2%, this is also in accordance with the results of hypothesis testing simultaneously teacher certification and work motivation have a positive and significant effect on teacher performance.

Based on the data processing of SSS results with the results of hypothesis testing partially carried out by researchers, that teacher certification has a positive and significant effect on teacher performance. "Improving the quality of teachers through this certification

program is an effort to improve the quality of education. The rationale is that if the competence of the teacher is good, then the performance is also good " [1].

Based on data processing of SSS results with the results of hypothesis testing conducted by researchers partially, that the work motivation variable has a significant effect on teacher performance. This result is also supported by an empirical study which states that simultaneously there is a positive and significant influence on certification, motivation, and competence variables on the performance of Sate Elementary School Teachers (SDN), Pakisaji District, Malang Regency.

CONCLUSION

1. Teacher certification is in a good continuum area, for work motivation and teacher performance are in a good continuum area

2. Teacher certification has a positive and significant effect on teacher performance

3. Work motivation has a positive and significant effect on teacher performance

4. Simultaneously teacher certification and work motivation have a positive and significant effect on teacher performance.

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