

# “BUILDING EDUCATION ECOSYSTEM”

# PROCEEDING

International Seminar on Education

5-6 May, 2016

Guest Editor :

- Prof. Dr. Baharuddin Aris
- Prof. Dr. Jasruddin Malago, M.Sc
- Prof. Dr. Gufran D. Dirawan, M. EMD
- Prof. Dr. Yusof Boon



MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
FACULTY OF EDUCATION  
INDONESIA

**THE EFFECT OF CERTIFICATION AND SELF-CONCEPT ON THE  
LECTURERS' PERFORMANCE OF PRIVATE HIGHER EDUCATION  
AT KOPERTIS WILAYAH III JAKARTA**

**Hotmaulina Sihotang  
Universitas Kristen Indonesia  
E-mail: hotmaulina\_22@yahoo.co.id**

**ABSTRACT**

*This research investigates the effect of certification and self-concept on the private higher education lecturer's performance at Kopertis Wilayah III Jakarta. It was a quantitative research which was conducted to 100 respondents consisted of 50 lecturers PNS-DPK which has been certified and 50 lecturers of PNS-DPK who do not have teaching certificate. After the data was found and analyzed, some findings were found as follows: The performance of certified lecturers is higher than the performance of uncertified lecturers; The performance of lecturers who have positive self-concept is higher than the performance of lecturers who have a negative self-concept; There is an interaction between certification and self-concept; The performance of lecturers who have positive self-concept is higher than the performance of lecturers who have negative self-concept in the group of lecturers who have positive self-concept; The performance of certified lecturer is lower than the uncertified lecturer in the group of lecturers who have a negative self-concept; The performance of lecturers who have positive self-concept is lower than the performance of lecturers who have a negative self-concept in the group of uncertified lecturer..*

*Keywords: lecturer certifications, self-concepts, and performances*

**INTRODUCTION**

Improving the quality of higher education in the era of globalization is a necessity. The quality of a higher education is characterized by academic reputation, the availability of qualified lecturers and supported by a strong research culture and scientific writing of journal. In fact, in those key aspects, the performance of universities in Indonesia is still considered low. Based on Webometrics, South East Asia, Gadjah Mada University is at the seventh ranked, University of Indonesia is at the eighth ranked out of 100 universities while the Private Higher Education (commonly known as PTS) is not on the list. Based on the data can be said PTS has low performance. Colleges as higher education

providers are required to produce competent graduates. The aim can be achieved if it supported by the lecturer who has a high performance.

Lecturer is one of the essential and strategic components in a system of higher education. In the Guidelines Lecturer Workload Evaluation and Implementation of the three responsibilities of Higher Education is stated that roles, duties, and responsibilities of the lecturers are very significant in realizing the goal of national education, ie educating the nation, improve the quality of Indonesian human, including the quality of faith/piety, character, and mastery of science, technology and art, and to realize Indonesian society developed, just, prosperous and civilized.

As mentioned in Indonesian Law, No. 20 of 2003 about National Education System Chapter XI of article 39 item 2 that educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conduct research and dedication to the community, especially for educators at higher education. Article 1 paragraph 4 states that, professionals are activity carried out by a person and become a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.

In Certification Academic Paper Handbook of Educators 2010 (book I), the types of competencies possessed by the lecturers to get teaching certificate is at least as follows: (a) pedagogical, (b) the competencies of professionals, (c) social competence, and (d) personal competence.

Lecturers who have pedagogical competence is a capable of designing learning, is able to implement the learning process, is able to assess the learning process and results, and is able to make use of research to improve the quality of learning. The ability to design learning is the ability to develop the subjects in the curriculum, to develop the teaching materials, and to design the learning strategies.

Professionalism is an attitude which is born of faith on the jobs occupied as something valuable so it is beloved consciously, and it appears from the continuous efforts and a sustained improvement. So professional competence is an

ability to grow in an integrated manner from knowledge about specific areas of science, applying the skills essential knowledge and a positive attitude that is natural to promote, improve and develop in a sustainable manner, and with a strong determination to make it happen in everyday life. Professional competence include: (1) mastery of subject matter is broad and deep, (2) the ability to design, implement, and preparing research reports, (3) the ability to develop and disseminate innovation, (4) the ability to design, implement and assess community service.

Social competence is the ability to conduct social relationships with students, colleagues, employees, and communities to support education. Social competence include: (1) the ability to appreciate the diversity of social and environmental conservation, (2) expression with a coherent, efficient and clear, (3) the ability to appreciate other people's opinion, (4) the ability to build a classroom atmosphere, (5) the ability to build an atmosphere employment, (6) the ability to encourage community participation.

Personal competence is a value, commitment, and ethics professional that affect all forms of behavior of lecturers to students, colleagues, family and community, as well as affect the motivation of student learning, including developing yourself professionally. Personal competence include: (1) empathy, (2) a positive perception of others, including the value and potential, (3) a positive perception of self, self-esteem and self-integrity good, accompanied with demands and expectations realistic (positive) against themselves, (4) genuine, that is not genuine, honest and open easily visible to others, (5) a goal-oriented means to commit to the goals, attitudes, and values that broad, deep and centered on humanity.

Bernandin & Russell (Gomes, 2003: 135) states reformation assessment is "...a way of measuring the contributions of individuals to Reviews their organization". Performance is the outcome resulting from a particular job function or activity during a particular time period, while the performance assessment is a way to measure the contributions of individual members of the organization to organization. Gomes raised many research results show that productivity is greatly

influenced by: (1) knowledge, (2) skills, (3) Abilities, (4) attitudes, and (5) behaviors.

According to Robinns (2002: 258), performance assessment has a number of objectives in an organization. The objective performance of assessment such as: (1) management on using judgment to take personnel decisions relating to decision-making for the sale, transfer, or dismissal, (2) assessment provides an explanation of the training and development needs, (3) performance assessment can be used as a criterion for the selection and development program that was passed, and (4) the performance appraisal is used to allocate or specify the award. In an organization, the appraisal performance of human resources is necessary to develop the human resources as a basis for decision making.

According to Noe et. al. (2008: 345) that “skills, abilities, and so on are the raw material of performance. Employees can exhibit behavior only if they have the Necessary knowledge, skills, abilities, and other major characteristics”. The main performance is skill and ability. A person's performance can be seen from the behavior. Behavior is determined by knowledge, skill, ability and character of a person. Someone who has the knowledge, skills, interpersonal skills, and good character will demonstrate high performance, and vice versa when a person lack of knowledge, lack of skill, lack of interpersonal skills and good character must not lower its performance. The performance of the individual determines the performance of the organization where he work.

Nawawi (2008: 236-237) argues: (1) the assessment of the work is a systematical description about the relevance of the tasks given and its implementation by a worker, (2) an assessment of the work is an attempt to identify, measure and manage jobs carried out by the workers (SDM) in the environment of an organization, (3) performance assessment is an activity to identify the implementation of work by assessing its aspects, which focused on the work that affect the success of the organization, (4) the assessment of the performance of the act of measuring as an effort to determine the decisions about the success or failure in carrying out the work by a worker.

Based on the description, some important things can be identified, namely:

(1) The performance assessment can only be made on the activities in the implementation of the visible or observable when the person carrying out its duties, (2) performance assessment related to limited time, (3) the performance evaluation results are useful only when it is able to provide an overview of the advantages and disadvantages of workers in performing their duties, the advantages and disadvantages can only be known if the results of the assessment of performance is compared to the performance standards, (4) the assessment of performance is part of the overall management activities , (5) performance assessment related to the implementation of complex jobs, because of that performance assessment needs to be done in a professional manner so that the results can be performed as feedback.

Article 1, point 2, the Law of the Indonesia Republic Number 14 Year 2005 about teachers and lecturers stated that the lecturer as professional educators and scientists with the main task to teach, develop, and disseminate science, technology, and the arts through education, research, and dedication to societies. The implementation of the law of the Republic of Indonesia Number 14 Year 2005 on teachers and lecturers is done through certification. Lecturer certification implementation which is started from 2008 for state universities (PTN) and private universities (PTS) as it is budgeted by the government. PTS propose lecturers who meet the requirements and is based on a waiting list ranks.

Certification of lecturers is the implementation of education policy which aims to improve the professionalism of educators in implementing its duty. Education policy is one of the public policies. According to Nugroho (2006: 55) Policy is a series of action that serves as a referral to achieve a goal. Nugroho formulates the public policy as decided by the government, especially the government, as a strategy to realize the goals of the country concerned. Public policy is a strategy to deliver the society in the early days, to the society in transition, to go into aspired society. Education policy is an overall process and the results of the strategic steps formulation outlined from the vision and mission of education, in order to realize the achievement of the purpose of education in a

community for a certain period of time. Thus, basically implies policy targets and means (goals and ways of working). In Handbook for Educator Certification for Lecturers in 2010 stated that the educator's certificate is a certificate granting process for a lecturer educator. Certification lecturers aims to (1) assess the professionalism of lecturers in order to determine the feasibility of a lecturer in performing the tasks, (2) protect the profession of lecturers teaching agent in college, (3) improve processes and outcomes, and (4) accelerate the realization of national education goals.

Lecturers' performance is also influenced by the self- concept of lecturers themselves as individuals. The self-concept has an important role in determining individual behavior. Or assess an individual perceives himself to be apparent from all his behavior. Rogers (Nye, 1991: 118) said that "self or self-concept develops, the actualizing tendency operate and to actualize this emerging portion of the organism". Rogers refers to the tendency of self-actualization. Actualizing tendency is the motive, the basic that underline the individual. Self-concept plays a central role in human behavior and that the greater conformity between realistic self-concept and self diminishing inability, it is because the way individuals perceive themselves to be visible from whole behavior. The self-concept plays a role in maintaining inner harmony, interpreting experience and determining individual expectations.

According Colquitt (2009: 232) "*personality refers to the structures and propensities inside a person that explain his or her characteristic pattern of thought, emotion, and behavior*". Personality means the structure and habits of the person who explains the nature on thoughts, feelings, and behavior. Character defined as a habit or a trend on the responses given to the environment, such as responsible, critical, neat, or have a good performance. Furthermore it is said there are five dimensions of personality (The big five taxonomy). Five personality dimensions, namely: (1) carefully (conscientiousness), (2) Friendly (agreeableness), (3) feeling (neuroticism), (4) open (openness) and (5) extraversion. Nature was influenced by genes, experiences and environment. One

of important environmental factors is culture, so it can be said that someone in their work is influenced by genes, experience and environment.

Matsumoto & Juang (2008: 330) gives the definition of "self-concept to be the idea or image that one has about oneself and how and why one behaves as one does". It means that self-concept into an idea or a shadow of someone about what they have and how and why people behave. The concept of self is essential to produce culture.

Djaali (2009: 129) said that "self-concept is one's view of himself regarding what he saw and felt about his behavior, the thoughts and feelings, and how these affect the behavior of others". It means that the intended self-concept is one's view of him at the moment is not the view of him is ideal.

Yusuf and Nurihsan (2004: 7) self-concept can be interpreted as: (a) the perceptions, beliefs, feelings, or a person's attitude about herself; (b) quality of the individual opinion about him; and (c) a system of individual meanings and views of others about him. So far he argued that self-concept has three components, namely: (a) perceptual or physical self-concept, (b) conceptual or psychological self-concept, and (c) attitudinal.

The self-concept is the core of one's personality development patterns that will affect different forms of nature. Lecturer in his duties demanded professional, interpersonal able to communicate well, and being able to assess themselves will greatly affect their performance. Due to that reason, a research on the effect of Certification and Self-Concept on the Lecturers' Performance of Private Higher Education at *Kopertis wilayah III Jakarta* needs to be done.

In this study, the formulations of the problem are: a) Is there a difference between the performances of lecturers who already have teaching certificate with the performance of lecturers who do not have teaching certificate?, b) Is there a difference between performances of lecturers who have a positive self-concept with the performance of lecturers who have a negative self-concept?, c) Is there an interaction between educator certificate of ownership and self-concept?, d) Is there a difference between the performances of lecturer who has teaching certificate and the lecturers who has not teaching certificate in a group of lecturers



who have a positive self-concept?, e) Is there a difference between the performances of lecturer who has teaching certificate and the lecturers who has not teaching certificate in a group of lecturers who have a negative self-concept?, f) Are there any differences between the performances of lecturer who have a positive self-concept with the performance of lecturers who have a negative self-concept in a group of lecturers who have had a teaching certificate?, g) Are there any differences between the performances of lecturers who have a positive self-concept with the performance of lecturers who have a negative self-concept in a group of lecturers who do not have a teaching certificate?

## RESEARCH METHODS

According to Roscoe in Sugiyono (2009: 90) that the appropriate sample size in the study is between 30 and 500. Further he says if the sample is divided into categories, the number of sample members in each category at least 30. In this study, the population is lecturers of civil servants seconded at private higher education (*PNS-DPK*) in *Kopertis wilayah III Jakarta* that has been certified and uncertified. The samples are the *PNS-DPK* lecturer who has been certified and *PNS-DPK* lecturers who do not have teaching certificate. The variable of self-concept is divided into two categories namely the lecturers who have a positive self-concept and lecturers who have negative self-concept. The positive self-concept was obtained from the third quartile values while negative self-concepts derived from the value of the first quartile of the instrument of self-concept. Based on these characteristics, the technique of sampling was simple random sampling where the sample size was 100 respondents consisted of 50 lecturers *PNS-DPK* which has been certified and 50 lecturers of *PNS-DPK* who do not have teaching certificate.

According to Hinkle (1979: 300) study design used is the design treatment by level two factors or design 2 X 2 factorial designs.

**Table 1. Study Design Used**

Self-concept (B)	Certification (A)	
	Certified (A <sub>1</sub> )	Uncertified (A <sub>2</sub> )
Positif self-concept (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Negative self-concept (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

Data analysis techniques of this study include: (1) descriptive data analysis; (2) Normality test using Liliefors and homogeneity test using Bartlett's test; and (3) data analysis inferentially by a two lanes Anova.

## RESEARCH RESULT

The data description of lecturers' performance is given below sets forth the average, mode, median, standard deviation, variance, minimum score, maximum score, and range. Below are given the recapitulation of the calculation of the performance scores of lecturers.

**Table 2. Statistics Performance Score**

Group	Statistics							
	$\bar{X}$	Mo	Me	s	s <sup>2</sup>	Skor Min	Skor Max	Range
A <sub>1</sub>	161,13	165,00	163,34	6,03	36,30	148,67	169,33	20,66
A <sub>2</sub>	152,99	148,67	153,84	10,87	118,25	132,33	169,33	37,00
B <sub>1</sub>	161,94	165,00	163,34	5,95	35,45	149,33	169,33	20,00
B <sub>2</sub>	152,18	148,67	153,84	10,20	104,07	132,33	167,33	35,00
A <sub>1</sub> B <sub>1</sub>	163,62	165,00	165,33	4,70	22,08	151,00	169,33	18,33
A <sub>2</sub> B <sub>1</sub>	160,26	160,33	160,33	6,76	45,67	149,33	169,33	20,00
A <sub>1</sub> B <sub>2</sub>	158,64	-	160,33	6,34	40,19	148,67	167,33	18,66
A <sub>2</sub> B <sub>2</sub>	145,72	148,67	148,67	9,29	86,22	132,33	158,33	26,00

Sudjana (2005: 466-467) Liliefors normality test is necessary so the statistical tests used in hypothesis testing can be done. This is important because the sample data used comes from normally distributed population. Normality test results by using test Liliefors for all groups as follows:

**Table 3. Normality Test**

Group	n	L <sub>count</sub>	L <sub>table (α=5%)</sub>	Conclusion
A <sub>1</sub>	26	0,1605	0.1629	Normal distribution
A <sub>2</sub>	26	0,0947	0.1629	Normal distribution
B <sub>1</sub>	26	0,1115	0.1629	Normal distribution
B <sub>2</sub>	26	0,0975	0.1629	Normal distribution
A <sub>1</sub> B <sub>1</sub>	13	0,1402	0.2340	Normal distribution
A <sub>2</sub> B <sub>1</sub>	13	0,1484	0.2340	Normal distribution
A <sub>1</sub> B <sub>2</sub>	13	0,1018	0.2340	Normal distribution
A <sub>2</sub> B <sub>2</sub>	13	0,1601	0.2340	Normal distribution

Based on table 2,  $L_{count} < L_{table}$ . It shows that all groups have normal distribution. Homogeneity test variance with Bartlett's test, is useful to gain confidence that the variance between groups of variable data grouped have the same performance at a certain threshold value, in accordance with the limit test for variance test. Homogeneity test with F test for group A1 vs A2, F count = 3,25 dan F table = 4,22. F Test for B1 vs B2, F count = 2,94 and F table = 4,22. While Bartlett Test for A1B1, A2B1, A1B2, A2B2 gained  $\chi^2_{count} = 5,618$  and  $\chi^2_{table} = 7,81$ . This shows that all of the groups are homogen.

Overall hypothesis testing done using two way ANOVA with a level of  $\alpha = 5\%$ .

**Table 4. Anova**

Variance Source	JK	db	RJK	F <sub>hitung</sub>	F <sub>tabel</sub>	
					$\alpha = 0,05$	$\alpha = 0,01$
Mean	1.282.683,89	1	1.282.683,89			
Antar A	861,59	1	861,59	17,75 <sup>**</sup>	4,04	7,19
Antar B	1.237,37	1	1.237,37	25,50 <sup>**</sup>	4,04	7,19
Int. (A X B)	297,16	1	297,16	6,12 <sup>*</sup>	4,04	7,19
Error	2.329,33	48	48,53			
Total	1.287.409,34	52				

The table shows that the primary effects (main effect) are: a) According to Table 4 from lecturer certification (antar A) was obtained F count is 17.75 while the F table was 4.04 ( $\alpha = 5\%$ ). These data indicate that  $F_{(A)} > F_{tabel}$  or  $H_0$  was rejected. It means that the performance of lecturers who have been certified is higher than the performance of lecturers who do not have teaching certificate. b)

Based on table 4 from certification (antar B) was obtained F count is 25.50 while the F table was 4.04 ( $\alpha = 5\%$ ). These data indicate that  $F_{(A)} > F_{tabel}$  or  $H_0$  was rejected. It means that performance lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept.

The interaction effect based on the table 4 for interaction of lecturers' certification and self-concept (Interaction of AXB) F count obtained was 6.12 while the F table was 4.04 ( $\alpha = 5\%$ ). This data shows that  $F_{(A)} > F_{tabel}$  or  $H_0$  was rejected. It means that there is a significant interaction effect between factor A (certification) and factor B (self-concept) or certification influence the performance of lecturers.

According to Kadir (2010: 216-217) for testing hypotheses interaction effect is significant, it should be tested influence (simple effect) using t-Dunnet. Before, the difference of the mean between treatment groups to test the differences / similarities of the four treatment groups with the variance application procedure one directions.

Testing simple effect:

1. Testing modest effect on the group B1 (vs A1B1 A2B1)

$$t(A_1B_1 - A_2B_1) = \frac{\bar{y}_{11} - \bar{y}_{21}}{\sqrt{RJK(D) \left( \frac{1}{n_{11}} + \frac{1}{n_{21}} \right)}} = \frac{163,62 - 160,26}{\sqrt{48,53 \left( \frac{1}{13} + \frac{1}{13} \right)}} = 1,23$$

2. Testing modest effect on the group B2 (vs A1B2 A2B2)

$$t(A_1B_2 - A_2B_2) = \frac{\bar{y}_{12} - \bar{y}_{22}}{\sqrt{RJK(D) \left( \frac{1}{n_{12}} + \frac{1}{n_{22}} \right)}} = \frac{158,64 - 145,72}{\sqrt{48,53 \left( \frac{1}{13} + \frac{1}{13} \right)}} = 4,73$$

3. Testing modest effect on the group A1 (vs A1B1 A1B2)

$$t(A_1B_1 - A_1B_2) = \frac{\bar{y}_{11} - \bar{y}_{12}}{\sqrt{RJK(D) \left( \frac{1}{n_{11}} + \frac{1}{n_{12}} \right)}} = \frac{163,62 - 158,64}{\sqrt{48,53 \left( \frac{1}{13} + \frac{1}{13} \right)}} = 1,82$$

4. Testing modest effect on the group A2 (vs A2B1 A2B2)

$$t(A_2B_1 - A_2B_2) = \frac{\bar{y}_{21} - \bar{y}_{22}}{\sqrt{RJK(D) \left( \frac{1}{n_{21}} + \frac{1}{n_{22}} \right)}} = \frac{160,26 - 145,72}{\sqrt{48,53 \left( \frac{1}{13} + \frac{1}{13} \right)}} = 5,32$$

$$t_{\text{count}} = t(0.05; 48) = 2.01 \text{ and } t_{\text{table}} = t(0.01; 48) = 2.68$$

From the above calculation results can be concluded that:

1.  $t_{\text{count}} = 1.23 < t_{\text{table}} = 2.01$ , so then the  $H_0$  is accepted

There is no different performance between the lecturers who has been certified with the performance of lecturers who do not have teaching certificate in a group of lecturers who have a positive self-concept.

2.  $t_{\text{count}} = 4.73 > t_{\text{table}} = 2.01$ , then the  $H_0$  is rejected.

The performance of the lecturer who has been certified compared to the performance of lecturers who have not had a teaching certificate in the group of lecturers who have a negative self-concept.

3.  $t_{\text{count}} = 1.82 < t_{\text{table}} = 2.01$ , then  $H_0$  is accepted.

There is no difference between the performances of lecturers who have a positive self-concept with the performance of lecturers who have a negative self-concept in a group of lecturers who have had a teaching certificate.

4.  $t_{\text{count}} = 5.32 > t_{\text{table}} = 2.01$ , then the  $H_0$  is rejected.

The performance of lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept in a group of lecturers who do not have a teaching certificate.

## DISCUSSION

First, based on the results of hypothesis test that has been described, it is found that there is an influence of certification on the performance of lecturers. This shows that there are differences in the performance of PNS-DPK lecturer who has been certified at *Kopertis Wilayah III Jakarta* period 2008 - 2010. The performance of *PNS-DPK* lecturer who has been certified is higher uncertified educator. Lecturer Certification is one of the government's policies. Certification of lecturers is a program that aims to improve the quality, creativity and integrity of the faculty to be able to do its job. The lecturer who has been certified lecturer is a professional lecturer and the right to obtain additional income or benefits

lecturer certification. Lecturers who have a teaching certificate is evaluated every semester. If it does not meet the specified conditions allowance dismissed certification. Therefore, the faculty strives to meet the requirements set and even seeks to improve the quality on an ongoing basis. Their influence on the performance of lecturer's certification is supported by previous research. Previous studies conducted by Solikin, that the effect of the certification of the performance of teachers in Singapore was 2.7%. Although the study done on teachers, while in this study conducted to the lecturer, according to the researcher can be compared because both have teaching duties. This shows that the implementation of lecturer certification in accordance with the expectations of government policy. The government made the certification policy with the aim of carrying out their duties in a professional lecturer thus entitled to a reward. In this research, the performance in question is the performance of lecturers or the application of pedagogic competence, the implementation of personal competence, social competence application, and the application of professional competence related to learning. Each lecturer has the main task is to teach the dharma else besides. Associated with the task of teaching course lecturer should prepare a lesson plan, capable of implementing the learning with appropriate learning strategies, using the latest references and conduct a transparent learning assessments. Lecturer is a very strategic element in determining the quality of graduates in addition to other elements. Based on the description of a lecturer must have pedagogical competence, personal competence, social competence, and professional competence. So it can be synthesized that the certification of lecturers affects the performance of PNS-DPK lecturer.

Second, based on the results of hypothesis test that  $H_0$  is rejected. This shows that the performance of lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept. The introduction to positive and negative characteristics of positive and negative to us will increase the performance, thus he is able to evaluate or judge him, by developing positive traits and reduce or even eliminate the negative traits. The introduction of the positive and negative traits characteristic of this is called self-

concept. The self-concept has an important role in determining the behavior of the lecturer. Lecturer view or judge themselves will be apparent from the entire behavior associated with the task of implementing the learning. Lecturers who see himself as someone who has the ability to carry out the task, he will carry out the task of learning with full responsibility. The lecturer will prepare the syllabus and SAP, to teach using appropriate learning methods, evaluate in a transparent manner, be able to manage the class well, always trying to improve the quality of continuous learning. Conversely, when the lecturer saw her as a lacking ability to carry out the task he merely obligations when he has potential. The self concept is closely associated with personality. Personality is used to describe the quality of a person's behavior. In accordance with the Colquitt theory states that a person's personality explain nature on thoughts, feelings, and behavior. The nature shown through customs on the responses given to the environment, such as responsible, critical, neat, or have a good performance. In accordance with the theory, Rahmat claimed self-concept is a very decisive factor in interpersonal communication, because everyone is behaving much as possible in accordance with the concept itself. So a teacher who sees himself a good personality to be responsible, critical, neat, or have a good performance. Besides previous study also provides empirical evidence that self-concept has an influence on performance. Catio's research proves that there is a positive and significant relationship between self-concept and effectiveness of the principal as well as the performance of lecturers. It is also supported by Priyono's research. Proved that the self-concept have a relationship with performance. In addition Gardjito's research proves that there is an influence on the performance of self-concept. Therefore, based on theory and the results showed that self-concept significantly influence the performance of lecturers.

Third, based on the hypothesis testing results indicate that there are significant interactions between factors lecturer certification and self-concept factors. Lecturers who have had a teaching certificate means certainly have a positive self-concept. If we go back to the lecturer certification assessment process, where one component is the perception of self-assessment, positive self-

perception will describe about the ability, seriousness, responsibility and motivation to actualize himself.

Fourth, based on the results of hypothesis test that  $H_0$  is rejected. This means there is a performance difference between the performance of lecturer who has been certified and lecturer who has not had a teaching certificate in a group of lecturers who have a negative self-concept. Faculty performance is influenced by the concept of self. If an instructor with a positive self-concept will attempt to show the expected behavior by students, and the public. The lecturers will be working hard on the task of learning to produce quality graduates. While lecturers who have negative self-concept, he has the perception that teaching is just obligations, less, or even not develops itself. In a group of lecturers who have a negative self-concept, there are lecturers who already have teaching certificate and some that do not have the teaching certificate. The lecturers who have a negative self-concept and has been certified occurs because the lecturer has met the certification requirements and senior lecturer. Senior lecturer attempted first proposed when compared to junior faculty. Senior lecturer feels he already has experience. Every lecturer who has been certified evaluated every semester. Therefore, the lecturer will attempt to meet the specified conditions. If it has not been fulfilled he will be discontinued as the annuitant certification. In addition the lecturer was not responsible and does not provide an example for junior faculty. So based on the description can be concluded that the performance of lecturers who have had a teaching certificate is higher than the performance of lecturers who have not had a teaching certificate in a group of lecturers who have a negative self-concept.

Fifth, based on the results of hypothesis test,  $H_0$  is rejected. This means that there is a performance difference between the performances of lecturers who have a positive self-concept with the performance of lecturers who have a negative self-concept on a group of lecturers who do not have a teaching certificate. The government's policy which aims lecturer certification to ensure the quality of education while protecting the profession of lecturers. But the gradual implementation of the certification, so *Kopertis* give quota to the *PTS*. *PTS*



*Kopertis* divide the quota given to the faculty or course of study. The course of study or faculty lecturers who choose to be proposed under prescribed conditions, so that there are lecturers who do not have the certification. In a group of lecturers who do not have the certification there are lecturers who have a positive self-concept, and there also have a negative self-concept. Lecturers who have a positive self-concept that knowing that he has the ability and has done its job optimally but there is no chance for lecturer certification. The lecturers can be disappointed, while the lecturers who have negative self-concept was not disappointed because he was doing his job as a liability only. No certification lecturer does not make him disappointed. Based on these descriptions can be concluded the performance of lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept in a group of lecturers who do not have teaching certificate.

## **CONCLUSION**

Based on the results of data analysis and hypothesis test done it can be deduced: a) Performance of the lecturer who has been certified higher than the performance of lecturers who do not have teaching certificate, b) Performance of lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept, c) There is an interaction between certification with self-concept, d) Performance of lecturer who has been certified is higher than the performance of lecturers who have not had a teaching certificate in a group of lecturers who have a negative self-concept, dan e) Performance of lecturers who have a positive self-concept is higher than the performance of lecturers who have a negative self-concept in a group of lecturers who do not have teaching certificate.

## **REFERENCES**

- Colquitt, et. al., 2009. *Organizational Behavior: Improving Performance and Commitment in The Workplace*. New York: McGraw-Hill Irwin.
- Djaali.2009. *Psikologi Pendidikan*. Jakarta: Bumi Aksara.

- Dunn, N. W. 2000. Analisis Kebijakan Publik. Yogyakarta: Universitas Gajah Mada.
- Gomes, F. C. 2003. Manajemen Sumber Daya Manusia. Yogyakarta: Andi.
- Hinkle, E. D. 1979. *Applied Statistics for Behavioral Science*, USA: Houghton Mifflin Company.
- Kadir. 2010. Statistika untuk Penelitian Ilmu-Ilmu Sosial, Jakarta: Rosemata Sampurna.
- Matsumoto & Juang. 2008. *Culture & Psochology*. USA: Thomson Higher Education.
- Nawawi, H. 2008. Manajemen Sumber Daya Manusia Untuk Bisnis Kompetitif. Yogyakarta: Gajah Mada University Pres.
- Nugroho, R. 2006. Pubic policy. Jakarta: Elex Media Komputindo.
- Nye, R. 1981. *Three Psychologies: Perspective From Freud, Skinner, And Rogers*. New York: Brooks/Cole Publishing.
- Raymond, A. N., et. al., 2008. *Human Resource Management: Gaining a competitive advantage. (New York: McGraw-Hill International Edition*
- Robbins, S. P. 2002. Prinsip-Prinsip Perilaku Organisasi. Jakarta: Erlangga.
- Sudjana. 2005. Metoda Statistika, Bandung: Tarsito.
- Sugiyono. 2005. *Statistika untuk penelitian*, Bandung: Alfabeta.
- Syamsu, Y. dan Juntika. 2004. Teori Kepribadian, Bandung: Rosda.
- Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta: Cemerlang.
- Undang-Undang Republik Indonesia No. 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta: Sinar Grafika.
- Ditjen Dikti Depdiknas. Buku Pedoman Sertifikasi Pendidik Untuk Dosen Tahun 2010. Buku I Naskah Akademik. Jakarta: Dikti Kemendiknas. 2010.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta: Sinar Grafika. 2005.
- Nye, Robert. *Three Psychologies: Persfective From Freud, Skinner, and Rogers*. New York: Brooks/Cole Publishing. 1981,