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The Effect of Government Teacher Certification on Teaching Performance: A mixed method study

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ABSTRACT

The Indonesian government encourages all teachers to be certified in the hope of improving teachers' performance. The purpose of this study, conducted between 10 May and 10 June 2022, was to explore the effect of teacher certification on teacher performance in the northern Toraja region. Using a mixed methods approach, this study randomly sampled 90 teachers. The students were subject to a distribution instrument to measure the performance of certified and uncertified teachers. Interviews were conducted with 10 randomly selected teachers regarding their perception of the test. The results show that there are 33.75% students strongly agree with the performance of certified teachers who have been certified but 35.16% who agree and strongly agree with the performance of teachers who have not been certified. While teachers who have not been certified 35.16% strongly disagree and disagree with the performance of teachers who have not been certified, only 53.88% agree and strongly agree. Conclusively, there is a significant effect of teacher certification on teaching performance although not significantly different between certified and uncertified teachers. Some recommendations for the government regarding the current practice of teacher certification are discussed.



1. Introduction

Teacher certification is mandatory to all teachers in Indonesia from elementary to secondary levels. Teachers who have certification are considered as professional teachers in their fields and are considered capable of transferring their knowledge to students (Fernandes et al., 2021). In general, teachers are one of the main sources of knowledge for students and teachers have indicators that determine the quality of education starting from elementary schools, junior high schools, high schools and universities (Zhu & Shek, 2020). All teachers are equipped with good competence in designing and carrying out their duties as professional teachers in their fields (van Dijk et al.,

relation between certification and teacher performance. The collected data were subjected to validation test, reliability test and simple linear regression

2020). In the Law of the Republic of Indonesia stated that national education must be able to guarantee equity, improve quality, as well as the relevance and efficiency of teachers. Therefore, education management in Indonesia prepares itself to face challenges according to the needs, demands of society and changes in local, national and international life (Helda & Syahrani, 2022). This goes in parallel with education improvement that needs to be carried out continuously and development of concepts and principles that are mutually planned, directed and sustainable. Accordingly, it is important to increase the competence and welfare of teachers to be able to

Number 20 of 2003 concerning
Education System in the preamble

accomplish these targets (Churiyah et al., 2020). However, the outbreak of Covid-19 pandemic, which started in China in early 2019 and spread throughout the world including Indonesia, has brought unanticipated (Christidis & Christodoulou, 2020). During this unprecedented time, teachers and educators seem to lose grip in transitioning to the new normal, and the long-established concepts like teacher certification had to undergo some changes. The Covid-19 pandemic has made education system around the globe transitions to online delivery. This has put teachers under the obligation to have multiple competencies and develop new capacity for online learning delivery (Chinazzi et al., 2020). Prior to the COVID-19 pandemic, the Indonesian government had designed and implemented educator certification for teacher. Certification here refers to monetary reward granted to teachers who carry out their duties and responsibilities as professionals and contribute in setting the success of students in their fields (Putnam & Borko, 2000). It proves that the government of Indonesia has prioritized the welfare of educators and encouraged teachers to obtain certification in the hope of producing better performance and eventually improving the quality of education (Tang et al., 2021).

Isnaeni et al., (2018) reported that certified teachers are able to carry out their duties and responsibilities professionally by continuing the development of four competencies: pedagogic competence, professional competence, personality competence, and social competence. Similar research conducted by Sihotang et al., (2019) at Love Immanuel School, North Jakarta in 2020-2021 reported that 50% of teachers at elementary, junior high, and high school levels met the qualification standards to be certified. However, only 25% of those 50% who were actually certified in the same year. Another fact as a reference in this research is a survey conducted by a postgraduate program in the North Toraja region to teachers in schools. From the survey, there are about 32 people out of 59 people who have not been certified. From the number surveyed 59, 23% perceived problems when preparing learning materials for online learning. It reflects weakness of teacher's pedagogic competence. The survey also indicates that teachers in the Toraja area still find it difficult to use technology, which is one of the obstacles to partake in teacher certification training and selection. In terms of performance, 62% of the teachers have difficulty in preparing and implementing the materials for students

(Sopaheluwakan et al., 2020). In the interviews, some teachers in Toraja argue that teachers are still burdened with massive administrative reporting work. These additional responsibility is believed to have impacted teachers' poor performance in preparing and implementing materials (Cipta et al., 2021).

The findings of previous research (Sun et al., 2022) indicated a significant effect (67%) of certified teachers of junior high school and their performance. Teachers' performance is first and foremost affected by teacher's discipline, then by teacher's professionalism, and simultaneously by both factors. In this study, teachers focused on discipline and improving their performance according to their respective competencies. This is in line with the purpose of the certification concept.

The Standards of Qualification of Educator Competence and Certification of Educators in Indonesia are stipulated in the Law on the National Education System Number 20 of 2003 concerning the National Education System and the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and the Regulation of the Minister of National Education Number 16 of 2005. However, it is alleged that 18 years of implementing certification policy has not been able to maximally increase the competence of educators because teachers were overwhelmed with administrative tasks which often overtaxes their performance (Winarno & Hermana, 2019).

Indonesia has been delivering teacher certification in batches. For example, in the selection stage 1 batch 5, Sun et al., (2022) had 105,643 teachers applying from all around Indonesia. There were only 49,815 teachers (47%) passed the administrative selection, and only 20,315 (40, 1%) teachers who did not pass the certification (59%) and the remaining passed the certification. Meanwhile, from the data collected in North Toraja Regency1, 600 passed the administrative process, and 79 passed the certification. The implication is that many teachers failed to meet the requirements to perform their duties well because they are tied to various administrative tasks related to learning. Teachers who have not received certification are suspected of not being diligent in administration and not influencing the performance that has been regulated. In this case, the government needs to be advocated to simplify the administrative tasks regarding teacher certification. This study attempts to highlight the issues around teacher certification and seeks the answer to these two questions: 1) does having

educator certificate influence teacher's performance, and 2) does uncertified teachers perform differently.

2. Literature Review

2.1 Definition of Certification

Certification is stipulated in the Law of the Republic of Indonesia No. 14 of 2005. Certification is defined as a form of a competency test designed as the basis for awarding certificates and incentives for teachers and lecturers. More specifically, in Article 8 of this Law, teachers are required to have academic qualifications, competencies in their respective fields, educator certificates, physical and spiritual health, and the ability to realize the goals of national education (Rahardja et al., 2020).

The purpose of teacher certification in Indonesia is to improve the quality of teacher's work which results in improved performance and competence to contribute in increasing the quality of education in Indonesia (Hanushek & Woessmann, 2020). Also, an educator certificate is a formal evidence of acknowledgment for teachers and lecturers who have met the standard competence and performance thus deserve for monetary reward (Hartiwi et al., 2020). In other words, certification is a means to provide additional funding to cover teachers' cost of living and a process of fulfilling educator competence with the ultimate goal to achieve the hopes and visions of national education in Indonesia (Day et al., 2016). To embody this mission, Law of the Republic of Indonesia Number 20 of 2003 Article 42 establishes a policy direction which requires educators to have minimum qualifications and certifications according to their respective competence, physically and mentally healthy, and the ability to realize educational goals.

This is reaffirmed in Article 28 paragraph (1) of PP RI Number 19 of 2005 concerning National Education Standards, and Article 8 of the Law of the Republic of Indonesia Number 14 of 2005 which mandates teachers to have a minimum academic qualification of D4/S1 in their respective field, the capacity to design and deliver learning material, and competence as an agent which is formally evidenced by educator certificate (Tanang & Abu, 2014). In this case, while minimum academic qualifications are obtained through higher education, educator competency certificates are obtained through certification exam.

2.2 Driving Factors of Certification

Almaududi, (2019) teacher certification is a means to improve teacher performance in order that they will

be capable of addressing issues in the world of education in Indonesia. The low ability of students may reflect the low quality of learning process in schools delivered by teachers and their performance, which should be the key factor in successful learning process. Therefore, teachers could potentially contribute to the student's low achievement in learning. This issue has become the main concern of Indonesian government who, through the provision of certification, expects the teachers in Indonesia to be more motivated will be more enthusiastic in improving their performance (Fajari & Chumdari, 2021). In order to achieve this, the government issued the law of regional autonomy whose foci include shifting education management from the central government to local governments. Since then, the management of education in Indonesia has undergone dramatic changes. In terms of management authority, the progress is evident from the source of policy which shifts from central to regional government. Furthermore, the National Education System stipulated in the Law 20 of 2003 stated that the responsibility, authority, and resources for education services have been transferred from the central to the regional level and even to the school level in order to provide better access for teachers to obtain national certification from the government (Siry, 2011).

2.3 Certification Implementation Basis

According to rnández, S. R., Castro Morales, L. G., & Maldona Arciniegas Paspuel (2021), "certification for in-service teachers as an effort to improve performance in Indonesia is carried out on a legal basis. Decree of the Minister of National Education Number 056/O/2007 concerning the Establishment of a Teacher Certification Consortium, Decree of the Minister of National Education concerning the Appointment of Universities to Organize Certification aims to improve the quality of National education. From these conclusions, obtained indicators of the effect of certification in this study which include: fulfillment of competence: Pedagogic, social, professional and personality.

2.4 Job Satisfaction

Job satisfaction according to (I Wayan Adnyana Wijaya, 2020), is related to some outputs that can be achieved by teachers. Regarding work performance, teachers feel happy after getting certification so they tend to be more productive at work. In other words, the feeling of contentment in carrying out tasks impacts work productivity (Drainase & Kondisi, 2022). Another significant factor to job

satisfaction is organizational citizenship behavior. Satisfaction at work and commitment to dedicate time and ability for profession will enable a teacher to contribute to perform well and fulfill the expectations rendered to them, and eventually bring about the organizational success. Furthermore, job satisfaction and commitment of teachers indirectly contribute to their students' accomplishing maximum results. In order to increase teacher's satisfaction at work, they need to first have access to renew their motivation and commitment to devote time, energy, and ability in order to deliver better performance and develop their competencies.

2.5. Indicators measured in the present research

Table 1. Teacher Performance Indicators

| Performance Indicator Variables | |
|---------------------------------|---|
| 1 | Able to make plans such as syllabus, Learning Process Plan (RPP) and evaluation forms |
| 2 | Able to prepare learning materials and tools |
| 3 | Able to master active learning methods |
| 4 | Able to implement learning strategies |
| 5 | Able to give good and correct assignments |
| 6 | Able to manage class well |
| 7 | Giving an objective assessment |
| 8 | Conducting evaluation |

Table 1 above shows the indicators of teacher performance that must be measured during their daily performance in the classroom. Teachers must be able to prepare materials, lesson plans, and assessments, as well as have a mastery of learning models and implement such models so that the students can accept and understand easily. **Table 2.** Indicators of Teacher Competency

| Indicators of Successful Teacher Certification | |
|--|-------------------------|
| 1 | Pedagogic Competence |
| 2 | Professional Competence |
| 3 | Social Competence |
| 4 | Personal Competence |

Table 2 shows four indicators evaluated in the assessment of teacher competency. Each competency has an own value but all are interrelated. The government of Indonesia refers to this indicator when establishing teacher certification process for teachers who excel and meet the criteria.

3. Method

This research used mixed methods, which is a combination of qualitative and quantitative approach (Mustajoki & Mustajoki, 2017), analyzing certified and uncertified school teachers, and students in northern Toraja, Indonesia between 10 May and 10 June 2022, or exactly one month. The students and teachers (n=94) were from elementary school, junior high school, and high school. The competency instrument engaged students as the subjects to assess the performance of their teachers (the objects), both certified and uncertified.

The data collection technique used in this study was to distributed instruments that had been pre-validated and declared reliable to students and teachers (Ericikan & Pellegrino, 2017). In addition, this study conducted interview sessions to 10 randomly selected teachers while simultaneously observing these 10 teachers to measure their performance and competencies. Interview and observation were conducted to confirm and align the data obtained from the results of the distributed instruments. The instrument was designed to determine the responses of teachers and students in assessing teacher certification as measured by four competencies on teacher performance. The results of interviews and observations were designed and adjusted to the indicators studied (Bem, 2021). The design in this study was a test involving the variables of certified teachers, non-certified teachers, and job satisfaction to observe the potential effect of teacher certification on quality and performance improvement and how non-certified teachers are (Berlinski & Ramos, 2020).

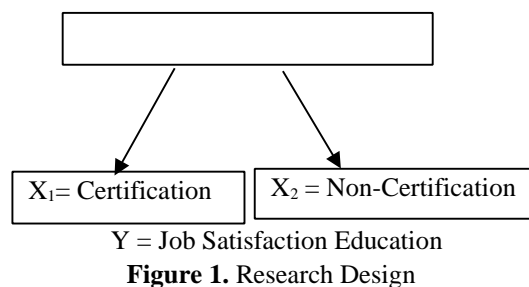


Figure 1. Research Design

Data were subject to quantitative analysis using a simple linear regression test to assess the validation, reliability, frequency distribution, mean, median, mode, and standard deviation (Denscombe, 2016), (Denscombe, 2014). In this study, the effect of teacher certification on educator performance or job satisfaction was tested, which means if R count is greater than R. Table, then H₀ is accepted, but if R

count is higher than H_a is rejected (Mesiti et al., 2021). In other words, if H_0 then there is an effect of teacher certification on performance. Then the researchers conducted observations and interview sessions with teachers who were certified and not certified. The results of observations and interviews were coded with the stages of presenting data, reducing data and drawing conclusions and aligning quantitative data with qualitative data. (Tamminen & Deibel, 2018). This step was done only to ensure that the teachers' answers to the instruments that have been distributed can be accounted for primarily (Lunenburg & Irby, 2008).

4. Findings

Data obtained from the instruments distributed to teachers and the results of interviews with teachers in the field have been collected and analyzed by the research process. This research was conducted to summarize the answers and draw an accurate conclusion to answer the question from the background of the problem, where is there an effect of certified teachers on performance or job satisfaction with non-certified teachers? Because the background was initially discussed, there are still many teachers who are weak in pedagogic competence and professional competence, while the government has required all teachers to be certified and the expected performance is not as high as the achievement. The following sections detailed the results of quantitative

ANOVA

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|------|------|
| Regression | 3.655 | 1 | 3.655 | .021 | .884 |
| Residual | 6301.422 | 37 | 170.309 | | |
| Total | 6305.077 | 38 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Uncertified

and qualitative data analysis.

4.1. Validity and Reliability of Certification Data Results

Table 3. Validation of Certification Based on Table 3, it can be seen that the instrument items in the certified teacher indicator are greater than 0.05. In this

sense, all instruments in this study are declared "Valid", because each question item is greater than R. Table or R count is greater than R.

Table.

Table 4. Reliability Test

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .849 | .910 | 25 |

All certified instruments given to teachers in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.849. Instruments given to teachers who have been certified can be used to test and standardize in determining whether there is an effect of certification on teacher performance and the data shows reliable

4.2. Uncertified Teachers

Table 5. Reliability of non-certified teachers

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .918 | .923 | 25 |

From Table 5 above, it can be seen that all instruments in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.918. This shows that all the instruments compiled by researchers and given to teachers were acceptable and could be used as benchmarks to observe whether the status of certified and uncertified influenced teacher's performance. These data indicate that the results can be interpreted into one sentence and align this data with other source data before drawing final conclusions.

Table 6. Reliability of Job Satisfaction Instruments

| Reliability Statistics | | |
|------------------------|--|---------------------------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Pearson Correlation Coefficient |
| .962 | .964 | .94 |

From Table 6 it can be seen that all the instruments in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.962 (source Prof. Imam Ghazali).

Table 7. Educator Job Satisfaction Uncertified

Table 8. Educator Job Satisfaction Sertifikasi

| ANOVA | | | | | |
|------------|----------------|----|-------------|--------|------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| Regression | 4951.982 | 1 | 4951.982 | 83.891 | .000 |
| Residual | 5430.657 | 92 | 59.029 | | |
| Total | 10382.638 | 93 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Certification

From the results of the analysis of Table 7, Sig 0.884 is greater than 0.05. This means that the variable of uncertified teachers has no effect on job satisfaction. Meanwhile, from the analysis of Table 8 above, Sig 0.000 is smaller than 0.05, meaning the certification affects teacher job satisfaction.

Table 9. Frequency Distribution of Certified Teachers and Job Satisfaction

| Statistics of the Frequency of Certified Teachers on Job Satisfaction | | |
|---|--|-------|
| | Certified Teacher Job Satisfaction of Educator | |
| Valid | 94 | 94 |
| N | 0 | 0 |
| Missing | | |
| Mean | 91.05 | 89.40 |

Figure 2. The Perception of Certified Teachers on the Influence of Teaching Performance

Figure 2 shows that the response of assessing the certified teacher's instrument. From 94 respondents, 9.75% strongly disagree with the performance of certified teachers, 24% disagree, 37% quite agree, 10, 87 agree and 18% strongly agree with the performance of certified teachers. The red bar chart shows there is a visible concern that the performance of certified teachers still needs to be improved by providing training.

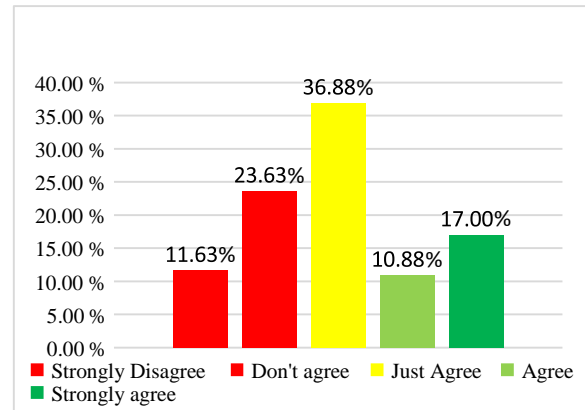
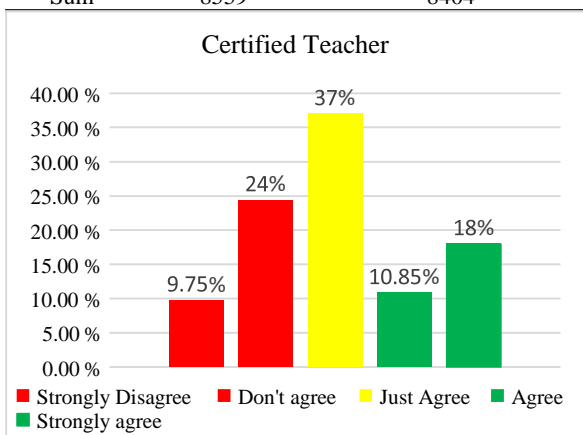


Figure 3. Uncertified Teacher Bar Chart

From Figure 3, it can be seen that the respondents' assessment of the performance of teachers who have not been certified. The number of respondents who strongly disagree with the performance of uncertified teachers are 11.63%, 23.63% disagree, 38.88% quite agree, 10.88% agree and 17.10% strongly agree. In other words, the difference in performance between certified and uncertified teachers is not too significant.

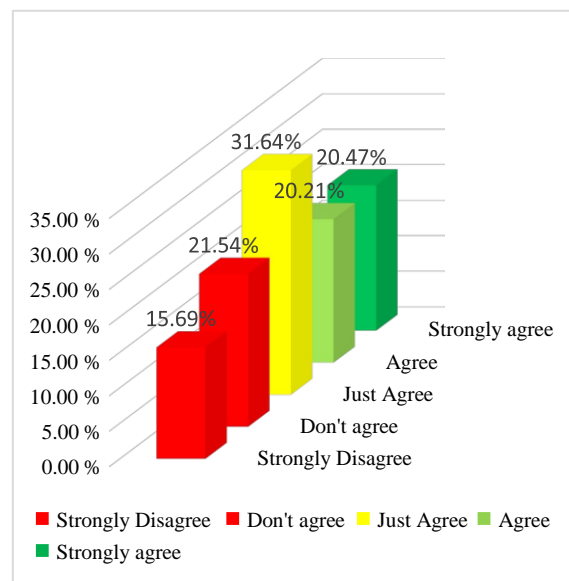
| | | |
|--------|-------|-------|
| Median | 92.00 | 94.00 |
| Mode | 93 | 95 |
| Sum | 8559 | 8404 |



However, by comparing Figure 2 and Figure 3, certified teachers still perform better than uncertified teachers.

Figure 4. Teacher Competency Indicator Bar Chart

Figure 4 shows the respondents' assessment of teacher competence in North Toraja. From all respondents, 15.69% strongly disagreed, 21.54% disagreed and 31.34% quite agreed with the mastery of four teacher competencies in North Toraja. However, 21% agreed and 47% strongly agreed. These results indicate that there needs to conduct regular teacher competency test



training in the northern Toraja region.

Table 10. Coding of Interview Results with Certified and Uncertified Teachers

| Indicator | Interpretation |
|------------------------------------|---|
| Certified Teacher Job Satisfaction | Teachers develop competencies; prepare the material, lesson plan, and assessment indicators. Teachers are not ready for Pedagogic Competence, Teachers face Difficulty in Professional Competence Difficulties in implementing the changing curriculum |

| | |
|------------------------|--|
| Uncertified Teacher | Lack of Pedagogic Competence Readiness, Teachers Difficulty in Professional Competence, Difficulty changing curriculum, Lack of training |
|------------------------|--|

Data decoding in Table 10 shows there remain some obstacles faced by certified teachers when designing materials according to the new curriculum and accomplishing the success of Pedagogic Competence and Professional Competence. Meanwhile, uncertified teachers had difficulties in pedagogic competence and professional competence. They mentioned the need for special training for teachers in North Toraja to prepare materials, design learning models for each subject, and to navigate the use of media technology media for online learning process.

5. Discussion

In the background section, the purpose of this research is to determine the effect of teacher certification on teacher performance, to observe the difference in performance between certified and uncertified teachers and to find out the level competence of teachers in the northern part of Toraja. Based on the results of the analysis, there was an effect of teacher certification on the improvement teacher performance. This is in line with a study by Qowaid, (2017) that by expressing appreciation to teachers who are the main source of learning in schools can improve performance for the better. ANOVA test found a not too significant difference between certified and uncertified teachers. This finding is in line with the theory that teachers who are given additional living funds through certification show better performance in their daily tasks at school (Munastiwi & Puryono, 2021).

5.1. The Effect of Teacher Certification on Teacher Performance in Toraja

The instrument used to measure the effect of teacher certification on job satisfaction in Table 3 has been declared valid, so this study collects data and conducts an early stage of reliability test. The results of the reliability of the teacher certification instrument were 0.849, or above 0.05 with Cronbach's Alpha (Table 4). This shows that the instrument can be used to determine whether there is an effect or not by assuming the hypothesis at the beginning that effect does exist. The results of the validation of instruments to observe the relation between uncertified teachers and job satisfaction are also declared valid as in Table 5 with Cronbach's Alpha 918. In the same way the researchers

conducted validation tests and reliability tests on teacher performance indicators and in this case the research found that the instruments tested were valid and had been tested. From Table 6 it can be seen that Cronbach's Alpha 962 has been reliable. Thus, by looking at the validation and of the instrument being tested, the instrument is feasible to continue testing for linear regression to prove the allegation or hypothesis that there is a flow of certification on improving teacher performance. This validation and reliability test is in line with the theory (Martínez-Lorca et al., 2020) that the instrument shall be continued if the validation and reliability test results are found below 0.05.

From Table 8 of the Regression Test, it is clear that the results of data analysis show an influence of certified teacher variables on job satisfaction. The R count with sig 0.000 smaller than R. Table 0.05 which means certified teachers have a positive effect on improving the performance of educators in the environment. Schools in developing learning and implementing materials for students. Teachers who have been certified are given additional opinions from the government. In this case, as evidenced by the results of interviews with teachers and the results of coding in Table 10, the teacher argues that there is an intention to develop pedagogic competence by attending training and developing themselves in improving their professional competence. Table 10 shows that there is an effort from the teacher to improve performance and service to students by spending additional time with students who do not understand the teaching material in the North Toraja Region. This has a positive impact on students, society, and eventually, the progress of the nation's generation which has been the government's focus of development. Certified teachers demonstrate thorough preparation, such as compiling a syllabus, lesson plans, designing materials to be easily understood by students, preparing teaching aids in form of modules and other devices to facilitate learning process before it starts. However, the findings also indicate that these teachers have not been equipped with adequate technology, while the uncertified teachers cannot be resourced with technology devices. This is in accordance with the theory (van Dijk et al., 2020) that providing assistance to teachers in form of certification can improve performance to help teachers better focus in carrying out their performance. Meanwhile, from Table 8 above, it is evident that uncertified teachers have no effect on Job Satisfaction. This is proven by

the ANOVA test with a Sig of 0.884 and greater than R Table 0.05. In the analysis of this study, some teachers who argue that certification is not a guarantee in improved performance and quality of teacher competence. However, data shows that uncertified teachers still need support for allowances by participating in a government program called “certification”.

In addition to the positive impact revealed by certified teachers during the interview session, there are some problems they honestly expressed regarding optimal online learning process, teaching, and preparedness in their professional competence. This gives rise to an assessment from students of teachers, in which 9.75% of students strongly disagreed and 24% disagreed that their teachers have demonstrated good performance during online learning delivery. This is in line with the theory that the under-optimum learning process may be due to obstacles which teacher cannot address (Lumbantoruan, 2022).

This finding has a positive impact on the progress of education in Indonesia. It suggests that if teachers are not immediately certified, it will have a negative impact on their performance in teaching preparation and delivery to students. In theory, it is said that teachers must prepare materials and tools for the learning process (Chang & Lai, 2021). Teacher performance will further decline if the government does not immediately facilitate teacher certification which enables the teachers to spend the incentives from certification to carry out personal and professional development, and then help students develop themselves.

5.2. The influence of uncertified teachers on educator performance

This research showed that there is a very significant effect of the status of uncertified with teacher's performance. We establish a trial learning environment to find out whether certified teachers affect the performance of uncertified teachers. The answer is no. Based on the results instrument and interview results (Table 5), it is clear that the instrument being tested is valid and has a rating with Cronbach's Alpha 0.918. This is what convinced the researcher to carry out a regression test as shown in Table 7, which indicates that there is no influence between uncertified teachers on performance. The ANOVA test from the objective table shows sig 0.884, which means that the R. Count is greater than the R. Table and explains that the two variables do not affect each other. In the third bar chart,

it is clear that 11.63% of respondent strongly disagreed with the performance of uncertified teachers and 23.63% disagreed. This is slightly worse than a certified teacher. Therefore, these findings are in line with the theory that teachers should be given equal distribution of certification and get the same rights (Latiana, 2010).

In this discussion, it can be concluded. That, even though they are not given certification, teachers still carry out their performance as teachers. Teachers who have not been certified still carry out performance such as designing teaching materials and implementing materials properly. However, there is an obstacle for uncertified teachers, namely lack ability to obtain technological facilities to assist them in upskilling knowledge and professional competence. The schools can only provide a limited number of devices, so the teachers must take turns to use them. Consequently, it disrupts the learning process for students. This is in line with the theory, that teachers should be provided with sufficient facilities to support their performance (Copriady et al., 2021).

5.3. Effect of certified and non-certified teachers on employment in the Toraja region

A study by Agustina et al., (2020) reported an effect on teacher performance. The findings in this study indicate that certified teachers are more active than uncertified teachers. Table 8 shows that there is a very significant effect between teacher certification on performance, namely R count 0.00 and R. Table 0.05. However, if the instrument results are analyzed from both certified and uncertified teachers, the bar charts intersect each other. From the bar chart of Figure 4, it can be seen that there is a wedge of opinion, which is around 15.6% who strongly disagree with the performance of certified and uncertified teachers. This is reinforced by Table 2 and Table 3 in which some students strongly disagree and disagree with the teacher's performance. It shows that even though teachers are given certification as a standard to earn additional income, it is still necessary to provide technical assistance in the form of professional training and electronic device for teachers in designing and preparing student materials. From the results of the interview session and Table 10, certified teachers and non-certified teachers said they needed pedagogic competency training from experts. This is because the curriculum is constantly changing and needs to be adapted to technological developments. Teachers in the present study perceived that in order to improve

their competency, the government should hold regular competency training for teachers who are the main source in creating student achievement. Teachers also argue that certification process does not need to be tested and other competency tests should be negated because certification and perpetual competencies are two different things, and certification is a tool to obtain additional income for teachers. Another problem expressed by the teachers was the difficulty in using technology media to help deliver material to students. It needs to be addressed by enabling discussion session in the class and providing training in utilizing media and electronic tools. This is in line with a previous research (Hamuddin, 2015) that it is necessary to carry out discussions in the media in the form of classrooms. This is confirmed and paralleled with the students' assessments in Figures 2, 3 and 4. Students disagree with the teacher's performance, especially with regards to inability to overcome difficulties in operating technology, designing technology assisted learning and implementing material with technology assistance. This is in line with the theory that obstacles is inevitably producing difficulties in teaching learning process (Lumbantoruan & Male, 2022).

To overcome the problems found in this study, training for teachers is needed. However, it must be acknowledged that there is limited source of funds prepared by school management in Toraja to conduct training and purchase of pedagogic training aids and other learning aids. One of the teachers expect help through the assistance of teacher certification. This is in line with the opinion Albay & Eisma, (2021) that the welfare of teachers must be considered for the smooth process of designing and implementing learning.

6. Conclusions

This study demonstrated that there is a significant effect between teacher certification and job satisfaction. More specifically, teacher certification has a positive effect on improving the quality of education in the North Toraja region. While around 33% students disagreed with the performance of their teachers, the rest were in unison that certified teachers had better performance than the uncertified ones, although the difference was not significant. It highlighted a gap with previous studies which mostly reported more significant differences between certified and uncertified teachers regarding their performance at school. Furthermore, uncertified teachers still expect to receive income assistance through teacher certification. This research recommends that

certification shall be continued and improved by providing scheduled and routine training for technology upskilling among teachers.

7. Acknowledgement

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The
The Impact of Educator Certification on Job Satisfaction in the North
Toraja Region
~~Impact of Certification and Non-Certification of Educators on the Job~~
~~Satisfaction of Educators in the North Toraja Region~~

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ABSTRACT

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The purpose of the study was to determine whether there is an influence of certified teachers on the job satisfaction of educators in Toraja and how much influence certified and uncertified teachers have on job satisfaction in the Toraja area. The government encourages all educators to obtain mandatory certification regulations in the hope that teacher performance will improve. However, there are 63.20% difficulty of professional competence, it is necessary to do research. The research method used is mixed method. The object of research is the teacher of northern Toraja. Research time 10 May-10 June 2022. The number of samples in this study were 94 certified teachers and 39 non-certified teachers. Data collection techniques by distributing instruments that have been validated and declared valid and reliable. The study also conducted interviews with 10 randomly selected teachers. The analysis technique is validation test, reliability test and simple linear regression test. Conclusion R count sig 0.000 is smaller than R table 0.05, meaning that teacher certification has a positive effect on improving the quality of education in the North Toraja region. The results of the instrument show that there are 33, 75% strongly disagree with the performance of teachers who have been certified but there are 65.85% who agree and strongly agree with the performance of teachers who have been certified. This is the best compared to teachers who have not been certified. Teachers who have not been certified 35, 16% who strongly disagree and disagree with the performance of teachers who have not been certified and only 53, 88% who agree and strongly agree. This shows that there is an effect of teacher certification on performance, although the difference is not too significant, however, in the interview session teachers who have not been certified still expect income assistance with the provision of teacher certification. The purpose of the study was to determine whether there is an influence of teachers who are certified educators on the job satisfaction of educators in Toraja and how big and the influence of certified and uncertified teachers on job satisfaction in the Toraja region. The government encourages all educators to obtain mandatory certification regulations in the hope that teacher performance will be better. However, there are 63.20% difficulty of professional competence. The research method is mixed method, qualitative with interview data collection and quantitative with simple linear regression test. Research in the northern part of Toraja. The time of the study was 10 May 10 June 2022. The number of samples in this study were 94 certified teachers

and 39 uncertified teachers. Data collection techniques by distributing instruments that have been validated and declared valid and reliable. The study also conducted interviews with 10 randomly selected teachers. Analysis technique with validation test, reliability and simple linear regression test. The conclusion is that there is a significant effect between teacher certification and job satisfaction, with R-calculated sig 0.000 smaller

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than R table 0.05, meaning that teacher certification has a positive effect on improving the quality of education in the North Toraja region. While teachers who have not been certified have no effect of certified teachers on job satisfaction, this opinion is supported by the results of the ANOVA test with a Sig value of 0.884 and greater than R table 0.05. This research is in line with the theory, the teacher also reveals the difficulty of using technology media as a means of delivering material to students and requires good technology tools or devices to support their performance. This opinion is highlighted because uncertified teachers cannot afford the tools to improve their educational performance and have a negative impact on the preparation and implementation of daily performance.

1. Introduction

[Teacher certification is something that is](#)

mandatory for an educator. Teachers who already have certification are considered professional teachers in their fields and are considered capable of transferring their knowledge to students (Fernandes et al., 2021). In principle and the reality in the field, the teacher is one of the central sources of knowledge for students in schools and the teacher is an indicator that determines the quality of education that takes place starting from early childhood education, junior high school (SMP), high school, vocational and up to at the college level. (Zhu & Shek, 2020). All levels of teacher education require education that is equipped with good competencies in designing and carrying out their duties as educators (van Dijk et al., 2020). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in the preamble of letter c, it is stated that national education must be able to guarantee equal distribution of educational opportunities, improve quality, as well as the relevance and efficiency of teachers. Educational management prepares itself to face challenges according to the needs and demands of society as well as changes in local, national and international life (Helda & Syahrani, 2022). Educational reform needs to be carried out continuously and develop concepts and principles that are planned, directed, and sustainable from each other and supported by increasing teacher competence and welfare, ideally it is carried out continuously (Churiyah et al., 2020). However, currently there are many processes of change that were initially undetected, such as the Covid-19 situation that suddenly appeared in early 2019 in China and spread throughout the world to Indonesia (Christidis & Christodoulou, 2020). In this case, all educators seem to have lost control and the concepts that have been built so far have become unstructured like teacher certification. Before Covid 19 occurred, at first the teacher had an obligation to carry out the preparation and implementation process of face-to-face learning. The fact is that currently teachers have to prepare materials and some materials are implemented online (Chinazzi et al., 2020). Long before the COVID-19 pandemic, the Indonesian government had designed and implemented educator certification, in this case teacher certification and lecturer certification. This is done by the government on the grounds that teachers who carry out their duties and responsibilities as professionals will determine the success of students in the field and deserve an award in the form of additional allowances called certification (Putnam & Borko, 2000). The government pays

attention to the welfare of educators as one aspect that gets serious attention. In this case, the government encourages all educators to get certified with the hope that teacher performance will be better and be able to improve the quality of education that reflects the direction and objectives of the curriculum (Tang et al., 2021).

Isnaeni et al., (2018) Certified and uncertified teachers are able to carry out their duties and responsibilities professionally by continuing to develop the four teacher competencies, namely pedagogic competence, professional competence, personality competence and social competence. A similar study was conducted by (Sihotang et al., 2019) At the Kasih Immanuel School, North Jakarta, 50% of teachers who teach in elementary schools (SD), junior high schools (SMP) and high schools (SMA) meet the educational qualification standards to be able to apply for teacher certification. But the fact is that of the 50% eligible, only 25% are certified to be detained for 2020-2021. Another fact that is used as a reference in this research is a survey conducted by a postgraduate program in the North Toraja area. This survey was conducted to teachers in several schools. From the survey there are about 32 people out of 59 people who have not been certified. Of the number surveyed 54, 23% think there are problems when preparing learning materials during online learning today. This shows the weakness of the teacher's pedagogic competence. In fact, one indicator of a teacher's success in obtaining certification is pedagogic competence. The survey also shows that teachers in the Toraja area still lack the implementation of technology-assisted learning. This is one of the obstacles for teachers who want to take part in teacher certification training and selection activities. In terms of performance, 62% of teachers find it difficult to prepare and implement the material they teach to students (Sopaheluwakan et al., 2020). In interviews with several teachers in Toraja, argues. Teachers who have been certified and teachers who have not been certified are still burdened with a lot of administrative report work. According to them, this has an impact on the readiness of teachers in preparing their pedagogic competencies and professional competencies (Cipta et al., 2021). The findings of research conducted by (Sun et al., 2022) there is a significant effect of teacher certification on the performance of civil servants in junior high schools by 67%. The conclusions in his research are, 1) teacher

discipline has a significant effect on teacher performance; 2) teacher professionalism has an effect on teacher performance; 3) Teacher discipline and teacher professionalism have a joint effect on teacher performance. In this research, said teachers are focused on discipline and improve their performance according to their respective competencies, with the aim of teacher professionalism being in line with the initial concept of teacher certification selection and certified teacher performance.

In the Law on the National Education System Number 20 of 2003 concerning the National Education System and the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers as well as the Regulation of the

stipulates the Competency Qualification Standards for Educators and Educator Certification? Allegedly, eighteen years of implementing the teacher certification policy, have not been able to increase the competence of educators to the maximum due to the performance of teachers who are still charged with administrative tasks (Winarno & Hermana, 2019). In Sun et al., (2022) In the selection of teacher certification stage 1 for batch 5, it shows the number of teachers who registered as many as 105,643 people, 49,815 people passed the administrative selection or 47%. From 49,815 there are 29,500 uncertified teachers (59%) and the remaining 20,315 (40, 1%) are certified teachers. Meanwhile, from the data collected in North Toraja Regency, the number of registrants who passed the administrative selection was 1,016 people and 79 people who passed the administration or only 7%. This shows that there are allegations that there are still many teachers who do not meet the requirements in carrying out their duties as measured by the four competencies set by the government. However, the facts in the research study above show that teachers who have been certified tend to be tied to various learning administration tasks and this is not in line with the concept of measuring instruments used by the government in assessing the feasibility of teachers to be given certification. What is interesting in this study is that teachers who have not received certification are suspected of not being diligent in administration and not affecting performance. In this case, it is necessary to ensure certainty through this research to encourage the government not to make the main requirement for administrative completeness in selecting teacher certification.

1.1. Formulation of the problem

Based on the above background, it is necessary to make sure that 1) is there any effect of educator certification on work? 2) Is there any influence of uncertified teachers on the performance of educators in Toraja? 3) How effective is the influence of certified and non-certified teachers on work in the Toraja region?

1.2. Research purposes

Based on the formulation of the problem above, the research objectives are to determine 1) the effect of teacher certification on teacher work in Toraja, 2) find out the influence of uncertified teachers on the performance of educators in Toraja? 3) Find out how significant the influence of certified teachers and uncertified teachers is on work in the Toraja area.

Introduction In principle, and the reality in the field of teaching staff or teachers is one indicator that determines the quality of education that takes place starting from the level of the early childhood education process, junior high school (SMP), high school and

vocational (SMA, SMK) to higher education (Zhu & Shek, 2020). All levels of education in question require education that has good competence in designing and carrying out their duties as educators (van Dijk et al., 2020). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in the preamble to point c, it is stated that national education must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with community demands and changes in local life, nationally and internationally, so that education reform needs to be carried out continuously and develop concepts and principles that are planned, directed, and continuously with each other. Improvement of competence should ideally be carried out continuously (Churiah et al., 2020). Because in the ongoing process there are many changes that were initially undetected, such as the Covid-19 that appeared suddenly in early 2019 in China and spread throughout the world. In this case, all educators seem to have lost their way and the concepts that have been built so far have become unstructured. At first the teacher or educator had an obligation to carry out the learning process face-to-face and switch to using technology and social and emotional contact was not allowed as expected by students and the community (Chinazzi et al., 2020). If studied further, the description of the article relating to educators is very clear. How the role of educators in this case teachers in carrying out their duties and responsibilities as professionals will determine the success of students in the field. Long before the COVID-19 pandemic, the Indonesian government had already designed and implemented educator certification, in this case teacher certification and lecturer certification (Putnam & Borko, 2000). The government pays attention to the welfare of educators as one aspect that gets serious attention. In this case, the government encourages all educators to get regulations regarding educators who must have or are required to be certified with the hope that teacher performance will be better and be able to improve the quality of education that reflects the direction and objectives of the curriculum being achieved (Fang et al., 2021).

Isnaeni et al., (2018) Teachers in carrying out their professional duties through continuous efforts to develop the four competencies. A similar study was conducted by (Sihotang et al., 2019) at the Kasih Immanuel School, North Jakarta, teachers teach in multiples: SD, SMP, and SMA, 50% meet educational qualification standards, 25% are certified. Another fact that is used as a reference for this research is the survey carried out by MAP, PPs, and UKI in North Toraja. This survey was conducted to teachers in several schools. The findings include: there are 54.23% or 32

teachers out of 59 teachers admit their pedagogic competence is still far from expectations.

For social competence there is no problem because the culture in Toraja shows the existence of social relations with the community. However, there is 63.20% professional competence admitting difficulties. Supposedly, by providing additional income through certification carried out by the government, complaints about difficulties in pedagogic competence and professional competence will no longer exist. In other studies, teachers still expect technology based training in teaching other subjects that are not in accordance with their competencies, and character development training (Sopaheluwakan et al., 2020). The results of these findings provide information that there are still teachers who carry out multiple tasks with different teaching fields and at different levels. Not only teaching, but other administrative tasks must also be done by the teacher. In this study, the Indonesian nation needs qualified and qualified human resources to build the nation's future children. With the hope that teachers as professionals mandated in the Act must contribute to every task given and produce quality students through the education process (Cipta et al., 2021). The findings of research conducted by (Sun et al., 2022) there is a significant effect of teacher certification on the performance of civil servants at SMP Negeri Manggala District by 67%. The results of the study concluded that: 1) teacher discipline had a significant effect on teacher performance; 2) teacher professionalism has an effect on teacher performance; 3) teacher discipline and teacher professionalism have a joint effect on teacher performance.

In the Law on the National Education System Number 20 of 2003 concerning the National Education System; Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, as well as the Regulation of the Minister of National Education Number 16 of 2005 stipulated the Standards for Qualification of Educator Competence and certification of educators. Allegedly, after eighteen years of implementing the policy, it has not been able to increase the maximum competence of educators (Winarno & Hermana, 2019). In Sun et al., (2022) the results of the selection of teacher candidates for stage 1 of batch 5, showed that the number of teachers who registered was 105,643 people, 49,815

people passed the selection or around 47%. Of these, there are around 29,500 non-certified teachers (59%) and the remaining 20,315 (40.1%) are certified teachers. From the data collected in North Toraja Regency, the number of registrants is 1016 people who have successfully passed the selection process, 79 people (7%). This shows that there are still many teachers who are most likely not qualified to carry out their duties as teachers who meet the competencies determined by the government.

Allegedly, teachers who have been certified tend to be tied to various learning administration tasks. Do not rule out the possibility of being left behind in the development of learning which the main task is. Because, administration becomes very dominant in the learning process. It may become a burden when you are not used to preparing and tidying up files. Because every teacher who has been certified must carry out administration properly and follow the specified corridor, because it is possible that they have not yet been certified optimally in carrying out administration. This is reinforced by the findings of (Sun et al., 2022) who conducted interviews with four junior high school principals in the Manggala subdistrict, it turned out that the learning administration carried out by the teachers was very time-consuming and had an impact on learning activities. Another thing that is no less important is the job satisfaction of educators in carrying out their duties as professional educators.

The purpose of this study was to determine the effect of educator certification on the job satisfaction of educators in Toraja and how significant the impact of certified and uncertified teachers on job satisfaction in the Toraja region.

2. Literature Review

Law on Teachers & Lecturers Number 14 of 2005 states that educators are professional teachers and their main task is to: educate, teach, train, & evaluate students in early childhood education, formal education, basic education & secondary education (Wachidi et al., 2020). According to Wang et al., (2020) .Overall performance It means work performance, work application, or work output, but Fathiah to Joko Widodo quoted by Jawad et al., (2021) states that work output or work performance is the actual person who realizes work performance. From the above understanding, performance is the ability of

educators to educate, teach, train and evaluate students. His job is to be a teacher and educator of his skills and expertise in educating students and evaluating the learning objectives to be achieved.

2.1 Definition of Certification

Cooperative In the Law of the Republic of Indonesia (No. 14 of 2005) it is explained that certification is the process of providing educator certificates for teachers and lecturers. The Law of the Republic of Indonesia (No. 14 of 2005) also explains that certification is a competency test process designed to reveal a person's mastery of competence as the basis for granting a certificate. Law of the Republic of Indonesia (No. 14 of 2005 Article 8) Teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Educator certificates as referred to in article 8 are given to teachers who have met the requirements (Rahardja et al., 2020).

Teacher certification is a very strategic policy, because the steps and objectives of conducting teacher certification are to improve the quality of teacher work, influence the teacher, have competence and to improve the quality of education in Indonesia (Hanushek & Woessmann, 2020). The definition of "certification is the process of providing educator certificates for teachers and lecturers or formal evidence as an acknowledgment given to teachers and lecturers as professionals (Hartiwati et al., 2020). Teacher certification is a necessity in the future to improve the quality of teacher work, respond to the current of globalization from their performance after certification, get around the decentralized system and it is hoped that certification will have a big influence on certified teachers" (Tatto, 2006). From the quote above, it can be understood that certification is the process of providing educator certificates to teachers who have met certain requirements, and have the ability to realize national education goals, which is accompanied by improving the quality of work and proper welfare (Day et al., 2016). In accordance with the policy direction in Law No. RI. 20 of 2003 Article 42 which requires that educators must have minimum qualifications and certification in accordance with teaching authority, be physically and mentally healthy, and have the ability to realize educational goals. This is reaffirmed in Article 28 paragraph (1) of PP RI No. 19 of 2005 concerning National Education Standards, and Article 8 of the Republic of Indonesia Law No. 14 of 2005 which mandates that teachers must have a minimum academic qualification of D4/S1 and competence as learning agents according to their expertise in their field. Teacher competence as a learning agent is formally proven by an educator certificate. Minimum academic qualifications are

obtained through higher education, and a certificate of educator competence is obtained after passing the certification exam.

One of the learning strategies developed in cooperatives is the Numbered Head Together (NHT) learning strategy. NHT is also a cooperative learning model that is widely used by educators as a way of delivering mathematics material to students. In this strategy, students are made heterogeneous groups and each student has a certain number that is easy for the teacher to control (Liebech-lien, 2021). This NHT learning strategy has advantages and is in accordance with the 2013 curriculum and is very in line with the concept of online application. Interaction between students, students benefit through the activity process, work cooperatively in discussing the material provided by the teacher, have sufficient time to ask questions and always have the opportunity to demonstrate general skills and special skills in one case being discussed in mathematics material. , discussion groups are more flexible, and students can develop leadership talents (Purwanto et al., 2020).

2.2 Certification Driving Factors

Almaududi, (2019) that efforts to improve teacher performance in Indonesia through teacher certification actually depart from several antecedent conditions in the world of education which are expected to motivate teachers to certify ". This condition can be seen from the quality of teachers, student achievement, and teacher management in the era of regional autonomy. The quality of teachers in Indonesia can be seen from their qualifications and competencies, at least in accordance with the Law on Teachers and Lecturers no. 14 of 2005 a teacher must have a diploma S1 or D IV. In addition, the teacher must also be competent in mastering the material or teaching materials (Tanang & Abu, 2014). The achievements of students in Indonesia have not been satisfactory, this can be seen from the results of test scores. The low ability of students is also thought to stem from the low quality of the learning process held in schools where teachers are the key factor. Therefore, in addition to student factors and other factors, teachers should be suspected of contributing to the low achievement of these students. Therefore, through certification, it is hoped that teachers in Indonesia will be more enthusiastic in improving their performance (Fajari & Chumdari, 2021). Since the issuance of the law on regional autonomy in 2000, the management of education in Indonesia has undergone dramatic changes. In terms of management authority, there is an advanced development in which the source of policy is no longer located at the center but in the regions. Even according to the National Education System Law 20 of 2003, responsibilities, authorities, and resources for educational services have been transferred from the

central level to the regions and even to the school level (Siry, 2011).

2.3 Certification Implementation Basis

(rnández, S. R., Castro Morales, L. G., & Maldona Arciniegas Paspuel, 2021) states: "certification for in-service teachers as an effort to improve teacher performance in Indonesia is held based on the following legal basis: Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers , Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, Per Minister of National Education Number 16 of 2005 concerning Standards of Qualification and Competence of Educators, Per Minister of National Education Number 10 of 2009 concerning Certification for Teachers in Position, Decree Minister of National

Education Number 056/O/2007 concerning the Establishment of a Teacher Certification Consortium (KSG), Decree of the Minister of National Education concerning the Designation of Universities to Organize Teacher Certification in Positions. Increase national education quality. From these conclusions, obtained indicators of the effect of certification in this study which include: emphasizing competence: Pedagogic, social, professional and personality.

2.4 Job Satisfaction (Job Satisfaction)

Job satisfaction according to Leadership et al., (2020), there are several outcomes that can be produced by employees, namely: job performance, namely workers who feel happy will have a tendency to be more productive. There is a relationship between job satisfaction and productivity. If there is happiness in carrying out tasks, it has an impact on productivity in doing their work Drainase & Kondisi, (2022), another example that is also raised is that organization citizenship behavior (OCB) has a significant effect on job satisfaction on OCB. Satisfaction and commitment contribute directly to industry performance and realizing OCB. For that, satisfaction and commitment to give time, the ability of the workforce involved will have an impact on the success of the organization. Satisfaction and commitment employment can contribute indirectly to industry performance and create OCB. Employees need to be made more satisfied so that they have motivation and commitment to devote time, energy and ability to provide better performance. This of course supports organizational success. [2.5.](#)

[Indicators measured in research](#)

[Table 1. Teacher Performance Indicators](#)

| Performance Indicator Variables | |
|---|---|
| 1 | Able to make plans such as syllabus, Learning Process Plan (RPP) and evaluation forms |
| 2 | Able to prepare learning materials and tools |
| 3 | Able to master active learning methods |
| 4 | Able to implement learning strategies |
| 5 | Able to give good and correct assignments |
| 6 | Able to manage class well |
| 7 | Giving an objective assessment |
| 8 | Conducting evaluation |

[Table 2. Teacher Competency Indicators](#)

| Teacher Success Certification Indicators | |
|--|---|
| 1 | Pedagogic Competence |
| 2 | Professional Competence 3 Social Competence |

3. Method

This type of research is a mix method, namely qualitative with interview data collection and quantitative with simple linear regression testing

(Mustajoki & Mustajoki, 2017). The design in this study is a test between the variables contained in the research title. In the experimental design of this research, it involves the variables of certified teachers, non-certified teachers and job satisfaction. In this study, it will be tested whether there is an effect of teacher certification on quality and performance improvement and how non-certified teachers are (Berlinski & Ramos, 2020).

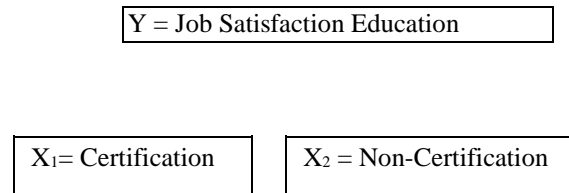


Figure 1. Research Design

[This research was conducted in the northern part of Toraja. The research time starts from May 10, 2022-10 June 2022 exactly one month. The subjects in this study were elementary school teachers, junior high schools and high school teachers in the northern Toraja region. The objects that assess teacher competency instruments are students and the objects observed are the performance of teachers who have been certified and teachers who have not been certified. The number of samples in this study were 94 people consisting of students, certified teachers and uncertified teachers.](#)

~~[This research was conducted in the northern Toraja region. The research time starts from 10 May 2022-10 June 2022 exactly one month. The population in this study was teachers in the northern Toraja region, both certified and uncertified teachers. The number of samples in this study was 94 teachers for certification and 39 teachers for uncertified teachers. The average age of the teachers in North Toraja is 30-56 Years.](#)~~

[The data collection technique used in this study is to distribute instruments that have been validated and declared valid and reliable to students and teachers \(Ercikan & Pellegrino, 2017\). The study also conducted interview sessions \(Määttä & Uusiautti, 2017\). Interview sessions were conducted to 10 teachers who were randomly selected and at the same time observations were made to the 10 teachers to see the performance and competencies measured. Interview data collection and observations were carried out with the aim of confirming and aligning the data obtained from the results of the distributed instruments. The instrument is designed to determine the responses of teachers and students in assessing teacher certification as measured by four competencies on teacher performance. The results of interviews and observations were designed and](#) 55

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adjusted to the indicators studied. The data collection technique used in this study is to distribute instruments that have been validated and declared valid and reliable (Ercikan & Pellegrino, 2017). The study also conducted interview sessions (Määttä & Uusiautti, 2017). Interview sessions were conducted to 10 teachers who were randomly selected and aimed to confirm and align the data obtained from the results of the distributed instruments. The instrument is designed to find out or get responses from teachers in assessing the effect of teacher certification on daily performance as educators based on indicators of the effect of teacher certification on pedagogic competence and professional competence of teachers in general. While the interview sheet is designed and adapted to the instrument and asked randomly.

Data analysis techniques in this study are validation, reliability, frequency distribution, finding the mean, median, mode, standard deviation and simple linear regression test to see the effect quantitatively. The data analysis technique in this study is to test validation, reliability, frequency distribution, look for the mean, median, mode, standard deviation and test simple linear regression to see the effect (Maros & Juniar, 2016). In this study, the effect of teacher certification on educator performance or job satisfaction was tested, which means that if R count is greater than R table, then H₀ is accepted. With more calculated R data then H_a is rejected (Mesiti et al., 2021). In other words, if H₀ then there is an effect of teacher certification on performance. Then the researchers conducted observations and interview sessions with teachers who were already certified and teachers who were not certified. The results of observations and interviews were coded with the stages of presenting data, reducing data and drawing conclusions and aligning quantitative data with qualitative data. In other words, if H₀ then there is an effect of teacher certification on performance. Then the research conducted an interview session and analyzed and made coding or answers to sources that came together (Tamminen & Deibel, 2018). This is done only to ensure that the teacher's answers to the instruments that have been distributed can be accounted for primarily (Schulze, 2022).

4. Findings

The data that has been obtained from the field has been analyzed with a research process to answer questions from the background of the problem, where is there any influence of certified teachers on performance or job satisfaction with uncertified teachers. Due to the initial background, there are still many teachers who are weak in pedagogic competence and professional competence while the government has required all teachers to be certified. The following are the results of processing the data obtained from the source.

4.1. Validity and Reliability of certification data results

Table 3. Certification Validation

| | Pearson TeacherCorrelation | |
|--------------------------------------|-------------------------------|----|
| Total Certification Validation | | 1 |
| | Sig. (2-tailed) | |
| | N | 94 |

From table 3 above, it can be seen that the instrument items in the certified teacher indicator are greater than 0.05. In this sense, all instruments in this study are declared "Valid", because each question item is greater than R table or R count is greater than R table.

Table 4. Reliability Test

Reliability Statistics

| | Cronbach's Alpha | Cronbach's Alpha Based on s Standardized Items | of N Items |
|--|---------------------|--|------------------|
| | .849 | .910 | 25 |

All certified instruments given to teachers in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7, namely Cronbach's Alva from this study 0.849.

4.2. Uncertified Teachers

Table 5. Reliability of non-certified teachers

Reliability Statistics

| <u>Cronbach's Alpha</u> | <u>N</u> |
|---|-----------------|
| <u>Based on Alpha of Standardized Items</u> | <u>of Items</u> |
| .918 | 2 |
| .923 | 5 |

From table 5 above, it can be seen that all instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7 (source Prof. Imam Ghazali. Cronbach's Alpha from this study is 0.918.

Table 6. Reliability of Job Satisfaction Instruments Reliability Statistics

| <u>Cronbach's</u> | <u>N</u> |
|--|-----------------|
| <u>Cronbac Alpha Based on h's Alpha Standardized Items</u> | <u>of Items</u> |
| .962 | 25 |
| .964 | |

From table 6 it can be seen that all the instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7 (source Prof. Imam Ghazali. Cronbach's Alpha from this study is 0.962

Table 7. Educator Job Satisfaction Non Sertifikasi
Table 8. Educator Job Satisfaction Sertifikasi

| <u>ANOVA</u> | | | | | |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| <u>Model</u> | <u>Sum of Squares</u> | <u>df</u> | <u>Mean Square</u> | <u>F</u> | <u>Sig.</u> |
| Regres | 3. | 1 | 3. | + | + |

| <u>Sum</u> | <u>8559</u> | <u>8404</u> |
|-------------------|---|-------------|
| Certified Teacher | | |
| 40.00% | _____ 37% | |
| 35.00% | _____ | |

| Table 10. Coding of Interview Results with Certified and Uncertified Teachers | | Pearson Correlation | .605** |
|--|--|---------------------|--------|
| Indicator | Interpretation | | |
| Certified Teacher | Teachers Develop Competencies, The teacher prepares the material, prepares the lesson plan, prepares the assessment indicators. Teachers are not ready for Pedagogic Competence, Teachers Difficulty in Professional Competence 1. Difficulties in implementing the changing curriculum | S4 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .645** |
| | | S5 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .527** |
| | | S6 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .621** |
| | | S7 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .435** |
| Uncertified Teacher | Lack of Pedagogic Competence Readiness, Teachers Difficulty in Professional Competence, Difficulty changing curriculum, Lack of training | S8 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .644** |
| | | S9 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .604** |
| The data that has been obtained from the field has been analyzed with a research process to answer questions from the background of the problem, where is there any influence of certified teachers on performance or job satisfaction with uncertified teachers. Due to the initial background, there are still many teachers who are weak in pedagogic competence and professional competence while the government has required all teachers to be certified. The following are the results of processing the data obtained from the source. | | S10 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .672** |
| | | S11 Sig. (2 tailed) | .000 |
| | | N | 94 |
| | | Pearson Correlation | .621** |
| | | S12 Sig. (2 tailed) | .000 |

4.1. Validity and Reliability of certification data N 94 results

Pearson Correlation .684**

Table 1. Certification Validation

| | | | | | |
|---------------------|-----------------|---------------------|---------------------|-----------------|--------|
| Sertifikasi Total | | S13 | Sig. (2-tailed) | .000 | |
| Pearson Correlation | | N | | 94 | |
| .390** | | Pearson Correlation | | .722** | |
| S1 | Sig. (2-tailed) | .000 | S14 | Sig. (2-tailed) | .000 |
| N | | 94 | N | | 94 |
| Pearson Correlation | | .593** | Pearson Correlation | | .728** |
| S2 | Sig. (2-tailed) | .000 | S15 | Sig. (2-tailed) | .000 |
| N | | 94 | N | | 94 |
| Pearson Correlation | | .297** | Pearson Correlation | | .616** |
| S3 | Sig. (2-tailed) | .004 | S16 | Sig. (2-tailed) | .000 |

| | | | |
|---------------------------------------|---------------------|--|---------|
| | | | -.150 |
| S17 | | | -.149 |
| | N | | 94 |
| | Pearson Correlation | | -.630** |
| S18 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| | Pearson Correlation | | -.221* |
| S19 | Sig. (2-tailed) | | .032 |
| | N | | 94 |
| | Pearson Correlation | | -.747** |
| S20 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| | Pearson Correlation | | -.767** |
| S21 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| | Pearson Correlation | | -.679** |
| S22 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| | Pearson Correlation | | -.581** |
| S23 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| | Pearson Correlation | | -.172 |
| S24 | Sig. (2-tailed) | | .097 |
| | N | | 94 |
| | Pearson Correlation | | -.372** |
| S25 | Sig. (2-tailed) | | .000 |
| | N | | 94 |
| Pearson Correlation Sig. (2-tailed) N | | | 94 |

From table 1 above, it can be seen that all the questions in the certified teacher instrument are greater than 0.05. In this sense, all instruments in this study are declared "valid", because each question item is greater than R table or R count is greater than R table.

Table 2. Reliability Test

| Reliability Statistics | |
|------------------------|---------------------|
| Cronbach's | Cronbach's Alpha |
| | Based on N of Items |

4.2. Uncertified Teachers

Table 3. Validation of Uncertified Teacher Instruments

| | | Non Sertifikasi |
|------|---------------------|-----------------|
| NS1 | Pearson Correlation | .529** |
| | Sig. (2-tailed) | .001 |
| | N | 39 |
| NS2 | Pearson Correlation | -.445** |
| | Sig. (2-tailed) | .005 |
| | N | 39 |
| NS3 | Pearson Correlation | -.405* |
| | Sig. (2-tailed) | .010 |
| | N | 39 |
| NS4 | Pearson Correlation | -.602** |
| | Sig. (2-tailed) | .000 |
| | N | 39 |
| NS5 | Pearson Correlation | -.618** |
| | Sig. (2-tailed) | .000 |
| | N | 39 |
| NS6 | Pearson Correlation | -.545** |
| | Sig. (2-tailed) | .000 |
| | N | 39 |
| NS7 | Pearson Correlation | -.246 |
| | Sig. (2-tailed) | .132 |
| | N | 39 |
| NS8 | Pearson Correlation | -.630** |
| | Sig. (2-tailed) | .000 |
| | N | 39 |
| NS9 | Pearson Correlation | -.443** |
| | Sig. (2-tailed) | .005 |
| | N | 39 |
| NS10 | Pearson Correlation | -.692** |
| | Sig. (2-tailed) | .000 |
| | N | 39 |



Fig. (2-tailed)



~~study are said to be reliable, because Cronbach's Alpha is greater than 0.7, namely Cronbach's Alva from this study 0.849.~~



| | |
|--------------------------|--------|
| NS12 Pearson Correlation | .585** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS13 Pearson Correlation | .623** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS14 Pearson Correlation | .719** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS15 Pearson Correlation | .650** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS16 Pearson Correlation | .476** |
| Sig. (2-tailed) | .002 |
| N | 39 |
| NS17 Pearson Correlation | .756** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS18 Pearson Correlation | .702** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS19 Pearson Correlation | .682** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS20 Pearson Correlation | .626** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS21 Pearson Correlation | .603** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS22 Pearson Correlation | .755** |
| Sig. (2-tailed) | .000 |

| | |
|--------------------------|--------|
| NS25 Pearson Correlation | .464** |
| Sig. (2-tailed) | .003 |
| N | 39 |

| | |
|---------------------|----|
| Pearson Correlation | |
| Sig. (2-tailed) | 39 |
| N | |

From table 3 above, it can be seen that all instruments that were asked to teachers who had not been certified in this study were declared "Valid", because each question item was greater than R table or R count was greater than R Table = 0.05.

Table 4. Reliability of non-certified teachers

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .918 | .923 | 25 |

From table 4 above, it can be seen that all instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7 (source Prof. Imam Ghazali. Cronbach's Alpha from this study is 0.918).

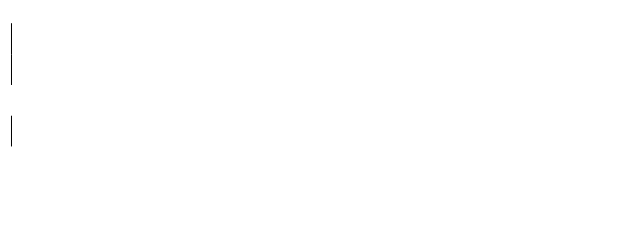
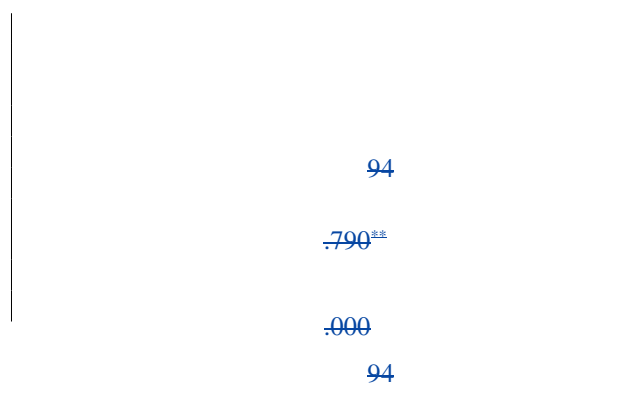
Table 5. Educator Job Satisfaction

| Job Satisfaction Educator | |
|---------------------------|--------|
| JS P1 Pearson Correlation | .794** |
| Sig. (2-tailed) | .000 |
| N | 94 |
| JS P2 Pearson Correlation | .361** |
| Sig. (2-tailed) | .000 |
| N | 94 |
| JS P3 Pearson Correlation | .785** |
| Sig. (2-tailed) | .000 |
| N | 94 |
| JS P4 Pearson Correlation | .703** |
| Sig. (2-tailed) | .000 |
| N | 94 |
| JS P5 Pearson Correlation | .805** |
| Sig. (2-tailed) | .000 |

| | |
|-------------------------------------|--------------------|
| N | 39 |
| NS23 Pearson Correlation | -.624** |
| Sig. (2-tailed) | .000 |
| N | 39 |
| NS24 Pearson Correlation | -.586** |
| Sig. (2-tailed) | .000 |
| N | 39 |

| | | | |
|------------------------|----|------------------------|--------|
| N | 94 | JS Pearson Correlation | |
| JS Pearson Correlation | | P1 | |
| P6 | | 5 | |
| Sig. (2-tailed) | | Sig. (2-tailed) | |
| N | | N | |
| JS Pearson Correlation | | JS Pearson Correlation | |
| P7 | | P1 | .326** |
| Sig. (2-tailed) | | 6 | |
| N | | Sig. (2-tailed) | .001 |
| JS Pearson Correlation | | N | 94 |
| P8 | | JS Pearson Correlation | |
| Sig. (2-tailed) | | P1 | .806** |
| N | | 7 | |
| JS Pearson Correlation | | Sig. (2-tailed) | .000 |
| P9 | | N | 94 |
| Sig. (2-tailed) | | JS Pearson Correlation | |
| N | | P1 | .439** |
| JS Pearson Correlation | | 8 | |
| P1 | | Sig. (2-tailed) | .000 |
| 0 | | N | 94 |
| Sig. (2-tailed) | | JS Pearson Correlation | |
| N | | P1 | .833** |
| JS Pearson Correlation | | 9 | |
| P1 | | Sig. (2-tailed) | .000 |
| 1 | | N | 94 |
| Sig. (2-tailed) | | JS Pearson Correlation | |
| N | | P2 | .802** |
| JS Pearson Correlation | | 0 | |
| P1 | | Sig. (2-tailed) | .000 |
| 2 | | N | 94 |
| Sig. (2-tailed) | | JS Pearson Correlation | |
| N | | P2 | .816** |
| JS Pearson Correlation | | 1 | |
| P1 | | Sig. (2-tailed) | .000 |
| 3 | | N | 94 |
| Sig. (2-tailed) | | JS Pearson Correlation | |
| N | | P2 | .763** |
| JS Pearson Correlation | | 2 | |
| | | Sig. (2-tailed) | .000 |
| | | | 94 |
| | | | .847** |
| | | | .000 |

| | | | |
|-----------------|---------------------|------------------------|---------------------|
| P1 | -.605 ^{**} | N | 94 |
| 4 | | JS Pearson Correlation | |
| Sig. (2-tailed) | .000 | P2 | -.818 ^{**} |
| N | 94 | 3 | |
| | -.660 ^{**} | Sig. (2-tailed) | .000 |
| | .000 | N | 94 |
| | 94 | | |
| | -.728 ^{**} | | |
| | .000 | | |
| | 94 | | |
| | -.859 ^{**} | | |
| | .000 | | |
| | 94 | | |
| | -.611 ^{**} | | |
| | .000 | | |
| | 94 | | |
| | -.785 ^{**} | | |
| | .000 | | |
| | 94 | | |
| | -.868 ^{**} | | |
| | .000 | | |
| | 94 | | |
| | -.852 ^{**} | | |
| | .000 | | |



| ANOVA | | | | | |
|---|----------------|----|-------------|---------|------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | 3.655 | 1 | 3.655 | 1.021 | .317 |
| 2 | 778.000 | 1 | 778.000 | 22.099 | .000 |
| 3 | 6305.000 | 1 | 6305.000 | 179.322 | .000 |
| 4 | 22.000 | 1 | 22.000 | .630 | .427 |
| 5 | 170.309 | 1 | 170.309 | 4.839 | .032 |
| Residual | 6305.000 | 37 | 170.379 | | |
| Total | 6305.000 | 38 | | | |
| Pearson Correlation | | | | | |
| a. Dependent Variable: Job Satisfaction | | | | | |
| b. Predictors: (Constant), Sertifikasi | | | | | |
| JS Pearson Correlation | | | | | |

From table 5 above, all instruments in this study are declared "Valid", because each question item is greater than R table or R count is greater than R Table which is 0.05

Table 6. Reliability of Job Satisfaction Instruments Reliability Statistics

| Cronbach's Alpha | Items | N of Items |
|------------------|-------|------------|
| .962 | 964 | 25 |

From table 6 it can be seen that all the instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7 (source Prof. Imam Ghazali. Cronbach's Alpha from this study is 0.962

Table 7. Effect of Certified Teachers on Job Satisfaction

| ANOVA | | | | | |
|----------|----------------|----|-------------|--------|------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | 4951.982 | 1 | 4951.982 | 83.891 | .000 |
| Residual | 5430.657 | 92 | 59.029 | | |
| Total | 10382.639 | 93 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Sertifikasi

From the results of the analysis of table 7 above, Sig 0.000 is smaller than 0.05. This means that the certification variable has an effect on job satisfaction

Table 8. Influence of Uncertified Teachers

N

Table 9. Frequency Distribution of
Certified Teachers and Job
Satisfaction

Statistics of the Frequency of Certified Teachers on Job Satisfaction

| | Certified Teacher | Job Educator | Satisfaction |
|---------|-------------------|--------------|--------------|
| N Valid | 94 | 94 | |
| Missing | 0 | 0 | |

~~Table 10. Coding of Interview Results with Certified~~

5.1. The effect of teacher certification on teacher work in Toraja

From It is certain that the instrument used to measure

whether there is an effect of teacher certification on job satisfaction can be done with a teacher certification instrument that has been declared valid as in table 3 with all instruments declared valid, so this study conducted a data rehabilitation test. The results of the reliability of the teacher certification instrument are stated above 0.05 as shown in table 4 with Cronbach's Alpha 0.849. The results of the validation of teachers' instruments who have not been certified and Job Satisfaction are also declared valid as in table 5 with Cronbach's Alpha 0.918. In the same way, the researchers conducted validation tests and rehabilitation tests on teacher performance indicators and in this study noted that the instruments tested were valid and has rehabilitation from table 6 it can be seen Cronbach's Alpha 0.962. Thus, by looking at the validation and rehabilitation of the instrument being tested, the instrument is feasible to continue testing linear regression testing. This is in line with the theory (Martínez-Lorca et al., 2020), that the instrument cannot be continued if the validation and reliability test results are found below 0.05.

From table 8 it is clear that the results of data analysis show that there is an influence between the certified teacher variables on job satisfaction, with R count sig 0.000 smaller than R table 0.05 which means, certified teachers have a positive effect on improving the performance of educators in the school environment in developing learning and implementation of the material to students. Teachers who have been certified are given additional opinions from the government, this is evidenced by the results of interviews in table 10, teachers argue that there is an intention to want to learn and develop themselves in improving their professional competence. Table 10 also shows that there is an acknowledgment from teachers to improve performance and service to students by providing additional hours to students who do not understand teaching materials in the North Toraja Region. This has a positive impact on students,

society and the progress of the nation's generation of children who are currently being driven by the government. Certified teachers show careful preparation, such as compiling a syllabus, lesson plans, designing materials to be easily understood by students, preparing aids in the form of modules and other devices to facilitate the learning process before it starts. This is in line with the theory (van Dijk et al., 2020) that by providing assistance to teachers in the form of certification can improve performance and teachers are more focused in carrying out their performance. Meanwhile, from table 8 above, it is clear that uncertified teachers have no effect on Job Satisfaction. This is proven by the ANOVA test with a Sig of 0.884 and greater than R table 0.05. In the analysis of this study, there were several teachers who argued that certification was not a guarantee in improving the performance and improving the quality of teacher competence. However, data shows that uncertified teachers still need support for allowances by participating in a government program called "certification".

In addition to the positive impact that was revealed by certified teachers, teachers also revealed that in the interview session the teachers pointed out some of the problems they honestly expressed. Teachers Difficulty in the online learning process, teachers also have difficulty teaching and seem unprepared in their professional competence. This gives rise to an assessment from students of teachers who are certified by students. These results were obtained from the distributed instruments and showed that around 9.75% strongly disagreed with the performance of the certified teacher and 24% disagreed. The online learning process as revealed by the teacher in the interview session. This is in line with the theory, the learning process is not optimal due to obstacles that cannot be overcome by the teacher (Lumbantoruan, 2022).

5.2. The influence of uncertified teachers on educator performance

From the results of the analysis in Table 5, it is clear that the instrument being tested is valid and has a rating with Cronbach's Alpha 0.918. This is what convinced the researcher to carry out a regression test as shown in table 7. Table 7 explains that there is no influence between uncertified teachers on performance. The ANOVA test from the objective table shows sig 0.884, which means that the calculated R is greater than the R table and explains that the two variables do not affect each other. In the third bar chart, it is clear that 11.63% strongly disagree with the performance of uncertified teachers and 23.63% who disagree. This is slightly worse than a certified teacher. This finding is in line with the theory that teachers should be given equal distribution of certification and get the same rights (Latiana, 2010).

5.3. Effect of certified and non-certified teachers on employment in the Toraja region

Table 8 shows that there is a very significant effect between teacher certification on performance, namely R count 0.00 and R table 0.05. However, when analyzed the results of the instrument from certified teachers and teachers who have not been certified, the bar charts are intersected with each other. Other. From the bar chart image 4, it shows that there is a wedge of opinion, that around 15.6% strongly disagree with the performance of teachers who have been certified and with teachers who have not been certified. This is confirmed by bar chart 2 and bar chart 3, there are still those who strongly disagree and disagree with the teacher's performance. This shows that even though teachers are given certification as a standard to earn additional income. However, in current conditions, it is necessary to pay attention to the competence and improvement of teacher competence by providing

assistance in the form of training assistance and electronic device assistance to teachers in designing and preparing student material. In the interview session and the results in table 10 show that Certified Teachers and non-certified teachers said they needed pedagogic competency training from experts. This is because the curriculum is constantly changing and needs to be adapted to developing technology. Teachers are of the opinion that in improving performance, the government should hold regular competency training for teachers who are the main source in creating student achievement. Teachers also think that certification does not need to be tested and other competency tests are carried out, this is because certification and competencies that are continuously being developed are two different things and certification is a tool to obtain additional teacher income. Another problem expressed by the teacher was the difficulty in using technology media to help deliver material to students. In this case, the difficulty of using technology is felt by teachers who have been certified and teachers who have not been certified. This is confirmed and is in line with the students' assessments in diagrams 2, 3 and 4, that there are those who strongly disagree and disagree with the teacher's performance. Whereas students' disagreements arise due to teacher difficulties in operating technology, designing technology-assisted learning and implementing material with technology assistance. This is in line with the theory, difficulties will arise if there are obstacles (Lumbantoruan & Male, 2022) From the data obtained and the results of data processing shown from table 1 to table 10, the discussion of this research is as follows. In table 1 above, it can be seen that all instruments displayed to teachers who have been certified are declared valid. This is evident from the Sig R count in each question item which is greater than the R table, which is 0.05. It can be ascertained that the instrument used to measure whether there is an effect of teacher certification on job satisfaction can be done with this instrument. The teacher certification instrument that has been declared valid then continues to test the rehabilitation of the data. The results of the reliability of the teacher certification instrument are stated to be above 0.05 as shown in table 2 with Cronbach's Alpha 0.849. The results of the validation of the instruments of teachers who are not certified and Job Satisfaction are also declared valid as in table 3 and table 5. The results of a valid instrument are continued by testing the reliability of the two indicators before testing the relationship between the two variables. The results look like tables 4 and 6 where the results for the reliability of teachers who are not certified Cronbach's Alpha 0.918 and Job Satisfaction Cronbach's Alpha

0.962. These results indicate that both of the indicators are feasible to be tested, whether there is an influence of certified teachers on the performance of educators. This is in line with the theory (MartinezLorea et al., 2020); that the instrument cannot be continued if the validation and reliability test results are found below 0.05.

— From table 7 it is clear that the results of data analysis show that there is an influence between certified teachers on Job Satisfaction, with R count sig 0.000 smaller than R table 0.05, which means that when teachers are certified, it has a positive impact on improving educator performance. Teachers who have been certified have been given additional opinions from the government, this is evidenced by the good intentions and acknowledgment of teachers to improve performance and service to students in the North Toraja Region. This has a positive impact on students, society and the progress of the nation's generation of children being driven today. Certified teachers show thorough preparation, such as preparing syllabus, lesson plans, designing materials to be easily understood by students, preparing aids in the form of modules and other tools to facilitate the learning process before it starts. This is in line with the theory (van Dijk et al., 2020) that by providing assistance to teachers in the form of certification can improve performance and teachers are more focused in carrying out their performance. Meanwhile, from table 8 above, it is clear that uncertified teachers have no effect on Job Satisfaction. This is proven by the ANOVA test with a Sig of 0.884 and greater than R table 0.05. In the analysis of this study, there were several teachers who argued that certification was not a guarantee in improving the performance and improving the quality of teacher competence. However, data shows that uncertified teachers still need support for allowances by participating in a government program called "certification".

— In the interview session with the teacher pointed out some of the problems they expressed honestly. In table 10, which has been coded by researchers, it appears that certified teachers and uncertified teachers have the same problem. The problem faced by educators is the lack of readiness in pedagogic competence. Certified teachers and non-certified teachers said they needed pedagogical competency training from experts. In this case, it turns out, it is true that there is no relationship between teacher certification and competence. This is because the curriculum is constantly changing and needs to be adjusted to the technology that is being

developed. All the teachers interviewed said that certification was not a benchmark in guaranteeing the competence of educators but that certification was only given to meet the needs or provide additions to educators. In improving performance, the government should conduct regular competency training for teachers who are the main source of students' achievement. The teacher also believes that certification does not need to be tested and other competency tests are carried out, this is because certification and competence that are continuously being developed are two different things. Another problem expressed by the teacher is the difficulty in using technology media to help deliver material to students. In this case, the difficulty of using technology is felt by teachers who have been certified, but this is what makes them different from teachers who have not been certified. Certified teachers can use certification funds to improve performance by buying aids in the form of laptops and other learning tools, while uncertified teachers do not have funds to develop themselves by buying technology aids owned by certified teachers. Teachers who have not been certified also object to the changing curriculum, because they have to adapt to the needs and objectives of the curriculum itself while teachers are still not paid attention to providing educator certification.

6. Conclusions

The conclusion of this study is the results and discussion that there is a significant effect between teacher certification and Job Satisfaction with the Anova test R count sig 0.000 smaller than R table 0.05, meaning that teacher certification has a positive effect on improving the quality of education in the North Toraja region. From the results of the instrument bar chart 2 shows that there are 33, 75% strongly disagree with the performance of teachers who have been certified. However, there are 65.85% who agree and strongly agree with the performance of teachers who have been certified. This is best compared to the achievement of teachers who have not been certified. Teachers who have not been certified 35, 16% who strongly disagree and disagree with the performance of teachers who have not been certified and only 53, 88% who agree and strongly agree. This shows that there is an effect of teacher certification on performance, although the difference is not too significant, however, in the interview session teachers who have not been certified still expect income assistance with the provision of teacher certification. The conclusion of this study is from the results and discussion that there is a significant effect between teacher certification and Job Satisfaction with R count sig 0.000 smaller than R table 0.05, meaning that when certified teachers have a positive impact on improving the quality of education in the North Toraja Region. Another thing,

when in the results and discussion, teachers who have not been certified said that there is no effect of certified teachers on Job Satisfaction, this opinion is supported by the results of the ANOVA test with a Sig of 0.884 and greater than R table 0.05 which means no there is a significant effect on daily performance. From the teachers interviewed they argued that certification is not a guarantee in improving the performance and quality of teacher competencies. However, data shows that uncertified teachers still need support for benefits by participating in a government program called "certification". The teacher also revealed the difficulty of using technology media as a means of delivering material to students and needed good technology tools or devices to support performance. This opinion is in the spotlight because uncertified teachers cannot afford to buy tools to improve their educational performance and on the other hand, certified teachers facilitate themselves and their performance through certification funds.

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Teacher Certification Analysis on Job Satisfaction in the North Toraja Region

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ABSTRACT

The purpose of the study was to determine whether there was an effect of teacher certification on the work of teachers in Toraja. The government encourages all teachers to get certified in the hope that teacher performance will improve. But the fact is, there are 63.20% difficulties in professional competence as an indicator of teacher certification. The research method used is a mixed method. The object of research is a teacher from northern Toraja. Research time 10 May-10 June 2022. The number of samples in the study 94



people. Data collection techniques by distributing instruments, conducting interviews with 10 randomly selected teachers. The analysis technique is validation test, reliability test and simple linear regression test. The results of the instrument show that there are 33.75% strongly disagree with the performance of teachers who have been certified but there are 65.85% who agree and strongly agree with the performance of teachers who have been certified. While teachers who have not been certified 35, 16% strongly disagree and disagree with the performance of teachers who have not been certified and only 53, 88% agree and strongly agree. This shows that there is an effect of teacher certification on performance although the difference is not too significant. Conclusion R count sig 0.000 is smaller than R table 0.05, meaning that teacher certification has an effect on improving the quality of education in the North Toraja region.

1. Introduction

Teacher certification is mandatory. Teachers who have certification are considered as professional teachers in their fields and are considered capable of transferring their knowledge to students (Fernandes et al., 2021). In general, teachers are one of the main sources of knowledge for students and teachers have indicators that determine the quality of education starting from elementary schools, junior high schools, high schools and universities (Zhu & Shek, 2020). All teachers are equipped with good competence in designing and carrying out their duties as professional teachers in their fields (van Dijk et al., 2020). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in the preamble of letter c, it is stated that national education must be able to guarantee equity, improve quality, as well as the relevance and efficiency of teachers. Education management in Indonesia prepares itself to face challenges according to the needs, demands of society and changes in local, national and international life (Helda & Syahrani, 2022). Education improvement

needs to be carried out continuously and develop concepts and principles that are mutually planned, directed and sustainable. This must be supported by increasing the competence and welfare of teachers (Churiyah et al., 2020). However, at this time, there are many processes of change that were not initially expected to appear, such as the Covid-19 situation which suddenly appeared in early 2020 in China and spread throughout the world to Indonesia (Christidis & Christodoulou, 2020). In this case, all educators seem to have lost control and the concepts that have been built so far have become unstructured like teacher certification. Before Covid 19 occurred, at first the teacher had an obligation to carry out the competency preparation process before the implementation of learning. The fact is that currently teachers must have multiple competencies and be able to prepare materials online (Chinazzi et al., 2020). Prior to the COVID-19 pandemic, the Indonesian government had designed and implemented educator certification. The purpose of this program is that teachers who carry out their duties and responsibilities as professionals will determine the success of students in their fields, this

deserves an award in the form of additional income called "certification" (Putnam & Borko, 2000). The government sees the welfare of educators as an indicator of serious attention. In this case, the government encourages all teachers to obtain certification in the hope that teacher performance will be better and be able to improve the quality of education (Tang et al., 2021).

Isnaeni et al., (2018) Certified teachers are able to carry out their duties and responsibilities professionally by continuing to develop four teacher competencies, namely pedagogic competence, professional competence, personality competence, and social competence. Similar research was conducted by Sihotang et al., (2019) Love Immanuel School, North Jakarta in 2020-2021, 50% of teachers who teach at the elementary, junior high and high school levels meet the qualification standards to get teacher certification. But the fact is that of the 50% who meet the requirements, only 25% of those who are certified are held for 2020-2021. Another fact that is used as a reference in this research is a survey conducted by a postgraduate program in the North Toraja region. This survey was conducted to teachers in schools. From the survey, there are about 32 people out of 59 people who have not been certified. Of the number surveyed 54, 23% thought there was a problem when preparing learning materials during online learning. This shows the weakness of the teacher's pedagogic competence. In fact, one indicator of a teacher's success in obtaining certification is pedagogic competence. The survey also shows that teachers in the Toraja area still find it difficult to use technology. This is one of the obstacles for teachers who want to take part in teacher certification training and selection activities. In terms of performance, 62% of teachers find it difficult to prepare and implement the material they teach to students, even though teacher performance is one of the indicators in obtaining certification (Sopaheluwakan et al., 2020). In interviews with several teachers in Toraja, they argued that teachers were still burdened with a lot of administrative reporting work. According to them, this has an impact on performance that is not optimal in preparing and implementing materials (Cipta et al., 2021). The findings of research conducted by (Sun et al., 2022) there is a significant effect between certified teachers and the performance of junior high school teachers by 67%. The research concludes, 1) teacher discipline has a significant effect on teacher performance; 2) teacher professionalism has an effect on teacher performance; 3) Teacher discipline and teacher professionalism simultaneously affect teacher performance. In this study, these teachers focused on discipline and improving their performance according to their respective competencies. This is in line with the purpose of the certification concept.

In the Law on the National Education System Number 20 of 2003 concerning the National Education System and the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers as well as the Regulation of the Minister of National Education Number 16 of 2005 regulates the Standards of Qualification of Educator Competence and Certification of Educators in Indonesia, Allegedly, for 18 years the implementation of the certification policy has not been able to maximally increase the competence of educators due to the performance of teachers who are still burdened with administrative tasks (Winarno & Hermana, 2019). In Sun et al., (2022) In the selection stage 1, batch 5, the number of teachers registered to participate in the certification was 105,643 people nationally in Indonesia, but only 49,815 people passed the administrative selection or 47%. While from 49,815 there were 29,500 teachers who did not pass the certification (59%) and the remaining 20,315 (40, 1%) passed the certification. Meanwhile, from the data collected in North Toraja Regency, the number of registrants who passed the administrative selection was 1,016 people and 79 people who passed the administration or only 7%. This shows that there are allegations that there are still many teachers who do not meet the requirements in carrying out their duties and performance well. This is because teachers tend to be tied to various learning administrative tasks. Teachers who have not received certification are suspected of not being diligent in administration and not influencing the performance that has been regulated. In this case, there is a need for certainty through this research to encourage the government not to make the main requirement for administrative completeness in selecting teacher certification.

1.1. Research formulation and objective

This problem formulation is an illustration to determine the effect of teacher certification on performance. So that this research is formulated into three parts, namely 1) is there any effect of educator certification on teacher performance? 2) Is there any influence of uncertified teachers on performance in Toraja? Based on the formulation of this problem, this study has the objectives of 1) knowing the effect of teacher certification on performance, 2) knowing the effect of uncertified teachers on performance in Toraja?

2. Literature Review

2.1 Definition of Certification

In the Law of the Republic of Indonesia No. 14 of 2005, it is explained that certification is a process of providing incentives for teachers and lecturers. Law of the Republic of Indonesia No. 14 of 2005 also explains that certification is a competency test process designed

to implement competency competencies as the basis for awarding certificates. Law of the Republic of Indonesia No. 14 of 2005 Article 8, teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals (Rahardja et al., 2020).

The purpose of holding teacher certification in Indonesia is to improve the quality of teacher work, influencing teachers to improve the quality of competence in the quality of education in Indonesia (Hanushek & Woessmann, 2020). The provision of an educator certificate is formal evidence as an acknowledgment given to teachers and lecturers as a fulfillment of competence in performance and additional income (Hartiwi et al., 2020). The quote above can be understood that certification is a process of providing additional funding for the cost of living and a way of fulfilling competence with the ultimate goal of achieving the hopes and visions of the national education mission in Indonesia (Day et al., 2016). In accordance with the policy direction in the Law of the Republic of Indonesia Number. 20 of 2003 Article 42 which requires that educators must have minimum qualifications and certifications according to competence, physically and mentally healthy, and have the ability to realize educational goals. This is reaffirmed in Article 28 paragraph (1) of PP RI Number 19 of 2005 concerning National Education Standards, and Article 8 of the Law of the Republic of Indonesia Number 14 of 2005 which mandates that teachers must have a minimum academic qualification of D4/S1 and competence as an agent. Learning according to expertise in the field. Teacher competence as a learning agent is formally proven by an educator certificate. Minimum academic qualifications are obtained through higher education, and educator competency certificates are obtained after passing the certification exam.

2.2 Certification Driving Factors

Almaududi, (2019) Efforts to improve teacher performance in Indonesia through teacher certification actually depart from several conditions in the world of education which are expected to motivate teachers to carry out certification. era of regional autonomy The quality of teachers in Indonesia is seen from their qualifications and competencies, so expectations are in accordance with the Law on Teachers and Lecturers No. 14 of 2005 that a teacher must have an S1 or D IV diploma and teachers must also be competent in designing and applying the designed materials (Tanang & Abu, 2014). The low ability of students is also thought to stem from the low quality of the learning process held in schools where teachers are the key factor and their performance. Therefore, in addition to the student factor, the teacher should be suspected as a

contributor to the student's low learning achievement. this is a special concern for the Indonesian government, through the provision of certification with the hope that it is hoped that teachers in Indonesia will be more enthusiastic in improving their performance (Fajari & Chumdari, 2021). This focus is no longer on the central government and shifted to local governments. Since the issuance of the law on regional autonomy in 2000, the management of education in Indonesia has undergone dramatic changes. In terms of management authority, progress has been made where policy sources are no longer at the center but at the regions. In fact, according to the National Education System Law 20 of 2003, the responsibility, authority, and resources for education services have been transferred from the central to the regional level and even to the school level with the hope that it will be easier for teachers to obtain certification from the government (Siry, 2011).

2.3 Certification Implementation Basis

rnández, S. R., Castro Morales, L. G., & Maldona Arciniegas Paspuel, (2021) stated: "certification for in-service teachers as an effort to improve performance in Indonesia is carried out on a legal basis. Decree of the Minister of National Education Number 056/O/2007 concerning the Establishment of a Teacher Certification Consortium, Decree of the Minister of National Education concerning the Appointment of Universities to Organize Certification with the aim of improving the quality of National education. From these conclusions, obtained indicators of the effect of certification in this study which include: fulfillment of competence: Pedagogic, social, professional and personality.

2.4 Job Satisfaction (Job Satisfaction)

Job satisfaction according to Leadership et al., (2020), there are several results that can be achieved by teachers, namely: work performance, teachers feel happy about obtaining certification and have a tendency to be more productive. This has a relationship between job satisfaction and productivity. If there is happiness in carrying out tasks, it has an impact on productivity in doing their work Drainase & Kondisi, (2022), Another example that is also raised is that Organizational Citizenship Behavior has a significant effect on job satisfaction. Satisfaction and commitment contribute directly to performance and the realization of what is expected. For this reason, satisfaction and commitment to giving time, ability to work involved will have an impact on organizational success. Teacher job satisfaction and commitment will be able to contribute indirectly to achievement, so as to create maximum results for the students being taught. Teachers need to be made more satisfied in order to have the motivation and commitment to devote time, energy and ability to provide better performance in

developing their competencies. This of course supports mutual success. **2.5. Indicators measured in research**

Table 1. Teacher Performance

Indicators

| Performance Indicator Variables | |
|---------------------------------|---|
| 1 | Able to make plans such as syllabus, Learning Process Plan (RPP) and evaluation forms |
| 2 | Able to prepare learning materials and tools |
| 3 | Able to master active learning methods |
| 4 | Able to implement learning strategies |
| 5 | Able to give good and correct assignments |
| 6 | Able to manage class well |
| 7 | Giving an objective assessment |
| 8 | Conducting evaluation |

Table 2. Teacher Competency

Indicators

| Teacher Success Certification Indicators | |
|--|-------------------------|
| 1 | Pedagogic Competence |
| 2 | Professional Competence |
| 3 | Social Competence |
| 4 | Personal Competence |

3. Method

This type of research research method used is the mixmethod, which is a combined method of qualitative and quantitative data (Mustajoki & Mustajoki, 2017). In this study, the subject is the school and the object is the certified teacher and the uncertified teacher. The population is all teachers in the Toraja region, Indonesia and the sample is 93 people. This research was conducted in the northern part of Toraja. The research time starts from May 10, 2022-10 June 2022 exactly one month. The subjects in this study were elementary school teachers, junior high schools and high school teachers in the northern Toraja region. The objects that assess teacher competency instruments are students and the objects observed are the performance of teachers who have been certified and teachers who have not been certified. The number of samples in this study were 94 people consisting of students, certified teachers and uncertified teachers. The data collection technique used in this study is to distribute instruments that have been validated and declared valid and reliable to students and teachers (Ercikan & Pellegrino, 2017).

The study also conducted interview sessions (Määttä & Uusiautti, 2017). Interview sessions were conducted to 10 teachers who were randomly selected and at the same time observations were made to the 10 teachers to see the performance and competencies measured. Interview data collection and observations were carried out with the aim of confirming and aligning the data obtained from the results of the distributed instruments. The instrument is designed to determine the responses of teachers and students in assessing teacher certification as measured by four competencies on teacher performance. The results of interviews and observations were designed and adjusted to the indicators studied (Bem, 2021) . The design in this study is a test between the variables contained in the research title. In the experY = Job Satisfaction Education mental design of this research, it involves the variables of certified teachers, non-certified teachers and job satisfaction. In this study, it will be tested whether there is an effect of teacher certification on quality

and performance improvement and how non-certified teachers are (Berlinski & Ramos, 2020).

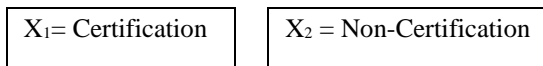


Figure 1. Research Design

Data analysis techniques in this study are validation, reliability, frequency distribution, finding the mean, median, mode, standard deviation and simple linear regression test to see the effect quantitatively (Denscombe, 2016), (Denscombe, 2014). In this study, the effect of teacher certification on educator performance or job satisfaction was tested, which means that if R count is greater than R table, then H_0 is accepted. With more calculated R data then H_a is rejected (Mesiti et al., 2021). In other words, if H_0 then there is an effect of teacher certification on performance. Then the researchers conducted observations and interview sessions with teachers who were already certified and teachers who were not certified. The results of observations and interviews were coded with the stages of presenting data, reducing data and drawing conclusions and aligning quantitative data with qualitative data. (Tamminen & Deibel, 2018). This is done only to ensure that the teacher's answers to the instruments that have been distributed can be accounted for primarily (Lunenbug, F. C., & Irby, 2008).

4. Findings

Data that has been obtained from the instruments distributed to teachers and the results of interviews with teachers in the field have been collected and analyzed by the research process. This research was conducted to summarize the answers and draw an accurate conclusion to answer the question from the background of the problem, where is there an effect of certified teachers on performance or job satisfaction with non-certified teachers? Because the background was initially discussed, there are still many teachers who are weak in pedagogic competence and professional competence, while the government has required all teachers to be certified and the expected performance is not as high as the achievement. The following are the results of processing quantitative data analysis and qualitative data obtained from the source.

4.1. Validity and Reliability of certification data results

Table 3. Certification Validation

| | | |
|------------|---|----|
| Validation | N | 94 |
|------------|---|----|

**JOB
SATISFACTION**

From table 3 above, it can be seen that the instrument items in the certified teacher indicator are greater than 0.05. In this sense, all instruments in this study are declared "Valid", because each question item is greater than R table or R count is greater than R table.

Table 4. Reliability Test

| Reliability Statistics | | |
|------------------------|--------------------------------------|----|
| Cronbach's Alpha | Cronbach's Alpha Based on N of Items | |
| | Standardized Items | |
| .849 | .910 | 25 |

All certified instruments given to teachers in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7, namely Cronbach's Alva from this study 0.849. Instruments given to teachers who have been certified can be used to test and standardize in determining whether there is an effect of certification on teacher performance and the data shows reliable

4.2. Uncertified Teachers

Table 5. Reliability of non-certified teachers

| Reliability Statistics | | |
|------------------------|--------------------------------------|----|
| Cronbach's Alpha | Cronbach's Alpha Based on N of Items | |
| | Standardized Items | |
| .918 | .923 | 25 |

From table 5 above, it can be seen that all instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7. Cronbach's Alpha of this study was 0.918. This shows that all the instruments compiled by researchers and given to teachers are acceptable instruments and can be used as benchmarks to see whether there is an influence of certified teachers and uncertified teachers on performance. These data indicate that the results can be interpreted into one sentence and align this data with other source data before drawing final conclusions.

Table 6. Reliability of Job Satisfaction Instruments

| Reliability Statistics | | |
|------------------------|--------------------------------------|----|
| Cronbach's Alpha | Cronbach's Alpha Based on N of Items | |
| | Standardized Items | |
| .962 | .964 | 25 |

ANOVA

| | | | |
|----------|----------|----|---------|
| Residual | 6301.422 | 37 | 170.309 |
| Total | 6305.077 | 38 | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Non Sertifikasi

Sum of Mean
 Total Teacher Pearson Correlation 1 Certification
 Sig. (2-tailed)

| Model | Squares | df | Square | F | Sig. |
|------------|---------|----|--------|------|------|
| Regression | 3.655 | 1 | 3.655 | .021 | .884 |
| Residual | | | | | b |

From table 6 it can be seen that all the instruments in this study are said to be reliable, because Cronbach's Alpha is greater than 0.7 (source Prof. Imam Ghazali. Cronbach's Alpha from this study is 0.962

Table 7. Educator Job Satisfaction Non Sertifikasi

Table 8. Educator Job Satisfaction Sertifikasi

| ANOVA | | | | | |
|------------|----------------|----|-------------|--------|-------------------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| Regression | 4951.982 | 1 | 4951.982 | 83.891 | .000 ^b |
| Residual | 5430.657 | 92 | 59.029 | | |
| Total | 10382.638 | 93 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Sertifikasi

From the results of the analysis of table 7 above, Sig 0.884 is greater than 0.05. This means that the uncertified teacher variable has no effect on job satisfaction. Whereas from the results of the analysis of table 8 above, Sig 0.000 is smaller than 0.05. This means that the certification variable has an effect on job satisfaction

Table 9. Frequency Distribution of Certified Teachers and Job Satisfaction

| Statistics of the Frequency of Certified Teachers on Job Satisfaction | | | |
|---|-------------------|---------------------------|-------|
| | Certified Teacher | Job Satisfaction Educator | |
| N | Valid | 94 | 94 |
| | Missing | 0 | 0 |
| | Mean | 91.05 | 89.40 |
| | Median | 92.00 | 94.00 |
| | Mode | 93 | 95 |
| | Sum | 8559 | 8404 |

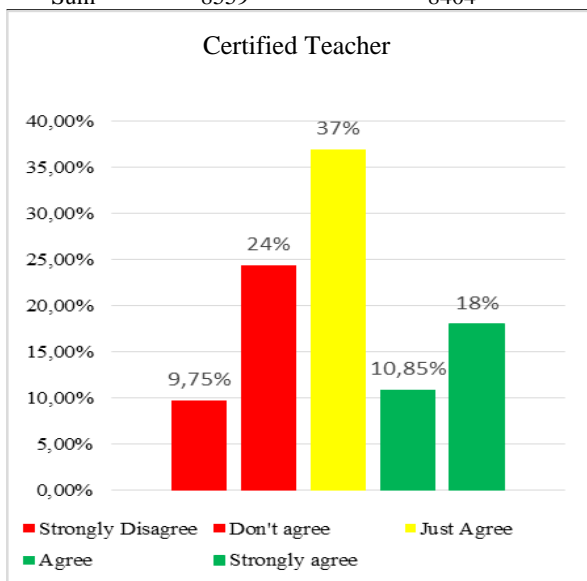


Figure 2. Certified Teacher Bar Chart

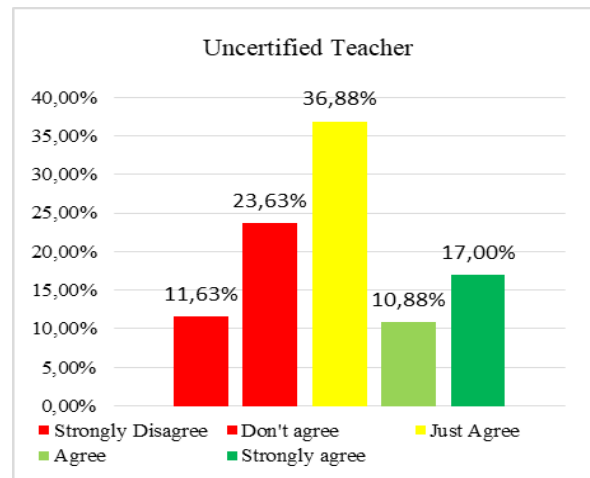


Figure 3. Uncertified Teacher Bar Chart

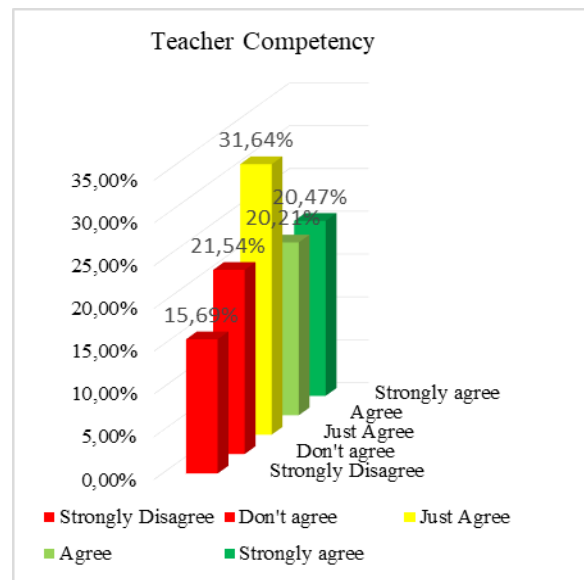


Figure 4. Teacher Competency Indicator Bar Chart

Table 10. Coding of Interview Results with Certified and Uncertified Teachers

| Indicator | Interpretation |
|---------------------|--|
| Certified Teacher | Teachers Develop Competencies, The teacher prepares the material, prepares the lesson plan, prepares the assessment indicators, |
| Job Satisfaction | Teachers are not ready for Pedagogic Competence, Teachers Difficulty in Professional Competence Difficulties in implementing the changing curriculum |
| Uncertified Teacher | Lack of Pedagogic Competence Readiness, Teachers Difficulty in Professional Competence, Difficulty changing curriculum, Lack of training |

5. Discussion

Based on the results and research findings, the results that the researchers found can answer what is the purpose of this research in the background. The first objective of this study is to determine the effect of teacher certification on teacher performance, and the second is to determine the effect of uncertified teachers on performance. The findings of the study are that there is an effect of certification given to teachers to bind their performance. In the Anova test, it was found that the difference was not too significant with the performance of teachers who had not been certified. However, this finding is in line with the theory, that teachers who are given certification with the realization of additional income will improve teacher performance (Munastiwi & Puryono, 2021).

5.1. The effect of teacher certification on teacher work in Toraja

From the certainty of the instrument used to measure whether there is an effect of teacher certification on job satisfaction, it can be done with a teacher certification instrument that has been declared valid as in table 3 with all instruments declared valid, so this study collects data and conducts an early stage rehabilitation test. The results of the reliability of the teacher certification instrument are stated above 0.05 as shown in table 4 with Cronbach's Alpha 0.849. This shows that the instrument can be used to determine whether there is an effect or not by assuming the hypothesis at the beginning that there is an effect. The results of the

validation of teachers' instruments that have not been certified and Job

Satisfaction are also declared valid as in table 5 with Cronbach's Alpha 918. In the same way the researchers conducted validation tests and rehabilitation tests on teacher performance indicators and in this case the research found that the instruments tested were valid and had been tested. From table 6 it can be seen that Cronbach's Alpha 962 has been rehabilitated. Thus, by looking at the validation and rehabilitation of the instrument being tested, the instrument is feasible to continue testing linear regression testing to prove the allegation or hypothesis that there is a flow of certification on improving teacher performance. This validation and Reliability test is in line with the theory (MartínezLorca et al., 2020), that the instrument cannot be continued if the validation and reliability test results are found below 0.05.

From table 8 of the Regression Test it is clear that the results of data analysis show that there is an influence between the certified teacher variables on job satisfaction, with R calculated with sig 0.000 smaller than R table 0.05 which means certified teachers have a positive effect on improving the performance of educators in the environment. Schools in developing learning and implementing materials for students. Teachers who have been certified are given additional opinions from the government. In this case, as evidenced by the results of interviews with teachers and the results of coding in table 10, the teacher argues that there is an intention to develop pedagogic competence by attending training and developing themselves in improving their professional competence. Table 10 shows that there is an acknowledgment from the teacher to improve performance and service to students by giving additional time to students who do not understand the teaching material in the North Toraja Region. This has a positive impact on students, society and the progress of the nation's generation of children who are currently being driven by the government. Certified teachers demonstrate thorough preparation, such as compiling a syllabus, lesson plans, designing materials to be easily understood by students, preparing aids in the form of modules and other devices to facilitate the learning process before it starts. However, the findings of teachers have not been equipped with adequate technology and the ability of teachers to obtain the expected technology cannot be achieved because some have not been certified. This is in accordance with the theory (van Dijk et al., 2020) that by providing assistance to teachers in the form of certification can improve performance and teachers are more focused in carrying out their performance. Meanwhile, from table 8 above, it is clear that uncertified teachers have no effect on Job Satisfaction. This is proven by the ANOVA test with a Sig of 0.884 and greater than R

table 0.05. In the analysis of this study, there were several teachers who argued that certification was not a guarantee in improving the performance and improving the quality of teacher competence. However, data shows that uncertified teachers still need support for allowances by participating in a government program called “certification”.

In addition to the positive impact that was revealed by certified teachers, teachers also revealed that in the interview session the teachers pointed out some of the problems they honestly expressed. Teachers Difficulty in the online learning process, teachers also have difficulty teaching and seem unprepared in their professional competence. This gives rise to an assessment from students of teachers who are certified by students. These results were obtained from the distributed instruments and showed that around 9.75% strongly disagreed with the performance of the certified teacher and 24% disagreed. The online learning process as revealed by the teacher in the interview session. This is in line with the theory, the learning process is not optimal due to obstacles that cannot be overcome by the teacher (Lumbantoruan, 2022).

This finding has a positive impact on the progress of education in Indonesia. However, if teachers are not immediately certified, it will have a negative impact on teacher performance in preparing teaching materials and implementing learning to students. In theory, it is said that teachers must prepare materials for the process and tools for the learning process (Chang & Lai, 2021). Teacher performance will further decline if the government does not immediately implement overall teacher certification with the aim of teachers focusing on developing themselves and developing students with the help of existing funds.

5.2. The influence of uncertified teachers on educator performance

There is a very significant effect on certified teachers. While in teachers who have not been certified there is no effect on performance. The purpose of the learning setting is to find out whether certified teachers affect the performance of uncertified teachers? The answer is no. Based on the results and research findings of the instrument and interview results. From the results of the analysis in Table 5, it is clear that the instrument being tested is valid and has a rating with Cronbach's Alpha 0.918. This is what convinced the researcher to carry out a regression test as shown in table 7. Table 7 explains that there is no influence between uncertified teachers on performance. The ANOVA test from the objective table shows sig 0.884, which means that the calculated R is greater than the R table and explains that the two variables do not affect each other. In the third bar chart, it is clear that 11.63% strongly disagree with the performance of uncertified

teachers and 23.63% who disagree. This is slightly worse than a certified teacher. This finding is in line with the theory that teachers should be given equal distribution of certification and get the same rights (Latiana, 2010).

In this discussion, it can be concluded. That, even though they are not given certification, teachers still carry out their performance as teachers. Teachers who have not been certified still carry out performance such as designing teaching materials and implementing materials properly. However, there is an obstacle for uncertified teachers, namely the lack of ability to obtain technological facilities that can assist them in developing their knowledge and professional competence. The tools needed are limited by the school and they are forced to take turns. This has an impact on the smoothness of the learning process for students. This is in line with the theory, that teachers should be provided with facilities to support teacher performance (Copriady et al., 2021).

5.3. Effect of certified and non-certified teachers on employment in the Toraja region

In the study Agustina et al., (2020)) said that there was an effect on teacher performance. This research finds and is in line with the theory. The findings in this study indicate that certified teachers are more active than uncertified teachers.. Table 8 shows that there is a very significant effect between teacher certification on performance, namely R count 0.00 and R table 0.05. However, if the instrument results are analyzed from certified and uncertified teachers, the bar charts intersect each other. Other. From the bar chart of Figure 4, it can be seen that there is a wedge of opinion, which is around 15.6% strongly disagree with the performance of teachers who have been certified and with teachers who have not been certified. This is reinforced by bar chart 2 and bar chart 3, there are still those who strongly disagree and disagree with the teacher's performance. This shows that even though teachers are given certification as a standard to earn additional income. However, in current conditions, it is necessary to pay attention to the competence and improvement of teacher competence by providing assistance in the form of training assistance and electronic device assistance to teachers in designing and preparing student materials. In the interview session and the results in table 10 show that certified teachers and non-certified teachers said they needed pedagogic competency training from experts. This is because the curriculum is constantly changing and needs to be adapted to technological developments. Teachers are of the opinion that in improving performance, the government should hold regular competency training for teachers who are the main source in creating student achievement.

Teachers also argue that certification does not need to be tested and other competency tests are carried out, this is because certification and competencies that are continuously being developed are two different things and certification is a tool to obtain additional teacher income. Another problem expressed by the teacher was the difficulty in using technology media to help deliver material to students. In this case, the difficulty of using technology and teachers require discussion and training in the media. This is in line with research (Hamuddin, 2015) that it is necessary to carry out discussions in the media in the form of classrooms.. This is confirmed and is in line with the students' assessments in diagrams 2, 3 and 4, that there are those who strongly disagree and disagree with the teacher's performance. Whereas students' disagreements arise due to teacher difficulties in operating technology, designing technology-assisted learning and implementing material with technology assistance. This is in line with the theory, difficulties will arise if there are obstacles (Lumbantoruan & Male, 2022).

In overcoming the problems found in this study can actually be overcome with the help of training for teachers. However, it must be acknowledged that funds to conduct training and purchase of pedagogic training aids and other learning aids cannot be obtained due to limited funds. The school management in Toraja did not prepare the education budget for training. One of the teacher's hopes is with the assistance of teacher certification. This is in line with the opinion Albay & Eisma, (2021) that the welfare of teachers must be considered for the smooth process of designing and implementing learning.

6. Conclusions

The conclusion of this study is the results and discussion that there is a significant effect between teacher certification and job satisfaction with the Anova test R count sig 0.000 smaller than R table 0.05 meaning teacher certification has a positive effect on improving the quality of education in the North Toraja region. From the results of the bar chart instrument 2 shows that there are 33.75% strongly disagree with the performance of teachers who have been certified. However, there are 65.85% who agree and strongly agree with the performance of teachers who have been certified. This is best compared to the achievements of uncertified teachers. Teachers who have not been certified 35.16% who strongly disagree and disagree with the performance of teachers who have not been certified and only 53.88% who agree and strongly agree. This shows that there is an effect of teacher certification on performance, although the difference is not too significant, but in the interview session teachers who have not been certified still expect income assistance by providing teacher certification. In this study, a gap was found between the opinions of

previous researchers and the findings. The researcher said Wahyu et al., (2020) there is a significant difference between certified and uncertified teachers in terms of performance.

However, the findings show that the performance difference between certified and uncertified teachers is not very significant.

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The Effect of Government Teacher Certification on Teaching Performance: A mixed method study

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ABSTRACT

The Indonesian government encourages all teachers to be certified in the hope of improving teachers' performance. The purpose of this study, conducted between 10 May and 10 June 2022, was to explore the effect of teacher certification on teacher performance in the northern Toraja region. Using a mixed methods approach, this study randomly sampled 90 teachers. The students were subject to a distribution instrument to measure the performance of certified and uncertified teachers. Interviews were conducted with 10 randomly selected teachers regarding their perception of the test. The results show that there are 33.75% students strongly agree with the performance of certified teachers who have been certified but 35.16% who agree and strongly agree with the performance of teachers who have not been certified. While teachers who have not been certified 35.16% strongly agree and disagree with the performance of teachers who have not been certified, only 53.88% agree and strongly agree. Conclusively, there is a significant effect of teacher certification on teaching performance although not significantly different between certified and uncertified teachers. Some recommendations are given to the government regarding the current practice of teacher certification.



1. Introduction

Teacher certification is mandatory to all teachers in Indonesia from elementary to secondary levels. Teachers who have certification are considered as professional teachers in their fields and are considered capable of transferring their knowledge to students (Fernandes et al., 2021). In general, teachers are one of the main sources of knowledge for students and teachers have indicators that determine the quality of education starting from elementary schools, junior high schools, high schools and universities (Zhu & Shek, 2020). All teachers are equipped with good competence in designing and carrying out their duties as professional teachers in their fields (van Dijk et al.,

relation between certification and teacher performance. The collected data were subjected to validation test, reliability test and simple linear regression

2020). In the Law of the Republic of Indonesia stated that national education must be able to guarantee equity, improve quality, as well as the relevance and efficiency of teachers. Therefore, education management in Indonesia prepares itself to face challenges according to the needs, demands of society and changes in local, national and international life (Helda & Syahrani, 2022). This goes in parallel with education improvement that needs to be carried out continuously and development of concepts and principles that are mutually planned, directed and sustainable. Accordingly, it is important to increase the competence and welfare of teachers to be able to

Number 20 of 2003 concerning
Education System in the preamble

accomplish these targets (Churiyah et al., 2020). However, the outbreak of Covid-19 pandemic, which started in China in early 2019 and spread throughout the world including Indonesia, has brought unanticipated (Christidis & Christodoulou, 2020). During this unprecedented time, teachers and educators seem to lose grip in transitioning to the new normal, and the long-established concepts like teacher certification had to undergo some changes. The Covid-19 pandemic has made education system around the globe transitions to online delivery. This has put teachers under the obligation to have multiple competencies and develop new capacity for online learning delivery (Chinazzi et al., 2020). Prior to the COVID-19 pandemic, the Indonesian government had designed and implemented educator certification for teacher. Certification here refers to monetary reward granted to teachers who carry out their duties and responsibilities as professionals and contribute in setting the success of students in their fields (Putnam & Borko, 2000). It proves that the government of Indonesia has prioritized the welfare of educators and encouraged teachers to obtain certification in the hope of producing better performance and eventually improving the quality of education (Tang et al., 2021).

Isnaeni et al., (2018) reported that certified teachers are able to carry out their duties and responsibilities professionally by continuing the development of four competencies: pedagogic competence, professional competence, personality competence, and social competence. Similar research conducted by Sihotang et al., (2019) at Love Immanuel School, North Jakarta in 2020-2021 reported that 50% of teachers at elementary, junior high, and high school levels met the qualification standards to be certified. However, only 25% of those 50% who were actually certified in the same year. Another fact as a reference in this research is a survey conducted by a postgraduate program in the North Toraja region to teachers in schools. From the survey, there are about 32 people out of 59 people who have not been certified. From the number surveyed 59, 23% perceived problems when preparing learning materials for online learning. It reflects weakness of teacher's pedagogic competence. The survey also indicates that teachers in the Toraja area still find it difficult to use technology, which is one of the obstacles to partake in teacher certification training and selection. In terms of performance, 62% of the teachers have difficulty in preparing and implementing the materials for students

(Sopaheluwakan et al., 2020). In the interviews, some teachers in Toraja argue that teachers are still burdened with massive administrative reporting work. These additional responsibility is believed to have impacted teachers' poor performance in preparing and implementing materials (Cipta et al., 2021).

The findings of previous research (Sun et al., 2022) indicated a significant effect (67%) of certified teachers of junior high school and their performance. Teachers' performance is first and foremost affected by teacher's discipline, then by teacher's professionalism, and simultaneously by both factors. In this study, teachers focused on discipline and improving their performance according to their respective competencies. This is in line with the purpose of the certification concept.

The Standards of Qualification of Educator Competence and Certification of Educators in Indonesia are stipulated in the Law on the National Education System Number 20 of 2003 concerning the National Education System and the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and the Regulation of the Minister of National Education Number 16 of 2005. However, it is alleged that 18 years of implementing certification policy has not been able to maximally increase the competence of educators because teachers were overwhelmed with administrative tasks which often overtaxes their performance (Winarno & Hermana, 2019).

Indonesia has been delivering teacher certification in batches. For example, in the selection stage 1 batch 5, Sun et al., (2022) had 105,643 teachers applying from all around Indonesia. There were only 49,815 teachers (47%) passed the administrative selection, and only 20,315 (40, 1%) teachers who did not pass the certification (59%) and the remaining passed the certification. Meanwhile, from the data collected in North Toraja Regency¹, 600 passed the administrative process, and 79 passed the certification. The implication is that many teachers failed to meet the requirements to perform their duties well because they are tied to various administrative tasks related to learning. Teachers who have not received certification are suspected of not being diligent in administration and not influencing the performance that has been regulated. In this case, the government needs to be advocated to simplify the administrative tasks regarding teacher certification. This study attempts to highlight the issues around teacher certification and seeks the answer to these two questions: 1) does having

educator certificate influence teacher's performance, and 2) does uncertified teachers perform differently.

2. Literature Review

2.1 Definition of Certification

Certification is stipulated in the Law of the Republic of Indonesia No. 14 of 2005. Certification is defined as a form of a competency test designed as the basis for awarding certificates and incentives for teachers and lecturers. More specifically, in Article 8 of this Law, teachers are required to have academic qualifications, competencies in their respective fields, educator certificates, physical and spiritual health, and the ability to realize the goals of national education (Rahardja et al., 2020).

The purpose of teacher certification in Indonesia is to improve the quality of teacher's work which results in improved performance and competence to contribute in increasing the quality of education in Indonesia (Hanushek & Woessmann, 2020). Also, an educator certificate is a formal evidence of acknowledgment for teachers and lecturers who have met the standard competence and performance thus deserve for monetary reward (Hartiwi et al., 2020). In other words, certification is a means to provide additional funding to cover teachers' cost of living and a process of fulfilling educator competence with the ultimate goal to achieve the hopes and visions of national education in Indonesia (Day et al., 2016). To embody this mission, Law of the Republic of Indonesia Number 20 of 2003 Article 42 establishes a policy direction which requires educators to have minimum qualifications and certifications according to their respective competence, physically and mentally healthy, and the ability to realize educational goals.

This is reaffirmed in Article 28 paragraph (1) of PP RI Number 19 of 2005 concerning National Education Standards, and Article 8 of the Law of the Republic of Indonesia Number 14 of 2005 which mandates teachers to have a minimum academic qualification of D4/S1 in their respective field, the capacity to design and deliver learning material, and competence as an agent which is formally evidenced by educator certificate (Tanang & Abu, 2014). In this case, while minimum academic qualifications are obtained through higher education, educator competency certificates are obtained through certification exam.

2.2 Driving Factors of Certification

Almaududi, (2019) teacher certification is a means to improve teacher performance in order that they will

be capable of addressing issues in the world of education in Indonesia. The low ability of students may reflect the low quality of learning process in schools delivered by teachers and their performance, which should be the key factor in successful learning process. Therefore, teachers could potentially contribute to the student's low achievement in learning. This issue has become the main concern of Indonesian government who, through the provision of certification, expects the teachers in Indonesia to be more motivated will be more enthusiastic in improving their performance (Fajari & Chumdari, 2021). In order to achieve this, the government issued the law of regional autonomy whose foci include shifting education management from the central government to local governments. Since then, the management of education in Indonesia has undergone dramatic changes. In terms of management authority, the progress is evident from the source of policy which shifts from central to regional government. Furthermore, the National Education System stipulated in the Law 20 of 2003 stated that the responsibility, authority, and resources for education services have been transferred from the central to the regional level and even to the school level in order to provide better access for teachers to obtain national certification from the government (Siry, 2011).

2.3 Certification Implementation Basis

According to rnández, S. R., Castro Morales, L. G., & Maldona Arciniegas Paspuel (2021), "certification for in-service teachers as an effort to improve performance in Indonesia is carried out on a legal basis. Decree of the Minister of National Education Number 056/O/2007 concerning the Establishment of a Teacher Certification Consortium, Decree of the Minister of National Education concerning the Appointment of Universities to Organize Certification aims to improve the quality of National education. From these conclusions, obtained indicators of the effect of certification in this study which include: fulfillment of competence: Pedagogic, social, professional and personality.

2.4 Job Satisfaction

Job satisfaction according to (I Wayan Adnyana Wijaya, 2020), is related to some outputs that can be achieved by teachers. Regarding work performance, teachers feel happy after getting certification so they tend to be more productive at work. In other words, the feeling of contentment in carrying out tasks impacts work productivity (Drainase & Kondisi, 2022). Another significant factor to job

satisfaction is organizational citizenship behavior. Satisfaction at work and commitment to dedicate time and ability for profession will enable a teacher to contribute to perform well and fulfill the expectations rendered to them, and eventually bring about the organizational success. Furthermore, job satisfaction and commitment of teachers indirectly contribute to their students' accomplishing maximum results. In order to increase teacher's satisfaction at work, they need to first have access to renew their motivation and commitment to devote time, energy, and ability in order to deliver better performance and develop their competencies.

2.5. Indicators measured in the present research

Table 1. Teacher Performance Indicators

| Performance Indicator Variables | |
|---------------------------------|---|
| 1 | Able to make plans such as syllabus, Learning Process Plan (RPP) and evaluation forms |
| 2 | Able to prepare learning materials and tools |
| 3 | Able to master active learning methods |
| 4 | Able to implement learning strategies |
| 5 | Able to give good and correct assignments |
| 6 | Able to manage class well |
| 7 | Giving an objective assessment |
| 8 | Conducting evaluation |

Table 1 above shows the indicators of teacher performance that must be measured during their daily performance in the classroom. Teachers must be able to prepare materials, lesson plans, and assessments, as well as have a mastery of learning models and implement such models so that the students can accept and understand easily. **Table 2.** Indicators of Teacher Competency

| Indicators of Successful Teacher Certification | |
|--|-------------------------|
| 1 | Pedagogic Competence |
| 2 | Professional Competence |
| 3 | Social Competence |
| 4 | Personal Competence |

Table 2 shows four indicators evaluated in the assessment of teacher competency. Each competency has an own value but all are interrelated. The government of Indonesia refers to this indicator when establishing teacher certification process for teachers who excel and meet the criteria.

3. Method

This research used mixed methods, which is a combination of qualitative and quantitative approach (Mustajoki & Mustajoki, 2017), analyzing certified and uncertified school teachers, and students in northern Toraja, Indonesia between 10 May and 10 June 2022, or exactly one month. The students and teachers (n=94) were from elementary school, junior high school, and high school. The competency instrument engaged students as the subjects to assess the performance of their teachers (the objects), both certified and uncertified.

The data collection technique used in this study was to distributed instruments that had been pre-validated and declared reliable to students and teachers (Ericikan & Pellegrino, 2017). In addition, this study conducted interview sessions to 10 randomly selected teachers while simultaneously observing these 10 teachers to measure their performance and competencies. Interview and observation were conducted to confirm and align the data obtained from the results of the distributed instruments. The instrument was designed to determine the responses of teachers and students in assessing teacher certification as measured by four competencies on teacher performance. The results of interviews and observations were designed and adjusted to the indicators studied (Bem, 2021). The design in this study was a test involving the variables of certified teachers, non-certified teachers, and job satisfaction to observe the potential effect of teacher certification on quality and performance improvement and how non-certified teachers are (Berlinski & Ramos, 2020).

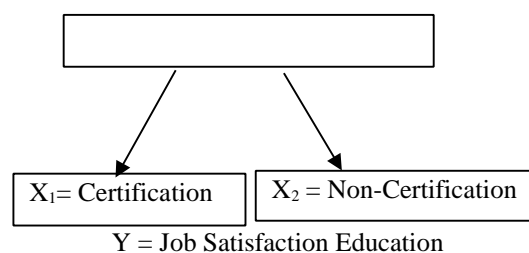


Figure 1. Research Design

Data were subject to quantitative analysis using a simple linear regression test to assess the validation, reliability, frequency distribution, mean, median, mode, and standard deviation (Denscombe, 2016), (Denscombe, 2014). In this study, the effect of teacher certification on educator performance or job satisfaction was tested, which means if R count is greater than R. Table, then H₀ is accepted, but if R

count is higher than H_a is rejected (Mesiti et al., 2021). In other words, if H_0 then there is an effect of teacher certification on performance. Then the researchers conducted observations and interview sessions with teachers who were certified and not certified. The results of observations and interviews were coded with the stages of presenting data, reducing data and drawing conclusions and aligning quantitative data with qualitative data. (Tamminen & Deibel, 2018). This step was done only to ensure that the teachers' answers to the instruments that have been distributed can be accounted for primarily (Lunenburg & Irby, 2008).

4. Findings

Data obtained from the instruments distributed to teachers and the results of interviews with teachers in the field have been collected and analyzed by the research process. This research was conducted to summarize the answers and draw an accurate conclusion to answer the question from the background of the problem, where is there an effect of certified teachers on performance or job satisfaction with non-certified teachers? Because the background was initially discussed, there are still many teachers who are weak in pedagogic competence and professional competence, while the government has required all teachers to be certified and the expected performance is not as high as the achievement. The following sections detailed the results of quantitative

ANOVA

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|------|------|
| Regression | 3.655 | 1 | 3.655 | .021 | .884 |
| Residual | 6301.422 | 37 | 170.309 | | |
| Total | 6305.077 | 38 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Uncertified

and qualitative data analysis.

4.1. Validity and Reliability of Certification Data Results

Table 3. Validation of Certification Based on Table 3, it can be seen that the instrument items in the certified teacher indicator are greater than 0.05. In this

sense, all instruments in this study are declared "Valid", because each question item is greater than R. Table or R count is greater than R. Table.

Table 4. Reliability Test

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .849 | .910 | 25 |

All certified instruments given to teachers in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.849. Instruments given to teachers who have been certified can be used to test and standardize in determining whether there is an effect of certification on teacher performance and the data shows reliable

4.2. Uncertified Teachers

Table 5. Reliability of non-certified teachers

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .918 | .923 | 25 |

From Table 5 above, it can be seen that all instruments in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.918. This shows that all the instruments compiled by researchers and given to teachers were acceptable and could be used as benchmarks to observe whether the status of certified and uncertified influenced teacher's performance. These data indicate that the results can be interpreted into one sentence and align this data with other source data before drawing final conclusions.

Table 6. Reliability of Job Satisfaction Instruments

| Reliability Statistics | | |
|------------------------|--|---------------------------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Pearson Correlation Coefficient |
| .962 | .964 | .94 |

From Table 6 it can be seen that all the instruments in this study are deemed reliable because Cronbach's Alpha is greater than 0.7, namely 0.962 (source Prof. Imam Ghazali).

Table 7. Educator Job Satisfaction Uncertified

Table 8. Educator Job Satisfaction Sertifikasi ANOVA

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|------|
| Regression | 4951.982 | 1 | 4951.982 | 83.891 | .000 |
| Residual | 5430.657 | 92 | 59.029 | | |
| Total | 10382.638 | 93 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Certification

From the results of the analysis of Table 7, Sig 0.884 is greater than 0.05. This means that the variable of uncertified teachers has no effect on job satisfaction. Meanwhile, from the analysis of Table 8 above, Sig 0.000 is smaller than 0.05, meaning the certification affects teacher job satisfaction.

Table 9. Frequency Distribution of Certified Teachers and Job Satisfaction

| Statistics of the Frequency of Certified Teachers on Job Satisfaction | | Certified Teacher Job Satisfaction of Educator | |
|---|-------|--|--|
| Valid | 94 | 94 | |
| N | 0 | 0 | |
| Missing | | | |
| Mean | 91.05 | 89.40 | |

Figure 2. The Perception of Certified Teachers on the Influence of Teaching Performance

Figure 2 shows that the response of assessing the certified teacher's instrument. From 94 respondents, 9.75% strongly disagree with the performance of certified teachers, 24% disagree, 37% quite agree, 10, 87 agree and 18% strongly agree with the performance of certified teachers. The red bar chart shows there is a visible concern that the performance of certified teachers still needs to be improved by providing training.

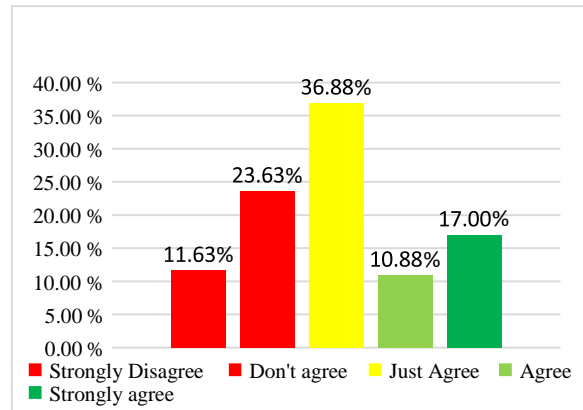
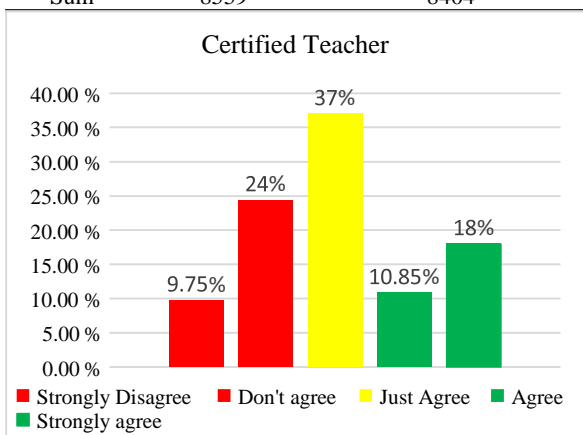


Figure 3. Uncertified Teacher Bar Chart

From Figure 3, it can be seen that the respondents' assessment of the performance of teachers who have not been certified. The number of respondents who strongly disagree with the performance of uncertified teachers are 11.63%, 23.63% disagree, 38.88% quite agree, 10.88% agree and 17.10% strongly agree. In other words, the difference in performance between certified and uncertified teachers is not too significant.

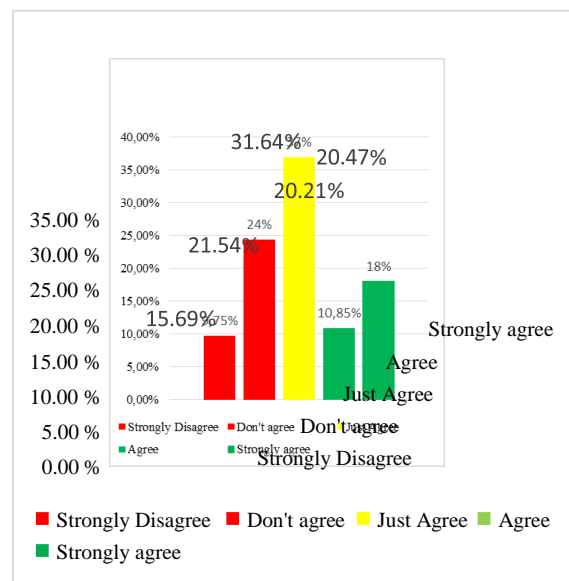
| | | |
|--------|-------|-------|
| Median | 92.00 | 94.00 |
| Mode | 93 | 95 |
| Sum | 8559 | 8404 |



However, by comparing Figure 2 and Figure 3, certified teachers still perform better than uncertified teachers.

Figure 4. Teacher Competency Indicator Bar Chart

Figure 4 shows the respondents' assessment of teacher competence in North Toraja. From all respondents, 15.69% strongly disagreed, 21.54% disagreed and 31.34% quite agreed with the mastery of four teacher competencies in North Toraja. However, 21% agreed and 47% strongly agreed. These results indicate that there needs to conduct regular teacher competency test



training in the northern Toraja region.

Table 10. Coding of Interview Results with Certified and Uncertified Teachers

| Indicator | Interpretation |
|------------------------------------|---|
| Certified Teacher Job Satisfaction | Teachers develop competencies; prepare the material, lesson plan, and assessment indicators. Teachers are not ready for Pedagogic Competence, Teachers face Difficulty in Professional Competence Difficulties in implementing the changing curriculum |

| | |
|------------------------|--|
| Uncertified Teacher | Lack of Pedagogic Competence Readiness, Teachers Difficulty in Professional Competence, Difficulty changing curriculum, Lack of training |
|------------------------|--|

Data decoding in Table 10 shows there remain some obstacles faced by certified teachers when designing materials according to the new curriculum and accomplishing the success of Pedagogic Competence and Professional Competence. Meanwhile, uncertified teachers had difficulties in pedagogic competence and professional competence. They mentioned the need for special training for teachers in North Toraja to prepare materials, design learning models for each subject, and to navigate the use of media technology media for online learning process.

5. Discussion

In the background section, the purpose of this research is to determine the effect of teacher certification on teacher performance, to observe the difference in performance between certified and uncertified teachers and to find out the level competence of teachers in the northern part of Toraja. Based on the results of the analysis, there was an effect of teacher certification on the improvement teacher performance. This is in line with a study by Qowaid, (2017) that by expressing appreciation to teachers who are the main source of learning in schools can improve performance for the better. ANOVA test found a not too significant difference between certified and uncertified teachers. This finding is in line with the theory that teachers who are given additional living funds through certification show better performance in their daily tasks at school (Munastiwi & Puryono, 2021).

5.1. The Effect of Teacher Certification on Teacher Performance in Toraja

The instrument used to measure the effect of teacher certification on job satisfaction in Table 3 has been declared valid, so this study collects data and conducts an early stage of reliability test. The results of the reliability of the teacher certification instrument were 0.849, or above 0.05 with Cronbach's Alpha (Table 4). This shows that the instrument can be used to determine whether there is an effect or not by assuming the hypothesis at the beginning that effect does exist. The results of the validation of instruments to observe the relation between uncertified teachers and job satisfaction are also declared valid as in Table 5 with Cronbach's Alpha 918. In the same way the researchers

conducted validation tests and reliability tests on teacher performance indicators and in this case the research found that the instruments tested were valid and had been tested. From Table 6 it can be seen that Cronbach's Alpha 962 has been reliable. Thus, by looking at the validation and of the instrument being tested, the instrument is feasible to continue testing for linear regression to prove the allegation or hypothesis that there is a flow of certification on improving teacher performance. This validation and reliability test is in line with the theory (Martínez-Lorca et al., 2020) that the instrument shall be continued if the validation and reliability test results are found below 0.05.

From Table 8 of the Regression Test, it is clear that the results of data analysis show an influence of certified teacher variables on job satisfaction. The R count with sig 0.000 smaller than R. Table 0.05 which means certified teachers have a positive effect on improving the performance of educators in the environment. Schools in developing learning and implementing materials for students. Teachers who have been certified are given additional opinions from the government. In this case, as evidenced by the results of interviews with teachers and the results of coding in Table 10, the teacher argues that there is an intention to develop pedagogic competence by attending training and developing themselves in improving their professional competence. Table 10 shows that there is an effort from the teacher to improve performance and service to students by spending additional time with students who do not understand the teaching material in the North Toraja Region. This has a positive impact on students, society, and eventually, the progress of the nation's generation which has been the government's focus of development. Certified teachers demonstrate thorough preparation, such as compiling a syllabus, lesson plans, designing materials to be easily understood by students, preparing teaching aids in form of modules and other devices to facilitate learning process before it starts. However, the findings also indicate that these teachers have not been equipped with adequate technology, while the uncertified teachers cannot be resourced with technology devices. This is in accordance with the theory (van Dijk et al., 2020) that providing assistance to teachers in form of certification can improve performance to help teachers better focus in carrying out their performance. Meanwhile, from Table 8 above, it is evident that uncertified teachers have no effect on Job Satisfaction. This is proven by

the ANOVA test with a Sig of 0.884 and greater than R Table 0.05. In the analysis of this study, some teachers who argue that certification is not a guarantee in improved performance and quality of teacher competence. However, data shows that uncertified teachers still need support for allowances by participating in a government program called “certification”.

In addition to the positive impact revealed by certified teachers during the interview session, there are some problems they honestly expressed regarding optimal online learning process, teaching, and preparedness in their professional competence. This gives rise to an assessment from students of teachers, in which 9.75% of students strongly disagreed and 24% disagreed that their teachers have demonstrated good performance during online learning delivery. This is in line with the theory that the under-optimum learning process may be due to obstacles which teacher cannot address (Lumbantoruan, 2022).

This finding has a positive impact on the progress of education in Indonesia. It suggests that if teachers are not immediately certified, it will have a negative impact on their performance in teaching preparation and delivery to students. In theory, it is said that teachers must prepare materials and tools for the learning process (Chang & Lai, 2021). Teacher performance will further decline if the government does not immediately facilitate teacher certification which enables the teachers to spend the incentives from certification to carry out personal and professional development, and then help students develop themselves.

5.2. The influence of uncertified teachers on educator performance

This research showed that there is a very significant effect of the status of uncertified with teacher's performance. We establish a trial learning environment to find out whether certified teachers affect the performance of uncertified teachers. The answer is no. Based on the results instrument and interview results (Table 5), it is clear that the instrument being tested is valid and has a rating with Cronbach's Alpha 0.918. This is what convinced the researcher to carry out a regression test as shown in Table 7, which indicates that there is no influence between uncertified teachers on performance. The ANOVA test from the objective table shows sig 0.884, which means that the R. Count is greater than the R. Table and explains that the two variables do not affect each other. In the third bar chart,

it is clear that 11.63% of respondent strongly disagreed with the performance of uncertified teachers and 23.63% disagreed. This is slightly worse than a certified teacher. Therefore, these findings are in line with the theory that teachers should be given equal distribution of certification and get the same rights (Latiana, 2010).

In this discussion, it can be concluded. That, even though they are not given certification, teachers still carry out their performance as teachers. Teachers who have not been certified still carry out performance such as designing teaching materials and implementing materials properly. However, there is an obstacle for uncertified teachers, namely lack ability to obtain technological facilities to assist them in upskilling knowledge and professional competence. The schools can only provide a limited number of devices, so the teachers must take turns to use them. Consequently, it disrupts the learning process for students. This is in line with the theory, that teachers should be provided with sufficient facilities to support their performance (Copriady et al., 2021).

5.3. Effect of certified and non-certified teachers on employment in the Toraja region

A study by Agustina et al., (2020) reported an effect on teacher performance. The findings in this study indicate that certified teachers are more active than uncertified teachers. Table 8 shows that there is a very significant effect between teacher certification on performance, namely R count 0.00 and R. Table 0.05. However, if the instrument results are analyzed from both certified and uncertified teachers, the bar charts intersect each other. From the bar chart of Figure 4, it can be seen that there is a wedge of opinion, which is around 15.6% who strongly disagree with the performance of certified and uncertified teachers. This is reinforced by Table 2 and Table 3 in which some students strongly disagree and disagree with the teacher's performance. It shows that even though teachers are given certification as a standard to earn additional income, it is still necessary to provide technical assistance in the form of professional training and electronic device for teachers in designing and preparing student materials. From the results of the interview session and Table 10, certified teachers and non-certified teachers said they needed pedagogic competency training from experts. This is because the curriculum is constantly changing and needs to be adapted to technological developments. Teachers in the present study perceived that in order to improve

their competency, the government should hold regular competency training for teachers who are the main source in creating student achievement. Teachers also argue that certification process does not need to be tested and other competency tests should be negated because certification and perpetual competencies are two different things, and certification is a tool to obtain additional income for teachers. Another problem expressed by the teachers was the difficulty in using technology media to help deliver material to students. It needs to be addressed by enabling discussion session in the class and providing training in utilizing media and electronic tools. This is in line with a previous research (Hamuddin, 2015) that it is necessary to carry out discussions in the media in the form of classrooms. This is confirmed and paralleled with the students' assessments in Figures 2, 3 and 4. Students disagree with the teacher's performance, especially with regards to inability to overcome difficulties in operating technology, designing technology assisted learning and implementing material with technology assistance. This is in line with the theory that obstacles is inevitably producing difficulties in teaching learning process (Lumbantoruan & Male, 2022).

To overcome the problems found in this study, training for teachers is needed. However, it must be acknowledged that there is limited source of funds prepared by school management in Toraja to conduct training and purchase of pedagogic training aids and other learning aids. One of the teachers expect help through the assistance of teacher certification. This is in line with the opinion Albay & Eisma, (2021) that the welfare of teachers must be considered for the smooth process of designing and implementing learning.

6. Conclusions

This study demonstrated that there is a significant effect between teacher certification and job satisfaction. More specifically, teacher certification has a positive effect on improving the quality of education in the North Toraja region. While around 33% students disagreed with the performance of their teachers, the rest were in unison that certified teachers had better performance than the uncertified ones, although the difference was not significant. It highlighted a gap with previous studies which mostly reported more significant differences between certified and uncertified teachers regarding their performance at school. Furthermore, uncertified teachers still expect to receive income assistance through teacher certification. This research recommends that

certification shall be continued and improved by providing scheduled and routine training for technology upskilling among teachers.

7. Acknowledgement

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