

The influence of pedagogic competencies and diverse professional competencies on educator-certified teachers with teachers not yet certified educators.

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Abstract

This study aims to describe the certification of educators, pedagogic competencies and professional competencies and to measure whether or not there are differences in pedagogic competence and professional competence between teachers certified educators and teachers have not yet certified educators This research includes research surveys with quantitative approaches that use inferential statistical analysis with non-parametric statistical tests that are different tests using rumu Test Mann Whitney. The population and samples in this study are all teachers who are either certified or who have not been certified. The data collection method uses the questionnaire as the primary data and is supported by interviews and documentation as secondary data. The results of the study showed that for pedagogic competencies and professional competencies teachers included good categories, while in the test results U Mann Whitney obtained U Count = 182.5 and U Table = 136. Which means that Ha is accepted and Ho is rejected because the U Count \geq value rather than U Table means that there are differences in pedagogic competencies and professional competencies between educator-certified teachers and teachers who have not been certified educators, this indicates that educator certification has had an influence on the improvement of pedagogic competencies and professional competencies although not very large.

Keywords: teacher certification, pedagogic competency, professional competency

Intoduction

Education is one of the important sectors in development in every country. According to Law No. 20 of 2003 on the National Education System in article 1 stated that: Education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals and skills required themselves, society, nation and State (*Depag, 2011:12*). To realize these functions and objectives, the existence of teachers has a very important role in realizing the success of national education. The existence of teachers and their readiness to carry out their duties as educators are crucial to the implementation of an educational process. In this rapidly evolving context, there is an increasing demand for teachers and teacher coaches. but concerns are being expressed from within the field that practitioners may be tempted to respond to these requests without engaging in personal preparation and developing the competencies needed for these efforts (Crane et al., 2011; Iñiguez-Berrozpe, Elboj-Saso, Flecha, & Marcaletti, 2019).

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Moved from the mandate of The National Law No. 20 of 2003, the government continues to conduct the process to raise and strive to improve the quality of education, this process is characterized by reconstructing existing policies or building new policy concepts. The policy is realized in the form of various system changes and through the efforts of teacher professionalism by performing the certification set forth in Law No. 14 of 2005 on Teachers and Lecturers. Political commitment to conduct teacher certification aims to improve the quality of education in the country. Efforts to certify educators should be appreciated as a form of government attention to the low quality of teachers who have an important role in the world of education. This is also a logical consequence for teachers if they want a change in their fate. This means that when teachers expect the welfare and comfort of work, they must also put professionalism in carrying out their duties.

The condition that occurred in Madrasah Tsanawiyah YKUI Maskumambang Dukun Gresik from the results of observations and initial interviews that researchers did to teachers, there are some teachers who have been able to do good learning in terms of choosing media or learning resources, but some other teachers are still minimal in applying the use of media or learning resources. In addition, initial interviews were also conducted to several teachers, it was obtained that some teachers still have teachers who have not compiled learning tools independently, there are still teachers who teach with passive, unidirectional, monotonous and less using varied learning methods, although many variations of learning methods, often unknown purpose of utilization, and still many teachers who do learning only in the classroom Creativity in learning is needed to provide hands-on experience of problem solving as their expertise in solving problems creatively in their lives (Suryanto, Degeng, Djatmika, & Kuswandi, 2020).

Things found at the beginning of the study illustrate that the competence of teachers still need to be improved, in addition there are still teachers who teach not linear with the qualifications they get diplomas. A variety of background information about student characteristics needs to be considered in decision making related to the implementation of learning in the classroom in the future in order for learning objectives to be achieved to the maximum (Naismith, Lee, & Pilkington, 2011; Suryanto, Warring, Kartikowati, Rorimpandey, & Gunawan, 2021; Yeh, Rega, & Chen, 2019) Then what about the condition of teachers who are certified educators, whether their competence is eligible to be categorized as a professional educator?. Based on the above, this theme is interesting to be developed into a study. With focused on the usefulness of educator certification on pedagogic competencies and teacher professionals who have passed the educator certification in conducting learning, whether there is a difference in the competence between teachers who have not been certified educators and teachers who have been certified educators. Teachers who have personality competencies are able to better adjust in the learning environment in the classroom this is very good to create a good and pleasant environment for students. Creating a good learning environment and the right learning strategy is needed for pedagogic tension and teacher personality, so that learning objectives will be more easily achieved (Flores, 2019; Gillies, 2017; Russo-Netzer & Shoshani, 2019).

Method

The type of research used in this study is survey research because it is used to obtain data from a certain natural (not artificial) place. While based on research methods, this research belongs to the research group with quantitative approach. By using inferential statistical analysis with Non Parametric Statistical Test. The population in this study is all teachers in MTs YKUI Maskumambang Dukun Gresik which amounts to 40 people. In this study we took the entire population for us to make as respondents. The types of data in this study that are expected to provide the necessary information are: a) Primary data in this study that becomes the primary data is data obtained through questionnaires distributed to teachers, b) Secondary data is data that supports primary data, in this study the secondary data is the interview data and data derived from the respondents' documents in the form of learning device documents and teacher administration documents.

This study uses inferential statistical techniques where according to Supardi that inferential statistics or inductive statistics are "Statistics related to data analysis (sample) which is then continued by drawing conclusions (*inference*) generalized in all subjects where the data was taken / population" (Supardi, 2013:11). The research method that will be used is quantitative research method in the form of comparative study. Comparative analysis technique is one of the techniques of

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quantitative analysis or one of the statistical analysis techniques that can be used to test hypotheses about whether or not there are differences between variables being studied. The data analysis in this study was conducted using a statistical test called Uji Beda. The statistical tests used in this study are: Non Parametric Test for *two independent samples* using the Whitney Mann Test formula. Furthermore, because this study is to find out if there is a difference between pedagogic competence and professional competence between certified teachers and uncertified teachers and based on the available data is in the form of ordinal data, the researchers used the Non Parametric Statistical Test with the formula Mann Whitney Test.

Result

Recapitulation of Questionnaire Results on Pedagogic Competencies Teachers Not Yet Certified Educators

Table 1 Pedagogic competencies of teachers not yet certified educators

category	Number of Teachers	Percentage (%)
Excellent	4	17,39 %
good	12	52,17 %
keep	7	30,44 %
less	0	0
sum	23	100 %

Source: researcher results

From the table above, it can be seen that 64.71% of educator-certified teachers have good pedagogic competence, 23.53% are moderate and the remaining 11.76% are very good. So it can be concluded that most pedagogic competencies of teachers who are certified educators are classified as good.

Educator Certified Teachers

Table 2 Pedagogic competencies of educator-certified teachers

category	Number of Teachers	Percentage (%)
Excellent	2	11,76 %
good	11	64,71 %
keep	4	23,53 %
less	0	0
sum	17	100 %

Source: researcher results,

From the table above, it can be seen that 64.71% of educator-certified teachers have good pedagogic competence, 23.53% are moderate and the remaining 11.76% are very good. So it can be concluded that most pedagogic competencies of teachers who are certified educators are classified as good.

Recapitulation of Questionnaire Results on Professional Competencies Teachers Not Yet Certified Educators

Table 3 Professional competencies of teachers not yet certified educators

category	Number of Teachers	Percentage (%)
Excellent	0	0

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good	13	56,52 %
keep	10	43,48 %
less	0	0
sum	23	100 %

Source: researcher results,

From the table above, it can be seen that 56.52% of teachers have not been certified educators have good professional competence, and the remaining 43.48% are moderately categorized. So it can be concluded that most of the professional competencies of teachers MTs YKUI Maskumambang Dukun Gresik who have not been certified educators are classified as good.

Educator Certified Teachers

Table 4 Professional competent teachers certified educators

category	Number of Teachers	Percentage (%)
Excellent	1	5,88 %
good	9	52,94 %
keep	7	41,18 %
less	0	0
sum	17	100 %

Source: researcher results

From the table above, it can be seen that 52.94% of educator-certified teachers have good professional competence, 41.18% are moderately categorized and the remaining 5.88% are very good. So it can be concluded that most of the professional competencies of teachers who are certified educators are classified as good.

Data Analysis

Table 5 Uji differences in pedagogic competencies and professional competencies

Group 1 (n1) Teachers have not been certified educators			Group 2 (n2) Educator certified teachers		
No.	Total Score	Rank	No.	Total Score	Rank
1	191	15	1	201	11
2	174	28	2	226	2
3	188	17	3	235	1
4	219	3	4	151	38.5
5	215	5.5	5	151	38.5
6	215	5.5	6	199	12
7	216	4	7	186	19.5
8	153	37	8	188	17
9	180	24	9	185	21.5
10	183	23	10	169	30
11	157	34.5	11	185	21.5
12	188	17	12	165	31
13	177	26	13	161	32
14	186	19.5	14	192	14
15	156	36	15	194	13

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16	204	9.5	16	178	25
17	171	29	17	207	7
18	206	8			R2=334.5
19	204	9.5			
20	143	40			
21	157	34.5			
22	160	33			
23	176	27			
		R1=484.5			

Source: researcher results

From the table above, then performed statistical calculation test U, with the stages:

Specify the value of U1

$$U1 = n1.n2 + \frac{n2(n2 + 1)}{2} - R2$$

$$U1 = 23 \times 17 + \frac{17(17 + 1)}{2} - 334.5$$

$$= 391 + (-181.5)$$

$$= 209.5$$

Specify the value of U2

$$U2 = n1.n2 + \frac{n1(n1 + 1)}{2} - R1$$

$$U2 = 23 \times 17 + \frac{23(23 + 1)}{2} - 484.5$$

$$= 391 + (-208.5)$$

$$= 182.5 \text{ (Rostina, 2014:155-156)}$$

Because the value of U2 is the smallest value, the specified U count is 182.5, while the U value of Mann Whitney table with n1=23 and n2=17 for 2-party test and with a significant level of 0.05 then obtained a value of 136 as the U of the table. Because the value of U count = 182.5 is in the ha acceptance area that is if you count \geq U table, then it can be concluded that Ho was rejected and Ha accepted, which means: There are differences in pedagogic competence and professional competence between teachers certified educators and teachers who have not been certified educators in teachers.

Discussion

Based on the purpose of the research and from the results of the presentation of the data description and the results of the data analysis above, it can be interpreted as follows: that the teacher certification program that has been organized by the government has been felt by the MTs YKUI Maskumambang Dukun Gresik institution. Until now, the number of teachers who have been certified educators numbered 17 teachers while the uncertified educators as many as 23 teachers. This shows that only about 42.5% of teachers are certified educators. For the amount of TPP (Educator Profession Allowance) received, all teachers certified educators get the same amount of funds that is Rp. 1.500.000/month. The amount of TPP funds obtained is the same because all teachers who have been certified educators in MTs YKUI Maskumambang Dukun Gresik are non-civil servant teachers. While related to the utilization of TPP funds received, only a small part is used for educational purposes

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whereas most teachers are certified educators use the certification funds for consumption purposes and additional costs of daily living.

For pedagogic competencies, in general pedagogic competency of teachers MTs YKUI Maskumambang Dukun Gresik is well categorized, whether it is teachers who have not been certified educators or teachers who have been certified educators. Some indicators of pedagogic competence are relatively good, including the ability of teachers in mastering the theory of learning and the principle of educating learning. Teachers who have the ability to master the theories of learning will be more effective in managing the classroom because teachers can carry out learning practices tailored to the conditions and circumstances of students in the classroom based on the various theories and learning experiences they have. For indicators in pedagogic competencies that fall into the moderate category is the ability of teachers in conducting assessments and evaluations, especially for teachers who have not been certified educators who are still lacking in ability to conduct assessments and evaluations. Some teachers are still lacking in carrying out various techniques and types of assessments, less utilizing the results of assessments as materials in the preparation of learning plans that will be carried out next and less complete in the ownership of physical assessment documents such as the results of daily re-analysis / KKM / remedial programs and enrichment and some teachers rarely in making improvements rpp (Learning Implementation Plan).

For professional competence, in general teachers have good professional competence. Some indicators in professional competence such as the ability to master the material concept structure and scientific mindset in the subjects are in the good category. While related to the indicators of material mastery concept structure and scientific mindset that supports the subjects, Teachers often do mapping competency standards and basic competencies for subject matter that is considered difficult, often do planning and implementation of learning by estimating the allocation of time required, often compiling materials, planning and implementation of learning that contains the right information, up-to-date and helps learners to understand konsep learning materials and often use the right and up-to-date teaching materials that are in accordance with the learning planning.

Meanwhile, the indicator of the teacher's ability to develop professionalism through reflective action is in the medium category. This can be shown by the ability of teachers who rarely develop educational innovations, rarely do classroom action research (CAR), rarely participate in educational scientific activities (such as seminars, conferences, workshops), especially teachers who are not certified educators. For the interpretation of Hypothesis Testing. Based on the results of the Mann Whitney test, it was obtained that the value of U count = 182.5, while U table = 136, because the value of U count = 182.5 is in the acceptance area of H_a , that is, if U count hitung U table, it can be concluded that H_0 is rejected and H_a is accepted, which means there is the difference in pedagogic competence and professional competence between certified educators and non-certified teachers in 2015. This clearly shows that the existence of educator certificates has been able to encourage the improvement of pedagogic competence and professional competence of teachers, although the effect is not too big. An increase in pedagogic competence and professional competence for teachers who are certified educators can be seen by the more complete documents of learning tools made, such as lesson plans, syllabus, learning media, teaching materials and various other assessment tools, such as grids, question cards, programs remedial and enrichment when compared to the time before becoming a certified teacher educator. The increase in the competence of certified educators from previously not certified educators is more due to the supervision or monitoring factor from the Islamic Religious Education Supervisor (PPAI) from the Ministry of Religion who regularly comes to school every semester to monitor or evaluate teachers related to the completeness of learning tools. , assessment tools and implementation of learning for teachers who are already certified educators.

Conclusion

From the results of the research that has been done, it can be concluded as follows: certification of educators in teachers at MTs YKUI Maskumambang Dukun Gresik has been started since 2007 to 2015. And to date, there have been 17 teachers out of 40 teachers who have been certified educators through the PLPG as many as 88% (15 teachers) and the remaining 12% (2 teachers) passed the educator certification through the portfolio line. The amount of Educator Professional Allowance (TPP) received by educator-certified teachers amounted to Rp. 1.500.000/month for all teachers

because of their status as Non-civil servant teachers. While related to the utilization of TPP funds, only a small part is used for the activities for improving the teacher profession while most of the teachers certified educators still use TPP funds for consumption purposes and additional daily living costs.

Teacher Pedagogic Competencies are well-categorized, with a large percentage of 64.71% of teachers certified in education and 52.18% of teachers not yet certified educators are teachers with good pedagogic competencies. Some indicators on pedagogic competencies that show good categories are the ability of teachers in mastering learning theory and educational learning principles, the ability of teachers in educational learning activities, the ability of teachers in understanding and developing the potential of students, as well as the ability of teachers in communicating with students. Meanwhile, indicators on pedagogic competencies that are still lacking in MTs YKUI Maskumambang Dukun Gresik teachers are the ability of teachers in conducting assessments and evaluations, especially for teachers who are not yet certified educators because most teachers are not yet accustomed to carrying out assessments with various techniques and types of assessments that vary.

Professional Competency of teachers is well-category, with a large percentage of 58.82% (52.94% of good categories and 5.88% of excellent categories) teachers is certified educators and 56.52% of teachers are not yet certified educators classified as teachers with good professional competence. Some indicators of professional competence that show good categories are the ability of teachers in mastering the material structure of concepts and scientific mindsets that support the subjects they have and the conformity between the discipline of education level science and the subjects that are mastered. Meanwhile, indicators of professional competencies that are still lacking in teachers are the ability of teachers in developing professionalism through reflective actions. Mann Whitney's U-test results on the hypothesis show $U \text{ count} = 182.5 \geq$ from table $U = 136$. This indicates that H_a was accepted and H_o rejected because the value of $U \text{ count} = 182.5$ is in the h_a acceptance area which means there are differences in pedagogic competence and professional competence between teachers certified educators and teachers who have not been certified educators in MTs YKUI Maskumambang Dukun Gresik Year 2015, this shows that educator certification has influenced the improvement of pedagogic competencies and professional competencies although not very large.

Suggestion

From the above conclusions, the advice that can be given is as follows: The need to use the Educator's Professional Allowance (TPP) funds appropriately and usefully for the benefit of the teacher's profession, not for the benefit of household consumption or daily living needs. The need to improve the competence of teachers in conducting assessments and evaluations, because most teachers are not yet accustomed to carrying out assessments with various techniques and types of assessments that vary with the device. The need to improve teacher competence in developing professional through reflective actions, because most teachers rarely do class action research (PTK), rarely develop educational innovation work and less active in following educational scientific activities, such as seminars, conferences and workshops. It is sought for certified teachers to continuously improve their pedagogic competence and professional competence, continuously and intensely without having to feel pressured due to monitoring factors from PPAI supervisors and fear of losing the Educator's Professional Allowance (TPP) funds that have been received. But efforts to improve the competence of the teacher profession should be really encouraged because of the factors of needs and obligations as a professional teacher.

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