

Performance Analysis of Certified Teachers at Madrasah Ibtidaiyah Miftahul Ulum Gresik

Faiqoh El Himmah¹

Roziana Ainul Hidayati¹

¹Management Study Program, Faculty of Economics and Business
Universitas Muhammadiyah Gresik, East Java, Indonesia
mail:faiqohelh@gmail.com, roziana@umg.ac.id

ABSTRAK

Kinerja mengajar guru merupakan aspek penting terhadap prestasi belajar siswa, dan guru sertifikasi yang dinilai lebih kompeten daripada guru yang belum sertifikasi harus memiliki kinerja yang lebih baik. Pada Madrasah Ibtidaiyah Miftahul Ulum Gresik dari 34 guru terdapat 16 guru yang sudah mengikuti program sertifikasi dan 18 lainnya masih belum. Tujuan dari penelitian ini adalah untuk mengetahui kinerja guru sertifikasi pada Madrasah Ibtidaiyah Miftahul Ulum Gresik dan apakah guru yang sudah sertifikasi tersebut sudah menerapkan semua kompetensi guru pada saat melakukan tugasnya. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif. Informan dalam penelitian ini berjumlah 4 orang yaitu 3 guru sertifikasi dan kepala sekolah Madrasah Ibtidaiyah Miftahul Ulum Gresik. Berdasarkan hasil penelitian dapat disimpulkan bahwa kinerja guru sertifikasi pada Madrasah Ibtidaiyah Miftahul Ulum Gresik sudah Efektif dan memiliki kinerja dan profesionalismenya sebagai seorang guru lebih baik daripada guru yang belum sertifikasi.

Kata kunci: Sertifikasi, Guru, Kinerja, Kompetensi

ABSTRACT

Teacher teaching performance is an important aspect of student learning achievement, and certified teachers who are considered more competent than non-certified teachers should have better performance. At Madrasah Ibtidaiyah Miftahul Ulum Gresik, out of 34 teachers, 16 have participated in the certification program and 18 have not. The purpose of this study was to determine the performance of certified teachers at Madrasah Ibtidaiyah Miftahul Ulum Gresik and whether the certified teachers have implemented all teacher competencies when carrying out their duties. The method used in this study is a qualitative method. Informants in this study numbered 4 people, namely 3 certified teachers and the principal of Madrasah Ibtidaiyah Miftahul Ulum Gresik. Based on the results of the study, it can be concluded that the performance of certified teachers at Madrasah Ibtidaiyah Miftahul Ulum Gresik is effective and has good performance and his professionalism as a teacher is better than a teacher who has not been certified.

Keywords: Certification, Teacher, Performance, Competence

INTRODUCTION

Teachers play a crucial role in improving the quality of education. Every effort to improve the quality of education, such as curriculum reform, developing teaching methods, and providing educational facilities and infrastructure, will only be successful if teachers are involved. This means that the success of education depends, in part, on the quality and professionalism of teachers. In 2019-2021, the teacher competency of Miftahul

Ulum Gresik Elementary School, which included pedagogical competency, only reached 65%, while personality competency was quite good at 80%, as was the case with interpersonal competency which reached 79% and competence professional which reached 76%. This indicates that teacher performance at MI Miftahul Ulum has experienced both increases and decreases each year over the past three years. Madrasah Ibtidaiyah Miftahul Ulum

Gresik is a Ma'arif NU educational institution under the Gresik branch and Ministry Gresik Regency's religion. The Gresik Miftahul Ulum Elementary School was founded on January 1, 1970, located at Jl. Gubernur Suryo No. 110, Tlogopojok, Gresik.

Many programs have been implemented to improve teachers' teaching abilities and skills. Educator certification is a form of recognition given to teachers as professionals. However, the current phenomenon is that the professional allowance provided through the certification program has not been able to improve teacher performance. Furthermore, teachers who do receive this professional allowance have not been able to significantly improve the learning environment. This is similar to what happened at the Miftahul Ulum Elementary School, where the total whole of the 34 teaching staff (teachers), 16 have completed certification, while the remaining 18 have not. During field observations, researchers detected that the performance of certified teachers was less than optimal. This statement was confirmed by Mr. Imam, the Principal of MI Miftahul Ulum Gresik, during an interview on December 19, 2022, who stated:

"Certified teachers still perform less than optimally. I found this during my supervision, and the results were still less than optimal."

LITERATURE REVIEW

Teacher

According to (Lamasitudju, 2019), teachers are the most crucial component of the overall education system and must receive immediate, first-class attention. Teachers will always be a focal point when discussing educational issues, as they are closely linked to every component within the education system.

Performance

According to Ismi (2021:11), performance is the work results achieved by an individual within their respective authority and responsibilities in an effort to achieve organizational goals legally, without violating

the law, and without conflicting with morals and ethics. According to Ministerial Regulation No. 16 of 2009, there are three performance indicators:

1. Implementing learning planning

The first component of teacher performance is planning the learning process. According to Government Regulation (PP) No. 19 of 2005, Article 20 states that planning the learning process includes a syllabus and a learning implementation plan that includes at least the learning objectives, learning materials, learning methods, learning resources, and assessment of learning outcomes. The first indicator of learning process planning is compiling a syllabus. Based on the analysis, the learning process planning is in accordance with existing regulations. Teachers have compiled syllabi at the beginning of the semester, and some have compiled them before the semester begins. The compiled syllabi comply with the process standards, which include subject identity, standards, and competencies, basic competencies, competency achievement indicators, materials learning, learning activities, assessment, time allocation, and learning resources. Most teachers develop the syllabus with the school team.

2. Implementing learning

The learning process will be successful if the teacher can effectively condition the learning activities. These learning conditions must begin at the pre-instructional stage (the preliminary or initial stage of learning).

3. Carrying out learning evaluation

Assessment activities in the learning process are absolute activities that must be carried out by teachers in learning. Therefore, teachers need to have the ability to assess student learning outcomes. Learning assessment in final learning activities (post test), the aim is to find out the extent of students' abilities after following the lesson. The time available for

final/follow-up activities is relatively short, so teachers need to identify techniques that are considered appropriate for effectiveness and efficiency in carry out assessment.

According to the Minister of National Education Regulation No. 16 of 2007, the competencies that a teacher must have in order to improve their performance are as follows:

1. Pedagogical competence includes:
 - a. Understanding the insight or foundation of education.
 - b. Understanding of students.
 - c. Curriculum or syllabus development.
 - d. Learning planning.
 - e. Implementation of educational and dialogical learning.
 - f. Utilization of learning technology.
 - g. Evaluation of learning outcomes.
 - h. Developing students to actualize their potential.
2. Personality competencies include:
 - a. Faithful and Pious.
 - b. Have noble morals.
 - c. Wise and Wise.
 - d. Democratic, authoritative, stable, mature, honest, and sporty.
 - e. Be a role model for students and the community.
 - f. Develop yourself independently and sustainably.
3. Social competence, including:
 - a. Communicate orally, in writing and/or using signs in general.
 - b. Using communication and information technology functionally.
 - c. Interact effectively with students, fellow educators and educational staff, heads of educational units, and parents or guardians of students.
 - d. Interact politely with the surrounding community by adhering to the prevailing norms and value systems and applying the principles of true brotherhood and the spirit of togetherness.
4. Professional competencies include:

- a. Broad and deep mastery of subject matter
- b. Concepts and methods of relevant scientific, technological or artistic disciplines.

Certification

According to Rasyid (2022:18) teacher certification is the process of providing recognition that someone has the competence to carry out educational services at a particular educational unit after passing a competency test held by a certification institution.

The legal basis for mandatory certification for teachers is Law Number 14 of 2005 concerning Teachers and Lecturers, Article 8, which states that teachers must have academic qualifications, competencies, a teacher's certificate, be physically and mentally healthy, and possess the ability to realize national education. Article 11, paragraph 1, states that teacher certificates are only awarded to teachers who have met the requirements.

According to Latiana (2019:3) teacher certification aims to:

Determining the suitability of teachers to carry out their duties as learning agents and realize national education goals.

1. Improving the process and quality of educational outcomes.
2. Improving the dignity of teachers.
3. Improving teacher professionalism.

METHODS

This The type of research used is qualitative. Qualitative research, according to Sugiyono (2021:9), is a research method used to examine conditions where the researcher is an instrument Key. Data collection techniques are carried out by triangulation, namely a combination of observation, interviews, and documentation. The data obtained are generally qualitative data and data analysis is inductive/qualitative, while the results of qualitative research are intended to understand meaning, understand uniqueness, configure phenomena, and find hypotheses. This research uses a qualitative descriptive

approach. According to Sugiyono (2021:7), a descriptive approach means that the collected data is in the form of words or images, thus de-emphasizing numbers. After analysis, the collected data is then described so that it can be easily understood by others.

RESULTS AND DISCUSSION

Certified teachers at the Miftahul Ulum Gresik Elementary School have met all teacher performance indicators, which are based on Ministerial Regulation No. 16 of 2009, namely:

1. Implementing Learning Planning

Learning planning is a teaching preparation that contains things that teachers and students need or must do in carrying out learning activities, including:

- a. Lesson Plan, where a teacher is required to prepare a lesson plan every year and it must include materials, methods, scenarios, tools and materials to be implemented in one meeting/one sub-competency. Teachers at MI. Miftahul Ulum in preparing lesson plans are usually done together with one institution or only one scope of MI Miftahul Ulum teachers. The creation of lesson plans is also adjusted to the needs of students and also the institution, not only that, the lesson plans prepared by certified teachers at MI Miftahul Ulum Gresik have met the guidelines/syllabus.
- b. Learning methods
A learning method can be defined as a method used to implement a predetermined plan through concrete, practical activities to achieve learning objectives. The dominant teaching methods used by MI Miftahul Ulum teachers in the teaching and learning process are lectures and question-and-answer sessions, as both methods are considered quite effective.
- c. Mastery of Educational Vision
After conducting interviews and study for several months,

researchers can conclude that most teachers at MI. Miftahul Ulum Gresik before delivering material to their students study and understand the material to be delivered first, because it is a must, because by mastering the material the learning process can run well and effectively and can improve students' academic abilities.

2. Implementing Learning

Learning is a process involving reciprocal communication and interaction between teachers and students, conducted in an educational manner to achieve learning objectives. The points teachers must address when implementing learning include:

- a. Implementation of Educational and Dialogic Learning
Teacher at MI. Miftahul Ulum implementation teaching and learning activities in the classroom often use examples or descriptions of everyday life so that students can think more critically and creatively.
- b. Utilization of Learning Technology
Teachers at MI Miftahul Ulum Gresik have implemented an IT-based concept, delivering material using PowerPoint, creating videos, and providing examples through YouTube videos.
- c. Developing Student Potential
Researchers found that developing student potential at MI Miftahul Ulum Gresik encompasses two aspects: intelligence potential and talent potential. For intelligence potential, teachers at MI Miftahul Ulum Gresik typically provide additional time in subjects to further deepen their knowledge, and students with intellectual potential are typically selected for olympiads or quiz competitions. For talent potential, MI Miftahul Ulum Gresik has prepared facilities and platforms in the form of: extracurricular, which can be

followed by all students according to their interests and talents.

d. Be a Role Model for Students

In this case, a teacher should already have it, because basically a teacher's image must be well maintained because a teacher is an example for his students.

3. Conducting Learning Evaluation

The purpose of learning evaluation is to improve teaching methods and provide improvements and enrichment for students, ensuring that students are in a more appropriate learning environment suited to their ability levels. The points teachers must address when conducting learning evaluation are:

a. Developing Yourself Independently and Sustainably

To this end, teachers at MI Miftahul Ulum typically attend seminars or training independently to gain new knowledge and further enhance their potential. Furthermore, MI Miftahul Ulum teachers, along with teachers from the sub-district, have their own organization called the KKG (Teacher Working Group), which typically meets every three months. Once they held a meeting to discuss and exchange thought about improving teacher competence and other things.

b. Evaluation and Evaluation Learning outcomes

At MI Miftahul Ulum, there are three stages in assessing learning outcomes: Daily Assessment (PH), Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS). If, after these three stages, a student still scores below the Minimum Competency (KKM), remedial classes will be provided to improve their grades.

c. Understanding of Students

This is also very important. If a student has difficulty understanding the material, as a teacher, you must know The causal factors behind this are:

Teachers at MI Miftahul Ulum Gresik have a way of understanding their students through an individual approach, where teachers can also provide a comfortable place for students to express his complaints.

CONCLUSION

It can be concluded that the performance of certified teachers at the Miftahul Ulum Gresik Elementary Madrasah is good, teacher performance indicators that include competency standards have also been implemented well and as they should. Based on the analysis, the learning process planning is in accordance with existing regulations. Teachers at MI Miftahul Ulum, including certified teachers, have prepared lesson plans at the beginning of the semester, and some have prepared them one day before the teaching and learning process begins. The prepared lesson plans comply with the process standards, which include subject identity, competency standards, basic competencies, competency achievement indicators, learning materials, learning activities, assessments, time allocation, and learning resources. Furthermore, learning methods are also implemented to facilitate students' understanding of the material presented. The most dominant learning methods implemented are lectures and small group discussions. Meanwhile, in the implementation of learning evaluation MI Miftahul Ulum teachers conduct learning evaluations using three assessments: Daily Assessment (Homework and PS), Mid-Semester Assessment (PTS), and End-of-Semester Assessment (PAS).

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