



Performance Analysis Of Certified Teachers Study At State Elementary School 7 Gorom Timur

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		Abstract
Received:	07 July 2025	<p><i>Study this aiming for analyze performance of certified teachers at SD 7 Negeri Gorom East in carrying out the learning process, and analyze factors that influence performance of certified teachers at SD Negeri 7 Gorom East as well as analyze efforts that can be made done for increase performance of certified teachers. Study this use method qualitative with approach studies case, with data collection through interviews, documentation, and observation as well as with 10 informants as subject research. Data analysis using data reduction, data presentation and conclusion. Data tested for data validity with testing credibility, transferability, dependability, and confirmability. Results study show that performance of certified teachers at SD Negeri 7 Gorom East. Performance of certified teachers at SD Negeri 7 Gorom East , in general overall show its performance Already Enough Good in aspect planning learning in a way overall . While performance of certified teachers at SD Negeri 7 Gorom East Still low in implementation learning. Because, learning is dominated by teachers and learning No relevant with RPP. While performance of certified teachers at SD Negeri 7 Gorom East in matter evaluation, already seen enough good; the indicator capable make instrument evaluation And do test daily, but teachers are lacking capable do process assessment and evaluation end learning. Can conclude , certified teacher Already Good on aspect planning learning but not yet optimal aspect implementation learning And process assessment and end learning .</i></p>
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INTRODUCTION

Teachers are an important part of the educational process in schools. Therefore, improving the quality of education also means improving the quality and performance of teachers. Improving teacher performance not only improves welfare but also increases teacher professionalism. Article 1 paragraph (1) of Law No. 14 of 2005 concerning teachers and lecturers stipulates that teachers are professional educators who are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education pathway of elementary and secondary education.

According to Rusman (2009), professional teachers determine a quality educational process. To become professionals, they must be able to discover their identity and actualize themselves according to their abilities and professional

teacher standards. Meanwhile, Wahyudi (2012) explains that teaching is a profession that requires specialized skills, requiring them to strive to improve the quality of their work. Therefore, teacher professionalism is crucial for carrying out their duties efficiently and effectively.

According to Anwar Prabu (2000), work is the result of work in terms of quality and quantity achieved by a person in carrying out his function in accordance with the responsibilities given to him. Meanwhile, performance, according to Rivai (2003), is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to possible results, such as work standards, targets, goals, or criteria that have been set and agreed upon together.

Certification is the process of awarding certificates to teachers and lecturers, as well as formal proof of recognition. The goal of the teacher certification program is to improve teacher performance by supporting certified teachers with professional allowances. However, the performance improvement of teachers who have passed certification remains unsatisfactory.

Teacher certification is the process of awarding certificates to teachers who have met government-established competency standards. The purpose of this certification is to ensure that teachers possess the necessary professional competencies in pedagogical, personality, social, and professional areas. Certification also represents a government effort to improve the quality of education by enhancing the quality of teaching staff.

Tilaar (2012), Teacher certification is a government program aimed at improving the quality and skills of teachers by providing formal recognition in the form of a teacher certificate. This certification not only serves to acknowledge qualifications but also ensures that teachers continue to develop their skills to meet current educational demands.

The teacher certification program is a government effort to identify qualified teachers. The quality of teachers demonstrated by certification results is used as the basis for awarding professional allowances. Teachers who receive professional allowances are considered professional teachers. This will help differentiate the performance of certified teachers from those who are not. It is hoped that increasing these allowances will impact the overall quality of education.

A teacher's ability or performance to perform teaching tasks and other roles in an educational environment determines their performance. According to Mulyasa (2005), teacher performance includes the ability to effectively plan, implement, and evaluate learning to achieve educational goals. Good teacher performance contributes significantly to overall student success.

Tarman (2013), explains that teacher performance is defined as the teacher's ability to carry out teaching tasks, including classroom management, interaction with students, and the use of effective learning methods. Furthermore, Tarman (2013), emphasizes the importance of the teacher's role in creating a conducive learning environment and encouraging student involvement. This is in line with Alderman's opinion that teacher performance is closely related to the motivation

and expectations that teachers have in the teaching process. Good performance is also influenced by support from the school environment and parents. This opinion is in line with the explanation of Harris, A. & Muijs, D (2004) , stating that teacher performance is the result of the interaction between individual qualities, experience, and the school environment. Quality teachers will contribute more to student development.

In relation to the above opinion , Blase and Blasé (2004) stated that teacher performance is also influenced by school leadership. Effective leaders can create an environment that supports teacher professional development and performance improvement.

According to Sukmadinata (2004), teacher performance can be measured through assessment indicators for teacher performance carried out on three learning activities in the classroom, namely;

a) Learning Activity Program Planning

This stage is related to the teacher's ability to create learning activity programs.

b) Implementation of Learning Activities

Classroom learning activities are a vital part of education. Classroom management, the use of media and learning resources, and the implementation of learning methods and strategies are all examples of classroom learning activities. All of these tasks and responsibilities fall under the purview of teachers, and to perform them optimally, teachers must be at their best.

c) Evaluation and Assessment of Learning Outcomes

Learning outcome assessment is an activity or method used to determine whether learning objectives have been achieved and whether the learning process has been carried out correctly. At this point, a teacher must have expertise in determining evaluation methods and techniques, creating instruments for use, and processing evaluation results.

d) Learning Supervision

In addition to assessment methods and the creation of test instruments, teachers must also consider the processing and use of learning outcomes. In this regard, there are two important considerations in monitoring teacher learning.

The main dimensions of teacher performance indicators include teacher competence and effectiveness in carrying out their professional duties. This indicator encompasses teachers' responsibilities in educating and developing their students.

1) Learning Planning

Teacher performance in developing lesson plans, including Lesson Implementation Plans (RPP), is an important indicator. A good RPP includes clear learning objectives, relevant materials, and varied learning strategies. According to Nana Sudjana (2008), effective teachers will always plan lessons well to create optimal learning experiences for students.

Learning planning is one of the stages in the learning process. Learning planning is inseparable from various learning elements, such as objectives, content, process, and evaluation, and serves as a principle and outline for each

learning activity. In this regard, learning design skills are one of the professional responsibilities of teachers. As explained by Rusman (2009), one of the professional responsibilities of teachers is learning planning skills. These skills include the ability to understand learning objectives, conduct learning analysis, recognize student behavior, identify student characteristics, formulate learning objectives, develop learning materials, develop learning media and methods, apply learning resources, organize classes, and organize classes.

1) Implementation of Learning

Learning is carried out using a variety of teaching methods tailored to the characteristics of the students, and students possess the ability to manage the classroom and create a welcoming and inclusive learning environment. All activities are regulated by the learning process to achieve educational goals. The learning process in the classroom is carried out by educational implementers, including teachers.

In this regard, Rusman (2009) explains that classroom learning is a place to implement and test the curriculum. Furthermore, Rusman (2009) states that in learning activities, all concepts, principles, values, knowledge, methods, and teacher abilities are tested in the form of actions, which will realize a real form of learning (*actual curriculum - curriculum in action*). Thus, the implementation of learning lies in the teacher's ability to realize it. This means that teachers are the key to the success of curriculum implementation in the classroom.

2) Assessment and Evaluation of Learning

Assessment is a crucial aspect of teacher performance. Teachers must have the ability to conduct assessments fairly and objectively, use a variety of evaluation tools, and provide useful feedback to students. This assessment can take the form of formative or summative tests used to measure student learning outcomes (Arikunto , 2009). Teachers as learning evaluators identify the strengths and weaknesses of the learning program so that they can be followed up for improvement. All elements of learning are related to this assessment.

Based on the description above, it can be concluded that teacher performance indicators encompass the ability to plan, implement, and assess learning, interact with students, and develop professionally. Each of these indicators demonstrates how teachers significantly contribute to the success of the learning process. Teachers who achieve all of these indicators are considered to have good performance and are able to positively impact student development.

The explanation above is highly relevant to the performance of certified teachers in implementing learning in schools. It states that as a learning implementer, he or she must possess the four teacher competencies necessary for planning, implementing, and assessing learning. As a learning implementer in schools, teachers must be able to maximize their performance throughout the learning process.

Supporting and inhibiting factors for the performance of certified teachers include;

1. Principal leadership

2. Educational background
3. The essence and calling of the soul
4. Income
5. Discipline
6. Learning facilities and media

Research methods

This research uses field research with a case study. According to Fathoni (2006), field research *is* a type of research that utilizes field data for analysis and conclusions. Field research is conducted in a location that has been selected as the location and purpose of the research. Case studies are used in this research. Qualitative data are collected in a natural setting. In line with the above opinion, McMillan (2008) explains , " *A case study is an in-depth analysis of one or more events, settings, programs, social groups, communities, individuals, or other "bounded systems" in their natural context* ". A case study is an in-depth analysis of one or more events, locations, programs, social groups, communities, individuals, or other bounded systems in their natural context.

The technique used to determine data sources was *purposive* and *snowball sampling* . Principals, teachers, and students were considered eligible participants to provide information on teacher certification and performance. To obtain the necessary and complementary data and information, data collection was conducted through observation, interviews, and documentation investigations. Activities in qualitative data analysis were carried out interactively and continuously until complete, so that the data was saturated. Activities in data analysis include *data reduction*, *data display*, and *conclusion/verification* (Sugiyono · 2010).

Results and Discussion

1. Research Results

The findings on the performance of certified teachers at SD Negeri 7 Gorom Timur, overall, show that their performance is quite good in the aspect of overall learning planning, but the steps of core activities do not optimally reflect student activities. Meanwhile, the performance of certified teachers at SD Negeri 7 Gorom Timur is still low in the implementation of learning because learning is dominated by the teacher and learning is not adjusted to the RPP. Meanwhile, the performance of certified teachers at SD Negeri 7 Gorom Timur in terms of evaluation, has been seen to be quite good; indicators are able to create test instruments and conduct daily tests, but they are less able to carry out process assessments and final assessments of learning. Therefore, the performance of certified teachers at SD Negeri 7 Gorom Timur is not yet effective overall. Meanwhile, the supporting and inhibiting factors on the performance of certified teachers based on the results of the analysis of various data show that supporting and inhibiting factors have a positive impact although the facility indicator in the

form of learning suggestions used in the implementation of learning is still lacking.

Meanwhile, the above efforts provide benefits for certified teachers in their performance at SD Negeri 7 Gorom Timur as follows:

1. **Increased teacher motivation in carrying out learning**
Certified teachers are indirectly more motivated to teach because they feel they must outperform other uncertified teachers. Furthermore, teacher certification encourages teachers to demonstrate a higher level of effort in teaching.
2. **Increasing teacher competency to be more diverse and creative**
Teachers participating in PLPG/PPG receive training in teaching using a variety of creative and varied methods. This helps them become certified teachers, ensuring they can teach in ways that keep students engaged and make teaching enjoyable.
3. **Improving Teacher Welfare**
Teacher certification offers a solution to the challenges faced by educators, particularly teachers, as salaries were mediocre before certification and teacher welfare improved after certification. The teacher certification allowance helps teachers meet their living expenses, allowing them to focus on teaching without the burden of financial problems.

2. Discussion

The performance of certified teachers demonstrates their professionalism, capable of carrying out their duties and functions as educators, realizing the vision and mission of elementary schools and achieving national education goals. Competency tests are used as the basis for awarding teacher certificates to improve teacher performance.

Certified teachers' performance in designing learning must be effective and efficient to achieve optimal results. Learning planning describes the various actions to be taken during the learning process. Overall, it appears that teachers possess excellent skills in creating learning tools. This is demonstrated by the formulation of objectives outlined based on indicators, the organization of material based on sequence, the selection and determination of strategies, the use of media tailored to the material, the development of learning steps, and the design of assessment instruments. According to Hamalik (2001), explain how lesson planning works:

1. Provide teachers with a clear understanding of the school's educational goals.
2. Help teachers clarify their thinking about the contribution of their teaching to achieving educational goals
3. Increase teacher confidence or the values given and the procedures used
4. Assist teachers in recognizing students' needs and encouraging learning motivation.

The performance of certified teachers in determining objectives based on competency achievement indicators. Learning planning begins with the formulation of objectives. The formulation of learning objectives (indicators) of learning outcomes must consist of four main elements. This is in line with the

explanation of Sanjaya (2011), these components are described in the following questions:

- a) Who is expected to achieve learning goals or achieve learning outcomes?
- b) What learning outcomes or behaviors are expected to be achieved?
- c) How to show learning outcomes?
- d) How far can the learning outcomes be achieved?

This is in line with the explanation of Anwar and Harmi (2011) that learning planning is an instructional organization activity. Instructional organization includes learning planning that organizes learning components, also known as instructional design. These organizational components include (1) learning objectives, (2) learning materials, (3) learning methods, and (4) instructional steps.

Rusman (2010) explains that one of the professional responsibilities of teachers is the ability to plan learning. This skill includes the ability to understand learning objectives, conduct learning analysis, recognize student behavior, identify student characteristics, formulate learning objectives, develop learning materials, develop learning media and methods, apply learning resources, organize the class, and organize the class.

The performance of certified teachers in implementing learning, Rusman (2010) stated that in learning activities all concepts, principles, values, knowledge, methods, and teacher abilities are tested in the form of actions, which will realize a real form of learning (*actual curriculum - curriculum in action*). Thus, the implementation of learning lies in the teacher's ability to realize it. This means that teachers are the key to the successful implementation of the curriculum in the classroom.

Certified teachers must possess certain skills, including knowledge and abilities, to implement learning. Rusman further stated that implementing learning activities essentially involves creating a learning system that aligns with the initial plan. Therefore, teachers must have the ability to open lessons, explain, provide ideas, demonstrate, explain, compare, motivate, discipline, ask questions, and encourage students to think critically and complete lessons using a variety of strategies, methods, media, learning resources, and appropriate supporting factors.

According to Marsh in Hamalik (2001), there are three components that influence the success of learning implementation: support from the principal, support from colleagues, and support from within the classroom. Teachers are the most important component of all these factors, because no matter how good the educational tools are, if teachers do not do their job well, learning will not be successful.

Learning evaluation activities demonstrate that certified teachers are competent in conducting learning assessments as part of their professional duties, as they frequently do so, such as by creating exam instruments and administering daily tests. The results indicate that the assessments are conducted quite well, indicating that certified teachers' performance in implementing assessments is well-executed.

Evaluation activities are carried out to assess student learning outcomes and measure their progress. Tyler (1949) stated in Nasution (1990) that the purpose of learning assessment is to determine whether learning has been implemented. In relation to this explanation, assessment is intended to assess every aspect of learning, both process and outcomes. Therefore, teacher assessment must be carried out effectively to assess the process and outcomes of student learning in three domains: knowledge, skills, and attitudes.

Furthermore, Tyler (1949) in Hamid (2009) argues that “... *is the process for determining the degree to which these changes in behavior are actually taking place*”. It is understood that evaluation focuses primarily on ongoing efforts to determine the level of change that occurs in learning outcomes (behavior). The purpose of this evaluation is to determine the level of behavioral change that occurs in students.

In general, the performance of certified teachers is influenced by: supporting and inhibiting factors which include:

- a) Principal leadership
- b) Educational background
- c) The essence and calling of the soul
- d) Income
- e) Discipline
- f) Learning facilities and media

According to Sergiovanni (1992), effective principal leadership can create a conducive learning environment and improve teacher performance. Leadership oriented towards participation and teacher empowerment is a key factor in school success. However, a lack of managerial skills in a principal can be a significant obstacle in the implementation of educational programs. Principal leadership is one factor that drives the performance of certified teachers. Conversely, leadership failures, such as lack of communication, poor managerial skills, and lack of support for teachers, can hinder teacher performance and lead to teacher dissatisfaction in their workplace. Certified teachers with a bachelor's degree are used as a measure to assess their performance level. This is in accordance with the provisions stipulated in Law Number 14 of 2005 on Teachers and Lecturers, Article 9, namely: teachers are required to have academic qualifications obtained through higher education, either a bachelor's degree program or a four-year diploma program. Syafaruddin (2025) states that a relevant educational background significantly influences teacher competence in designing and implementing learning. Teachers with an appropriate educational background tend to be more confident in teaching.

Meanwhile, Syafaruddin (2025) stated that a teacher's awareness and calling as an educator influence their dedication to carrying out their duties, despite facing various challenges. Therefore, teachers with this personality will be able to develop learning in accordance with learning principles in terms of planning, implementation, and evaluation.

Adequate income is a crucial factor in motivating teachers to work. When financial needs are met, teachers can focus more on their professional duties without being distracted by financial worries. According to Hasibuan (2013), a decent income is a crucial factor in motivating employees, including teachers, to perform better.

In line with this explanation, according to Sutisna (1993), work discipline is key to teachers' success in carrying out their duties as professional educators. Furthermore, Hasibuan (2013) explains that discipline is key to creating quality learning. Teachers who are disciplined in managing time, preparing materials, and implementing evaluations will increase the effectiveness of learning. However, weak enforcement of disciplinary rules in schools can hinder the creation of a productive learning environment.

Supported by adequate learning facilities and media, such as comfortable classrooms, laboratories, libraries, computers, LCDs, and digital teaching materials, effective learning is supported. Learning facilities and media are crucial elements in the learning process because they play a role in supporting the effectiveness of teaching and learning activities. According to Arsyad (2011), appropriate learning media helps teachers deliver material clearly and engagingly, making it easier for students to grasp concepts. Learning media also functions as a visual aid that strengthens students' understanding of abstract material.

Efforts made by schools to improve the performance of certified teachers for competency through training and professional development In helping teachers update their knowledge and skills in implementing classroom learning , training activities , workshops, seminars, and workshops are carried out . This is in line with Sudjana's (2010) opinion that needs-based training is very important to ensure teachers are able to face the challenges of modern learning. Programs such as online training *and* real-world workshops are very useful. In addition, another effort is to improve a good collaborative work culture, namely arriving on time as a form of discipline, working together effectively and efficiently, sharing, respecting each other, being open, and democratic. All elements of the school, starting from the principal, teachers, and students, must support it to become a school culture. Collaboration between teachers and the principal in designing learning or solving classroom problems can improve the quality of teaching. According to DuFour (2004) , the *Professional Learning Community* (PLC) approach encourages teachers to share experiences and learn together, so that their performance is increasingly optimal.

Conclusion

The performance of certified teachers in implementing learning is generally good. This is shown by their ability to plan learning, implement learning very well, and carry out good learning evaluations. The success of certified teachers' performance in implementing learning is greatly influenced by five main factors, namely the leadership of the principal, educational background, awareness and calling of the soul, income, and discipline. However, suggestions and learning media do not provide a positive contribution to the performance of certified

teachers due to the lack of these factors. Efforts to improve the performance of certified teachers in implementing learning in the classroom are through (a) training and professional development, (b) provision of adequate facilities and infrastructure, (c) effective leadership of the principal, (e) increasing awareness and calling of teachers, (f) building a culture of cooperation, and (g) increasing teacher income.

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