



## Evaluation of the professionalism of teachers accomplishing certification program: Evidence from Bekasi City, Indonesia

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### Abstract

Certification program is an activity of education to increase the teacher professionalism, quality, and the competency of the teachers in doing their professional. Some problems have been found as the barriers of the effectiveness of the program. The purpose of this research is to know the effectivity of the certification program of the teachers for their professionalism 2016 in Bekasi City. This research used the qualitative descriptive evaluation model of CIPP (Context, Input, Process, Product) that developed by Daniel Leroy Stufflebeam. The data collection instrument is an interview technique, documentation study, and questionnaire. To gain the credibility and objectivity, the researcher used triangulation. The result of the research is the evaluation of the program context is high or active, program input is high or capable, but the budget is relatively good only. Further, the program process is good but the payment of the subsidy is fair enough. The product of the program is useful with excellent result in increasing the dignity of the teacher. The result brings the implication that this program can be continued as the development and improvement of all aspects.

**Keywords:** program evaluation, professionalism, teacher, improvement

### 1. Introduction

The quality of community education results from a quality education system, a system that can change the attitudes and behaviors of learners who have the character, creativity, and independence for the future. An educated generation can bring the nation to the level of world competition. The quality of education is determined by teachers making them are seen as factors that determine the quality of education <sup>[1]</sup>.

Teacher certification assumes that teacher work is professional work, so teachers need to be certified professionally following professional job standards. In Indonesia, the teacher certification program was implemented starting in 2007 which has legal basis based on the Law of the Republic of Indonesia Number 14 the Year 2005 regarding Teachers and Lecturers and Law of the Republic of Indonesia Number 20 of 2003 on the National Education System. The implementation of the teacher certification program is regulated based on the Regulation of the Minister of National Education Number 18 of 2007 on Teacher Certification in Position.

The outcomes and benefits of teacher certification programs improve the quality of national education through the increased professionalism of teachers. Teachers are expected to act as professional learning agents, but in teaching still use less communicative, creative and innovative teaching styles. On the other hand teachers are expected to perform to improve the learning process, but in reality, there are still teachers who in teaching are not equipped with proper planning such as preparation of learning tools such as lesson plan. On the other hand, teachers' actions should reflect the professionalism of teachers, but in the field of teachers, many are less able to make professional development, such as making scientific papers, lack the ability and competence that has been

established based on the code of ethics of teachers.

Based on the above description, the teacher certification program needs to be evaluated to know the achievement of the teacher certification program that has been proclaimed by the government through the evaluation program developed by Daniel L Stufflebeam known as the CIPP abbreviation of Context, Input, Process, Process, and Product method. CIPP method can reveal all components of the certification program wholly and systematically.

### 2. Materials and methods

The research method used is evaluative research method, which in this case will evaluate the achievement of teacher certification program implementation in the position of the budget year 2016 in Bekasi City, Indonesia This evaluation assesses the program's objectives for solving problems as well as how best to achieve targets called implementation. The evaluation model will be carefully evaluated using the CIPP evaluation model (Context, Input, Process, Product) <sup>[2]</sup>. The reason the researcher chose the CIPP evaluation model, this model has an advantage (1) is a dynamic work system, (2) a holistic approach in its evaluation process aimed at providing a detailed and broad overview of a project from the context to the time of its implementation process; (3) can make improvements during the program as well as provide final information; and (4) has the potential to move on formative and summative evaluations; and more comprehensive than other models <sup>[3]</sup>.

The collected data will be displayed in the narrative form, the data selected based on the interactive quality of one data with other data on the evaluation of context, input evaluation, process evaluation and product evaluation. Conclusions are

done each review with the narrative and make a judgment as a whole.

Data collection techniques used in this research are through (1) Documentation study, (2) Interview, and (3) Observation in Ministry of Education and Culture and Education Office of Bekasi City. Researchers collect data objectively, so researchers do triangulation to test the credibility of data from various sources in various ways and multiple times. Triangulation test is done in the form of source triangulation, time triangulation, and triangulation of data collection technique<sup>[4]</sup>.

**Data analysis in the evaluation of professional certification program teachers can be done through the following stages**

1. Tabulation of data is processing and processing to a table

with the aim to be comfortable when doing the analysis. This tab contains the object variables to be studied and the numbers as the symbol (label) of the categories based on the variables to be considered.

2. Data Processing, this activity is a follow-up activity after the data collected and tabulated, from the data processing can be obtained information / meaningful information on a set of numbers, symbols, or signs derived from the field.
3. Drawing conclusions/verification. Drawing conclusions is an attempt to interpret the data that has been collected by looking for patterns, relationships, similarities of things that often arise. In this process, the process of data interpretation is done by synthesizing the data that has been collected while continuing to perform the verification process to the conclusion that has been made tentatively which then can be formulated a more appropriate end.

To sum up, the model is summarized below

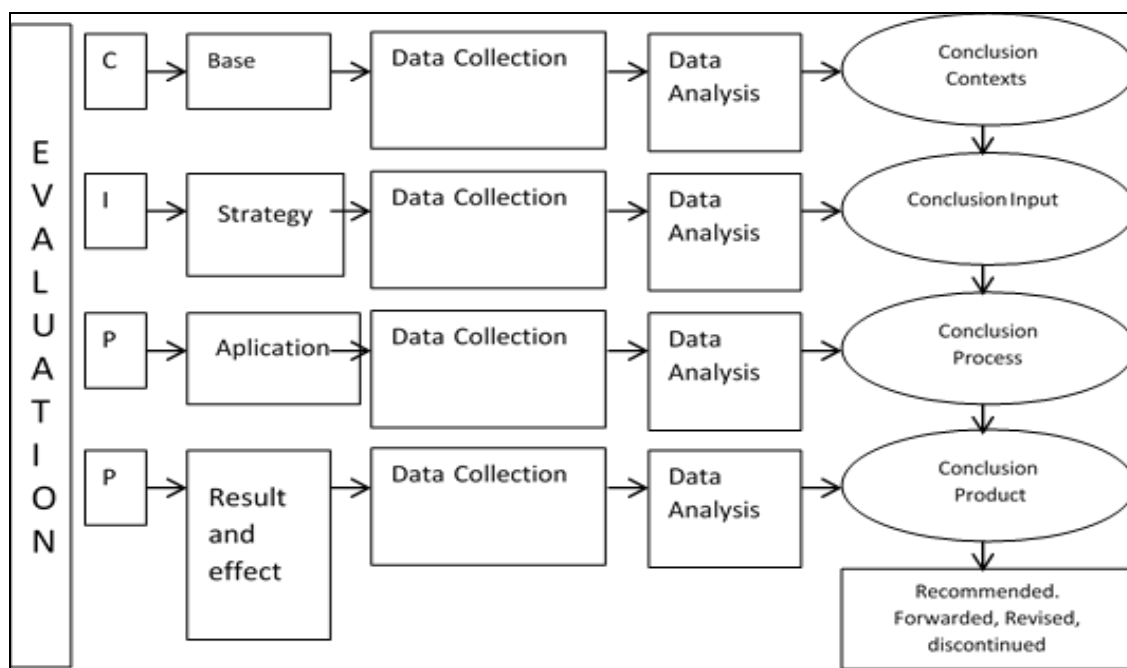


Fig 1: The design of the CIPP model program evaluation research

**3. Results & discussion**

The result of evaluation in this research is based on four components, namely component of context, component of input, a part of the process, and product component result in the assessment is data collected from document study data, interview and observation all of which complement each other as Evaluation Result of Context Components (Context Evaluation).

The certification program of teachers in office has a policy foundation consisting of Law Number 14 the Year 2005 regarding Teachers and Lecturers, Law Number 20 the Year 2003 on National Education System and Regulation of the Minister of National Education Number 18 the Year 2007 regarding Teacher Certification Program in Position. Implementation of the program is always evaluated every year later into the next input will be analyzed based on needs<sup>[5]</sup>.

Needs analysis takes into consideration factors for teacher deployment nationally, comparisons of students and teachers, teacher education competencies, teacher teaching burden, teacher experience and teacherage needs analysis refers to the program objectives.

In this context component is constrained on the formulation of Ministerial Regulation is changing, so it impacts on technical and operational implementation in the field. The solution of the government issued a regulation that is flexible and universal so that both teachers and implementers can understand it well.

The teacher certification program strategy uses the teacher consortium strategy involving universities and the Ministry of Education and Culture. The structure of programs and procedures is very complicated at the central level but very simple at the level of technical executors in the field; this

causes obstacles in technical implementers in the District Education office. The Ministry of Education and Culture needs to provide a rather broad authority on technical implementers.

The analysis and study are based on the experience of ongoing and ongoing program implementation, especially about teacher quota system that will follow the certification program. Certification program participants must follow the model that has been established by the Ministry of Education and Culture.

Support facilities and infrastructure and support human resources at the central level are very supportive. The procurement of supporting facilities and infrastructures involving information technology is very conducive to the implementation of the program as well as human resources which have high education and skills will be able to implement the program well, but at the technical level under the support of facilities and infrastructure and human resources are still limited. Support limited facilities and human resources who have a high school education with limited skills.

Program budget support is so limited that the government uses the quota system, the program budget is limited to funds sourced from the State Budget (APBN). To supplement the budget, the participation of provincial and district / municipal governments is required to budget through the regional budget so that teachers who do not receive teacher certification allowance can be obtained through local budgets by Law No. 14 of 2005 on Teachers and Lecturers.

At the central level, the implementation of socialization and synchronization of the certification program is carried out at the beginning of each fiscal year with the target of manager and operator of teacher allowance in respective District / City education offices. Furthermore, program managers at Bekasi City Education Office continue the results of socialization to teachers and schools through a circular published by the head of the Education Office. Socialization constraints exist at the technical level; often socialization programs do not touch teachers and schools because of the lack of proper communication. Teachers do not understand the change in program policies that frequently change every year.

Teachers who will apply for teacher certification allowance must submit their performance files at the time of teaching; then the education office will verify assisted by the supervisor of the supervisor. Records that qualify and in accordance will be submitted to the Ministry of Education and Culture for processing and education and training. Teachers who pass the selection will follow the certification. Implementation of teacher certification in 2016 using a certification pattern consisting of (1) Portfolio Pattern (PF) and the Teacher Professional Training pattern is performed for teachers appointed prior to December 31, 2005 in accordance with Regulation Minister of Education and Culture No. 5 of 2012 on certification for Teachers in Position and (2) Teacher Professional Education Pattern conducted for teachers appointed from 31 December 2005 to 31 December 2015.

The implementation of the teacher certification allowance payment is paid after the teacher graduates and obtains the educator's certificate. The amount of teacher certificate allowance is made after the teacher is enrolled in the

Professional Allowance Decree or *Surat Keputusan Tunjangan Profesi* (SKTP) issued by the Ministry of Education and Culture. There are constraints as follows: (1) the recipient of the professional allowance is not timely (2) the amount of money to be paid especially the foundation teacher (Non-Government Employees) is not following the SKTP.

First, the benefits of the teacher certification program in improving teacher feasibility in carrying out the tasks as a learning agent and realize the goals of national education is still not maximized. There are still teachers who have academic competencies under degree level and even still have a teacher education school at the level of Basic Education. Teacher motivation is still low especially for teachers who are aged over 50 years.

Second, the benefits of the Teacher Certification Program for improving the process and quality of educational outcomes. Teachers in Bekasi City have not been able to enhance the process optimally and learning outcomes well, the activities of teachers in teaching and learning activities still have constraints that teachers do teaching and learning activities do not do proper planning, in the face more like the conventional way. Teachers have no innovation and creativity in teaching. The quality of the students' educational outcomes, the average of the results of the evaluation of the State Exam subjects of Mathematics and Natural Sciences and English ranged in number 5, and the issues of Social Sciences average score of 6.5. Third, the benefits of the teacher certification program on improving the dignity of teachers have met expectations regarding regular income and additional income earned by teachers, that teacher certification allowances can enhance the dignity seen from current income/income earned, as teachers who are civil servants. Based on Government Regulation no. 17 of 2012 is allowed to receive benefits as additional income. Teachers make an extra income of at least 1 (one) time basic salary as a civil servant handled with income tax.

Fourth, the benefits of the teacher certification program on improving the professionalism of teachers have not been able to comply with the Act. The result of observation of teachers in senior high school toward professionalism in terms of the ability to make scientific papers obtained information that teachers are deficient in doing scientific work, every school has almost no master's scientific work, and the impact on teacher promotion is stacked because the teacher is not able to make the required scientific work.

#### **4. Conclusions**

In the evaluation of context of the component, all aspects can be implemented correctly and effectively, the formulation of policy foundation has been tested public by involving education stakeholder, the program needs analysis is done when the program will be implemented and program objectives according to teacher's competence and competence, component evaluation can be continued. In the review of input components, all aspects are functional except for financing support, it is necessary for the participation of provincial and local governments to provide certification programs, especially for local subject teachers, but evaluation of input components can still be continued. In the review of the elements of the process of assessing the implementation of program activities concerning the implementation of the

program socialization activities, file selection, and certification patterns can run well, in the application of payment of professional allowance has not been maximized because often experienced delays of payment and non-full payment according to SKTP. While the evaluation of product components, all the benefits of the program still needs to be adequately improved. It requires government efforts to increase the ability and competence of teachers through intensive education and training. Improvement and Sustainable can yet implement the teacher certification program.

## 5. References

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