

Teacher Certification Policies and the Effect of Teacher Performance at State Senior High School in Ternate City North Maluku Province

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Abstract

This research purpose was to analysis effect of application of teacher certification policies, competence and achievement motivation on teacher performance of state senior high school in ternate city of North Maluku province. This research used a quantitative approach with a survey method. The sample used in this study was 193 teachers who were selected by proportionate random sampling. The research data was obtained from questionnaires and analyzed using path analysis supported by descriptive statistical analysis. The results of this study indicate the application of teacher certification policies, competencies and achievement motivation has a direct effect on performance, the application of teacher certification policies and competencies has a direct effect on achievement motivation, and the application of certification policies has a direct effect on competence. Therefore, improving the application of teacher certification policies, competencies and achievement motivation can improve performance.

Keywords: application of certification policies, competency, achievement motivation, and performance

1. Introduction

Teacher performance can be influenced by the application of teacher certification policies (Kuswandi & Cahyono, 2017; Simorangkir, 2018; Retnaningsih & Susanto, 2018); Abe & Adu, 2014). Policy refers to intentionally determined ways of acting, maneuvers that are intended to mislead others, patterns of consistent action, whether or not aiming, location-position or container that points to the field of action, and perspective-way of looking at the world (Scott & Davis, 2007); acting guidelines that outline important and broad goals that show how activities can be done (Scott & Davis, 2007).

Competence also affects teacher performance (Amalia & Saraswati, 2018; Ochieng, 2016; Teygong, 2017; Arifin, 2015; Ledun, 2018). Competence is the interrelation between knowledge, skills and abilities needed by an individual, team, or organization for effective performance (Hellriegel & Slocum, 2011). There are four aspects in teacher competence, namely pedagogic competence, personality competence, social competence and professional competence (Clark and Walsh 2004; Sulistiyono, 2016). Sahertian, 2008 has been details personality and social competencies including developing

personality, interacting and communicating, carrying out guidance and counseling for students, implementing school administration and carrying out simple research for teaching purposes; while professional competence includes mastering the foundation of education, mastering teaching materials, compiling teaching programs, implementing teaching programs and assessing the results of the teaching and learning process. This research purpose to analysis effect of application of teacher certification policies, competence and achievement motivation on teacher performance of state senior high school In ternate city of North Maluku Province

2. Research Method

The sample of this study was 193 teachers taken by proportionate random sampling of 374 teachers of state senior high school in Ternate City of North Maluku Province based on Slovin formula in *error margin* 5%. Data was collected by questionnaire in the form of a Likert scale model with five alternative answers: strongly disagree, disagree, neutral, agree and strongly agree. The questionnaire was made by researchers themselves based on the theoretical dimensions of the experts. Variable of performance uses five dimensions: quality of work, on time, initiative, ability and communication (Terry, 1998), variable of *achievement motivation* uses dimensions

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tanggung jawab, risk considerations, feedback, creative-innovative, time to complete tasks, and want to be the best (McClelland, 1976), variable of *application of teacher certification policies* uses dimensions: factual information, complementary, coordinated, definite, flexible and stable, and broad reach (Mondy , 1998), and variable of competence uses dimensions: pedagogic competence, personality competence, social competence and professional competence (Clark & Walsh, 2004; Sulistiyono, 2016; Sahertian, 2000). Performance questionnaire consists of 25 items with alpha coefficient = .882, *achievement motivation* consists of 22 items with alpha coefficient = .920, *application of teacher certification policies* consists of 22 items with alpha coefficient = .906, and competence consists of 23 items with alpha coefficient = .932. Data analysis was performed using descriptive statistics and path analysis. Data processing was done with SPSS 22 and Lisrel 8.80 software

3. Result and Discussion

The results of the calculation of path coefficients and t-tests of the effect of implementing certification, competency, and achievement motivation policies on performance are summarized in the following figure (1);

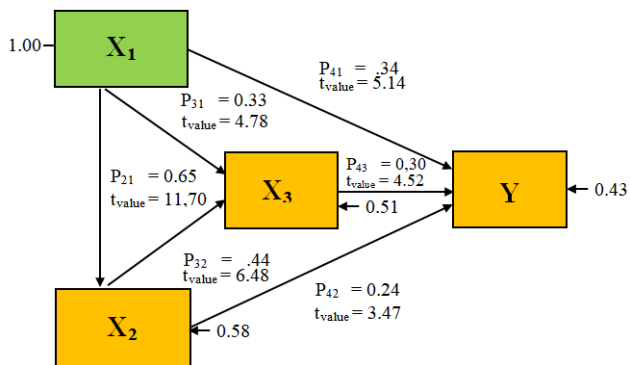


Figure 1. Path coefficients and t value

The path coefficient of the direct effect of the application of certification policy on performance = .34 and t value = 5.14 > t table = 1.972, t value > t table, so that the application of certification policy has a positive and significant direct effect on performance. The path coefficient of direct influence of competence on performance = .24 and t value = 3.47 > t table = 1.972, so that competence has a positive and significant direct effect on performance. The path coefficient direct effect of achievement motivation on performance = .30 and t value = 4.52 > t table = 1.972, so that achievement motivation has a positive and significant direct effect on performance. The path coefficient influences the application of certification policy on achievement motivation = .33 and t value = 4.78 > t table = 1.972, so that the application of certification policy has a positive and significant direct effect on achievement motivation. The path coefficient for the direct effect of competence

on achievement motivation = .44 and t value = 6.48 > t table = 1.972, so that competence has a positive and significant direct effect on achievement motivation. The path coefficient influences the application of certification policy on competence = .65 and t value = 11.70 > t table = 1.972, so that the application of certification policies has a positive and significant direct effect on competency. In addition, path coefficients also obtained indirect effects of the application of certification policies on achievement motivation with competency mediation amounted to .28 (t-value = 5.67), competence to performance by mediating achievement motivation of .13 (t-value = 3,71), and the application of certification policy to performance by competence mediation and achievement motivation of .33 (t-value = 6.43). All the t values obtained were greater than the ttable values at $\alpha = .05$ at 1.972, so that the overall indirect effect was significant. In addition, the total influence value of .67 (t-value = 12.51) is also obtained which is also significant. This shows the dynamics of the causal relationship between variables that are dynamic and robust as a model, which is reflected in the significance value or p value Chi Square is 1,000 > .05 and RMSEA (.000) < .08. These results indicate that the theoretical model tested has been supported by empirical data. Thus the model fits with empirical data

4. Discussion

The results of this study indicate that the application of certification policies has a positive and significant direct effect on performance. This finding is understandable because in the dynamics of the life of school organizations, teacher certification has an important and vital role in encouraging teacher performance. Research results of Kuswandi & Cahyono, (2017); de Guzman & Sitohang, (2012); Simorangkir (2018); Retnaningsih & Susanto (2018); Abe & Adu, (2014) also shows that the application of teacher certification policies influences teacher performance.

The results of this study also show that competence has a positive and significant direct effect on performance. This finding can be understood because in the learning process in school, teacher competence greatly determines the success of the learning process. Research results of Kuswandi & Cahyono, (2017); Ochieng, (2016); Teygong , (2017); Arifin (2015); Ledun , (2018) also shows that competence influences teacher performance.

The results of this study also show that achievement motivation has a positive and significant direct effect on performance. This finding is understandable because achievement motivation is a driver that arises in the teacher who can stimulate the teacher to show his best performance. Research results of Mustafa & Othman (2010); Sukrapi , (2014); Kurniadi , (2017); Ledun , (2018); Pranita (2017); Ondima , (2014); Fatmawati & Widyatmojo (2018); Zameer , (2014); Omar , (2017);

Hasbullah (2017) also shows that achievement motivation influences teacher performance.

The results of this study also show that the application of certification policies has a positive and significant direct effect on teacher achievement motivation. This finding is understandable because in the dynamics of the teacher's professional life, certification has an important and vital role that can stimulate the emergence of achievement motivation. Research results of Murwati (2013) also shows that the application of certification policies has an effect on teacher achievement motivation. The results of this study also show that competence has a positive and significant direct effect on teacher achievement motivation. This finding is understandable because in the dynamics of the teacher's professional life, competency greatly determines the success of the learning process. The research results of Endal (2013) also show that competence influences achievement motivation. This means that the results of this study support and confirm the results of previous studies that competence influences teacher achievement motivation. The results of this study also show that the application of certification policies has a positive and significant direct effect on teacher competence. This finding is understandable because in the dynamics of the teacher's professional life, certification is a form of teacher competency inauguration. The research results of Meliana, Hasyim & Nurmalisa (2018) also show that the implementation of teacher certification policies affects competency.

In addition, the results of this study also indicate an indirect influence and the effect of the total application of certification policy on performance by mediating competence and significant achievement motivation and a fit research model. Thus the findings of this study are appropriate and confirm the results of previous studies that are used as references in this study, and research by Meliana, Hasyim & Nurmalisa (2018) which proves that the implementation of teacher certification policies has an effect on competence, with a number of differences that represent novelty elements of this research, namely: First, the model. This research model on the effect of applying certification policy on performance with competency mediation and achievement motivation proved to be fit and significant for all its causal influences, both direct influence, indirect influence and total influence, so that it is a new finding that is different from a number of previous studies used as research references this. In this context, this research is a model development from previous relevant studies. Second, location. This research was conducted in Indonesia, by taking the object of research at the SMAN in Ternate City, North Maluku Province, with a unit of analysis of teachers who were civil servants

Conclusion

The application of certification policies, competencies and achievement motivation influences performance. The

application of certification policies and competencies has an effect on achievement motivation. The application of certification policies has an effect on and competence. The application of certification policies has an indirect effect and has a total effect on performance by competency mediation and achievement motivation.

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