

## **BETWEEN EXPECTATION AND PRACTICES OF EDUCATOR CERTIFICATION: WHAT DO WE NEED ?**

**Ummi Rasyidah**

*ummirasyidah@yahoo.com*

Universitas Negeri Malang  
University of Pasir Pengaraian

### **ABSTRACT**

To some extent, Indonesian government has launched a program namely certification to improve teachers' quality. The teacher certification process mandated by the law on teachers and lecturers, was developed and is currently being implemented. This program not only has implications regarding the quality of teaching but also deals with salary increases, professional development and promotion possibilities. Different with other countries which teacher certification is given as a licence to teach, in Indonesian this certification is to ensure teacher's competence level. As a result, a certified teacher is then entitled to a professional allowance in an amount equivalent to his or her base salary.

Key words: Certification, Education, Educator, Professional.

### **INTRODUCTION**

Teacher certification is the process of granting certificates to the teacher as educators. Teaching certificate awarded to teachers who have met the the professional standards. Nowadays, professional teachers is an absolute requirement to create a system and practice of quality education. Teacher certification aims to (a) determine the eligibility of teachers in carrying out duties as agents of learning and achieve national education goals (b) improve the process and quality of education (c) promote the dignity of teachers and (d) improve the professionalism of teachers. Teacher

certification also has several benefits that can be detailed as protecting the teaching profession from incompetent practices which can affect the image of teaching profession, protecting the public from unqualified and unprofessional practices and improving teachers' prosperity.

Education policy reports recommend increasing teacher pay in low-income countries as a way to improve teacher performance on the intensive margin (UNICEF 2011, UNESCO 2014). Dr. Sumarsono (2016) raised a question about the education and the educators' prosperity. As other

professions, educators also need to fulfill their needs. However, complaints about their welfare just kept going. Another complaint were related to payment of the allowance, many requirements needed and the complicated of promotion process.

Certification is a means or instrument to achieve a goal, not the goal itself. There are two types of

certification; teacher certification and lecturer certification. They are similar and different at the same time in the of objectives and process. There needs to be awareness and understand of all parties that the certification is a means of getting quality. This awareness and understanding must be done correctly achieve expected quality.

## ANALYSIS

### A. Concept of Education

Being a professional teacher/lecturer not only relies on having competence but also means as able to know the philosophy of the process of education or the philosophy of the discipline of education. One approach to conceptualizing education claims it is for all. The popular jargon is no child left behind. Dealing with the meaning, it is concerned with promoting skills and competences necessary for developing general capabilities and specific performance in specific situations. Skills and competences developed through programs of education are vital for people performance in their tackling of precise job responsibilities and how well they can adapt their general and particular knowledge and competences to new tasks later. Besides this ideal concept, today education also plays a commodity. It is true that education has economic value contributes to a more advanced and competitiveness economy.

Commercialization in education basically is the transformation of education into a commodity service which serves to improve the quality of education itself. Institution as commodity must be able to offer the quality and the warranty of open price

system. But apparently when commercialization happened, these criteria did not implement. The discussion on 'students as customers in education' has become critical in fully understanding the patterns of interaction in the education system. Is the education service users actually interact as a consumer? How do they understand the relationships in the educational process? The answer of these questions will lead us to think aloud about education as a commodity.

The term of moral courage can not be isolated from teaching profession. But only recently, during certification process, the term becomes mostly detected and need to be clarified and implemented. Indonesia Law No. 14/2005 on Teachers and Lecturers Article 51 Paragraph (1) Item b stated that teacher and lecturer are attain to the right of gaining promotion and appreciation relevant to their academic performance. The awarding which aimed to improve their competence did not work as expected. Those who have passes the certification process (assessed through portfolio or joined teacher's professional training) yet despite this improvement in teachers' pay and satisfaction, teachers in schools did not score better on tests of teacher subject knowledge, and did not self-report any

increase in measures of effort such as attendance, or the number of teaching hours.

## B. How to Be Certified

Different with lecturer certification, in order to be certified, a teacher must have a four-year college or university degree, accumulate sufficient credits from post-graduate teacher professional training, and teach a minimum of 24 hours per week. What if the teacher cannot meet the required number of hours of teaching, for example, for teachers of foreign languages other than English, or the teachers in remote areas? To meet the required number of teaching, the teacher can do teaching in other schools that have operating licenses Government or Local Government and do Team Teaching (by following the rules of team teaching). For the teacher for some reason did not fulfill its obligation to teach 24 hours for example, teachers who teach in remote areas, as mentioned in Minister Regulation No. 18 Year 2007 Article 6 paragraph (4), the teacher must obtain written approval from the Minister of National Education or the official appointed. Teachers can do several attempts, such as:

1. Increase the quantity and quality of education and training activities, as well as attending scientific forum in each region. The teachers need to be constantly motivated and facilitated to participate in it.
2. Increase the frequency of participating in competitions, both for the teachers and students (the teachers will be reckoned in its role as a mentor) in the regions.
3. Foster a culture of writing such as writing in bulletin, school

magazine or publication in internet etc.

4. Conduct classroom action research where schools can facilitate and motivate teachers to do so. Besides its benefit to the certification assessment, classroom action research also benefit to improve the quality of the learning process as well.

Now, let us take a look of lecturer certification. Research, Technology, and Higher Education Ministry reported that only 46 percent of around 180,000 lecturers in Indonesia are already certified. Is the lecturer certification hard? Following to the Indonesian higher educational system, lecturers are assigned to fulfil their three basic performances in teaching, conducting research, and community service. One of the requirements for a lecturer to participate in the certification process is that he/she must have a minimum of post-graduate degree. Then, she/he must be a lecturer (in public or private university) who has earned Inpassing, has worked as a lecturer for minimum 2 year experiences, and holds Asisten Ahli. He/she, of course, must implement *Tri Dharma Perguruan Tinggi* simultaneously.

## C. Teacher and Lecturer Certification

Indonesia Act No. 14 of 2005 on teachers and lecturers stated that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education in primary and secondary education. The highlight and the recognition of the position of teachers as professionals is evidenced by a certificate of educators. Furthermore, professional means any work or activity carried out by a

person's life and a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.

In fact, being certificated does not merely mean as being professional as well. Many educators who have already certified showed poor teaching performance and competence (Ree et al, 2016) but they obtain higher benefits than those who have not certified yet. One of the factors is awarding certification based on teaching length experience. This adaptability model was applied either by the committee of certification consideration. That is why evaluation is needed. They suggested that teacher professional allowance which has been running needs to be evaluated and restyled.

Bridge this gap, Guzman and Sitohang (2012) also reported that teacher certification had no significant impact on teachers' classroom performance; however, certification had no direct effect on teachers' self-efficacy and teachers' beliefs, which were influenced by teacher preparation and professional development activities. Overall, teachers' portfolio assessments show the evidence of the effect of the teacher certification on teacher improvement in initial performance and growth rate performance. Findings of this study offer a number of implications on the crucial role of teacher preparation and teacher professional development programs on the Indonesian Government policy for teacher certification. In line, the World Bank reported on March 14, 2013 noted that the teacher certification program initiated in 2005 contributes little to the improvement of national education quality (Abbas, 2013). It comes as no surprise that even after several years of the teacher certification program,

Indonesia's education ranking remains at the bottom of the list.

Working closely on it, certification does not meet its' objective yet. The access and the process through gradual phase in over time may caused this problem. Much consideration is given to those who will be certified such as length of teaching experience, etc. Those did not pass the portfolio evaluation, just two weeks of additional training were required to attain certification. They have to be certified in order to adapt the national policy. Ironically, certified teacher did not promote their quality in their performance.

Similarly, with various background of lectures education, there is a tendency to increase lecturer's performance is still in questions. Even a new policy to improve quality of education system in Indonesia is launched, there is a limited improvement of research activities, particularly after the implementation of lecturer compensation policy (Elfindri et al, 2015). The roles of lecturers in Indonesia to carry out the three functions of higher education embedded in teaching, research and community services were not satisfied yet. A future suggestion developed by Gaus and Hall (2016) policy makers have to revisit and refine the existing indicators used to measure academics' teaching and research performance.

Regarding to the process of certification, adaptability is not merely victorious in all situations. As reported in Kopertis XII (2016) many lecturers did not pass the certification because of plagiarism. Mostly, they copied and pasted from other lecturers who have already passed the certification process. All they need to do is to describe themselves through their experiences as a lecturer. Moreover, the lecturers had

been warned not to commit plagiarism. As quoted from Ghufron unfortunately these lecturer did the easiest part only. They copied others description who passed the certification directly. Incentive and prestige of certification

lead the lecturer into unfair adaptability process. Honestly, writing the actual description is not difficult because it is related to their curriculum vitae and achievements obtained during their tenure as a lecturer.

## CONCLUSIONS

The certification program has not led to substantial improvements in student-learning outcomes so far. Thus, the significant policy reform about certification in Indonesia increase teacher salaries which aim to improve teacher effort and student outcomes

through intensive-margin channels. However, it is possible for policies to be misguided for a long time without a credible feedback mechanism on the effectiveness of expensive policies such as unconditional increases in employee pay.

## REFERENCES

- Abbas, Hafid. Inconvenient Truths About Teacher Certification Program. *The Jakarta Post*. Sat, April 27 2013 Retrieved from <http://www.thejakartapost.com/news/2013/04/27/inconvenient-truths-about-teacher-certification-program.html>.
- Elfindri, Supriadi Rustad, Nizam and Dahrulsyah. LECTURER PERFORMANCES IN INDONESIA HIGHER EDUCATION SYSTEM. *IJAEDU- International E-Journal of Advances in Education, Vol. 1, Issue 1, 2015*.
- Gaus, Nurdiana and Hall, David. Performance Indicators in Indonesian Universities: The Perception of Academics. 27 January 2016. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/hequ.12085/full> .
- Guzman, Allan B. de and Sitohang, L. K Marince. The Impact of the Indonesian Teacher Certification Law on Teachers' Self Efficacy, Beliefs, and Classroom Performance: A Structural Equation Model. *The Asian Journal of Educational Research and Synergy Vol. 4 No. 1 and 2 (2012)* Retrieved from <http://ejournals.ph/article.php?id=1307> .
- Kopertis XII. Ribuan Dosen Tidak Lulus Sertifikasi karna Plagiat. Jumat, 15 Juli 2016 Retrieved from <http://www.kopertis12.or.id/2016/07/15/ribuan-dosen-tidak-lulus-sertifikasi-karena-plagiat.html>.
- Mulai 1 Januari 2016 Aturan Sertifikasi Berubah!!! Wajib Baca!!!. Selasa 4 Agustus 2015 Retrieved from <http://www.infopgri.tk/2015/08/mulai-1-januari-2016-aturan-sertifikasi.html>.
- Ree, Joppe de, et al. 2016. Double for Nothing? Experimental Evidence on the Impact of an Unconditional Teacher Salary Increase on Student Performance in Indonesia.
- Sumarsono. Sunday Sept 25th, 2016. Pendidikan Macam Apa yang Mau dibangun oleh Pendidik yang Tidak Sejahtera? Retrieved from

<http://www.infokemendikbud.com/2016/09/dr-eng-sumarsono-st-m-t-ocp-pendidikan.html>.

UNESCO. 2014: *Teaching and Learning: Achieving Quality for All. Efa Global Monitoring*

*Report 2013/14.* . Paris, France: UNESCO.

UNICEF. 2011: *Teachers: A Regional Study on Recruitment, Development and Salaries of Teachers in the Ceecis Region.* Geneva: UNICEF.