



The influence of certification, motivation, and discipline on the performance of private primary school teachers

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Abstract

This study aims to find out: 1) how much influence certification has on the performance of Private Elementary School teachers in Agats District, Asmat Regency, 2) how much influence motivation has on the performance of Private Elementary School teachers in Agats District, Asmat Regency, 3) much influence discipline has on the performance of Private Elementary School teachers in Agats District, Asmat Regency, and 4) how much influence certification, motivation and discipline have on teacher performance together on the performance of teachers of Private Elementary School Agats District, Asmat District. This type of research was ex post facto with quantitative descriptive methods. The population in this study were all education personnel in three private elementary schools in Agats District, Asmat Regency, totaling 83 people. The sample in this study amounted to 42 people taken using purposive sampling. The instrument used was a closed questionnaire distributed to teachers. The data analysis techniques used were independent t-tests and simple linear regression. The results shows that: (1) there was a positive and significant effect of teacher certification on teacher performance by 31.7% which was shown from the regression test with a sign value of $0.000 < 0.05$; (2) there was a positive and significant influence of motivation on teacher performance by 47.2% which was shown from the regression test with a sign value of $0.000 < 0.05$; (3) there was a positive and significant influence of work discipline on teacher performance by 54.7% which was shown from the regression test with a sign value of $0.000 < 0.05$; and (4) there was a positive and significant effect of certification, motivation, and discipline on teacher performance by 58.5% which was shown from the regression test with a sign value of $0.000 < 0$

Keywords: Certification, motivation, work discipline, teacher performance

Introduction

Based on the international education database, Indonesia's education system is placed 67th globally, significantly trailing behind Denmark in the top position and South Korea in the second position. To address the issue of low teacher welfare, the government has implemented a certification program for teachers. This program aims to enhance teachers' skills and competencies, enabling them to qualify for professional allowances. Certified teachers are required to possess the necessary skills and expertise to excel in their job, enabling them to enhance their teaching abilities and expand their knowledge. This, in turn, contributes to the overall improvement and recognition of the teaching profession. The implementation of teacher certification in Indonesia commenced in 2005, with its introduction at the Ministry of National Education in 2006, and subsequently at the Ministry of Religion (Kemenag) in 2007, through the portfolio approach.

A number of teachers at private schools in the Agats District, Asmat Regency, have obtained certification through the teacher certification program in Indonesia. Several educators have introduced a certification program with the aspiration that eventually all teachers would have the opportunity to participate in it. Currently, there is a lack of literature that investigates the impact of teacher certification on teacher performance in private primary schools within this specific region. The government's certification program is anticipated to enhance teacher performance. However, motivation is another influential aspect that might impact a teacher's performance. It is expected that a teacher's strong motivation during the learning process will positively impact their performance, leading to the possibility of achieving learning success.

Internal and external factors can influence a teacher's work motivation. Internal variables encompass elements such as accomplishment, acknowledgment/honors, accountability, advancement, and growth in the workplace. External factors encompass several elements such as salary/wages, worker relationships, technical supervision, working conditions, institutional/school rules, and school administration processes (Herzberg in Nawawi, 2004). The work environment has a significant role in determining the safety and comfort of instructors while they carry out their duties and obligations. The good and harmonious relationship among teachers and all educational stakeholders, including the school administrator, fellow teachers, teacher unions, students, and parents, plays a crucial role in promoting teacher well-being (Astuti, 2017).

Thus, this study aims to assess the impact of the teacher certification program on teacher performance. To gain a more comprehensive understanding, it is necessary to conduct additional research in a private school setting in the Agats District, Asmat Regency. This research aims to investigate the potential positive correlation between teacher certification, teacher motivation, and discipline with teacher performance. This research intends to investigate the interrelationships and mutual influences of these four components, as described above. This study especially examines the impact of certification, motivation, and discipline on the performance of teachers at private primary schools in the Agats District, Asmat Regency.

Research method

This research falls under the category of ex post facto research as it investigates variables that have already taken

place prior to the commencement of the inquiry. This study employs a quantitative descriptive approach, which is a research method that objectively and factually describes data. Specifically, it utilizes quantitative research techniques to analyze and present data on the impact of certification, motivation, and discipline on the performance of private elementary school teachers in the Agats District of Asmat Regency. The research employs a data collection method that involves administering a questionnaire. Specifically, four instruments are utilized: 1) Teacher Certification Questionnaire Instrument, 2) Motivation Questionnaire Instrument, 3) Discipline Questionnaire Instrument, and 4) Work Questionnaire Instrument. The data analysis technique employs descriptive methodologies facilitated by the SPSS software.

Results

The questionnaire data has undergone rigorous validation and has been demonstrated to be reliable, satisfying all classical assumptions. Further analysis can be conducted by doing linear regression statistical tests on the data to examine the influence of the independent and dependent variables. During the initial phase of linear regression testing, a partial t test was conducted to evaluate the impact of the independent variable on the dependent variable. The variables under consideration are teacher certification, work motivation, and work discipline, with the primary focus being the individual performance of teachers.

Table 1: Model Summary Test Results for Hypothesis 1

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.300	13.93720

a. Predictors: (Constant), sertifikasi
 b. Dependent Variable: kinerja

Based on this table, it can be seen that there is a relationship between the certification variable and teacher performance, with an R value of 0.563. This correlation can be said to be "medium". The coefficient of determination (R Square) value of 0.317 indicates that 31.7% of the influence on teacher performance is caused by the certification variable, while the remaining 68.3% is determined by other factors.

Table 2: Model Summary Test Results for Hypothesis 2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 ^a	.472	.459	12.25768

a. Predictors: (Constant), motivasi
 b. Dependent Variable: kinerja

Based on this table, it can be seen that there is a relationship between work motivation variables and teacher performance. This correlation can be said to be "medium" based on the R value of 0.687. The coefficient of determination (R Square) value of 0.472 indicates that 47.2% of teacher performance can be linked to work motivation variables, while the remaining 52.8% is influenced by factors outside work motivation.

Table 3: Model Summary Test Results for Hypothesis 3

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.547	.535	11.35612

a. Predictors: (Constant), disiplin
 b. Dependent Variable: kinerja

Based on this table, it can be seen that the R value is 0.739, which shows that there is a strong relationship between the work discipline variable and teacher professionalism. The coefficient of determination (R Square) is 0.547, meaning that 54.7% of the influence on teacher performance is caused by work discipline variables, while the remaining 45.3% is determined by external factors.

Table 4: Model Summary Test Results for Hypothesis 4

Model Summary ^b				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.585	.552	11.15359

a. Predictors: (Constant), disiplin, sertifikasi, motivasi
 b. Dependent Variable: kinerja

The coefficient of determination (R Square) value of 0.585 indicates that 58.5% of the influence on teacher professionalism is caused by certification, work motivation and work discipline variables, while the remaining 41.5% is determined by external factors.

Discussion

The Influence of Teacher Certification on Teacher Performance in Agats City

The research aims to examine the influence of certification on teacher performance in elementary schools in Asmat Regency. The findings of the initial hypothesis align with Robbins' (1996) perspective, which posits that an employee's performance is impacted by their specific aptitudes, such as education, experience, and expertise. Performance improves in direct proportion to the level of skill. Certification pertains to individual competencies that impact performance. This research demonstrates that primary school instructors in the Agats District who have obtained certification can enhance their teaching performance in instructing their students.

Several aspects, such as expertise in the subject area, continuous professional development, and the characteristics of the educator, significantly contribute to enhancing teacher effectiveness. Conversely, the teacher's capacity to strategize the teaching and learning process is the primary factor that significantly impacts the variable of teacher performance. The significance of excellent learning planning in a teacher's preparation for teaching cannot be overstated. Teachers have a crucial influence in the design of the learning process within schools. Learning objectives are crucial in lesson planning as they serve as a means to evaluate the overall progress made throughout the learning process.

The Influence of Motivation on Teacher Performance in Agats City

The motivation of teachers in fulfilling their tasks and responsibilities can be understood as a psychological process that encompasses attitudes, needs, and decision-making. This statement describes the internal processes and

interactions that instructors go through while fulfilling their duties. Teacher motivation can be defined as a holistic approach that involves offering support and inspiration, allowing teachers to take initiative willingly and without any external pressure (Ardana *et al.*, 2020).

The findings of the second hypothesis align with the perspective presented by Kastawi *et al.* (2021), indicating a correlation between work motivation and teacher performance. Furthermore, when work motivation is elevated, there is a tendency for teacher performance to be elevated as well. In contrast, when there is a lack of work drive, teacher effectiveness can diminish. In addition, the research conducted by Kastawi *et al.* (2021) in their journal titled "The Contribution of Work Motivation and the Role of School Principals to Primary School Teacher Performance" supports the conclusions of hypothesis two. These two studies demonstrate a significant association between work motivation and the professionalism of elementary school teachers.

The Influence of Teacher Discipline on Teacher Performance

The findings of the third hypothesis align with the perspectives of Haudi *et al.* (2022), indicating that the performance of primary school teachers is affected by their level of work discipline. In addition, the findings of Atmojo (2022) provide support for the significant influence of work discipline on teacher performance. Additional evidence supporting these findings comes from a study conducted by Hamzah *et al.* (2023), which demonstrates a robust and significant association between teacher discipline and teacher performance.

To enhance the performance of teachers in the Agats District, Asmat Regency, it is essential to implement a teacher discipline programme and cultivate a strong sense of discipline among teachers. Therefore, it is crucial for all stakeholders to intervene and collaborate in order to address the current subpar level of teacher performance, as indicated by analytical data.

The Influence of Teacher Certification, Motivation, and Discipline on Teacher Performance

Among the three independent factors analysed in this study, the work discipline variable demonstrates the highest level of influence on teacher performance, with a significance of 54.7%. Concurrently, the drive variable exerts a 47.2% influence, while the certification variable has the lowest influence at 31.7%. According to these findings, it is anticipated that teachers will continue to enhance work discipline, particularly in terms of attendance, adherence to rules, and skills. Teachers must cultivate a mentality of reverence and compliance towards both explicit and implicit regulations. In order to fulfil their responsibilities and exercise their authority effectively, individuals must be capable of adhering to these regulations without evading the repercussions of any failure to do so (Sulistiyo & Wijayanto, 2016).

However, it is important not to overlook the impact of certification and work motivation, even though their influence may be very minor. Enhancing teacher certification can lead to an enhancement in teacher performance. Similarly, a positive certification will result in a decline in teacher performance (Kastawi *et al.*, 2021).

A person's level of job motivation has a significant impact on their loyalty to the organisation. These factors encompass a strong dedication to the organisation, exhibiting favourable social conduct that aligns with the principles of OCB (Organisational Citizenship Behaviour), demonstrating resilience in the face of diverse pressures, opposing discriminatory behaviour, and consistently delivering exceptional performance (Taruh, 2020). Similarly, the attainment of teacher certification has been empirically demonstrated to impact teacher performance. Obtaining certification serves as both a means of providing support services and a way to show appreciation for teachers (Bahri, 2014).

The variable of work discipline will have an impact on the growth in teacher performance, but its influence will not be considerable when paired with the variables of certification and motivation. The source of this phenomenon lies in the intrinsic nature of work discipline. Therefore, it can be inferred that the discipline variable alone has the potential to optimize instructor performance, unaffected by any other variables.

Conclusion

To summarize, there is a statistically significant correlation between the variables of teacher qualification, job motivation, and work discipline and the performance of teachers in educational institutions. For the purpose of enhancing the quality of future research, it is suggested that the scope of the study be expanded and that more independent variables be included. This will contribute to the generation of research outcomes that are more sturdy and have a more broad scope.

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