

**THE IMPACT OF TEACHER CERTIFICATION PROGRAM ON THE
PERFORMANCE OF PRE-SERVICE AND IN-SERVICE ENGLISH
TEACHERS BASED ON SCHOOL PRINCIPAL ASSESSMENT**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
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By:
PANDU KESUMA
16018059/2016

Advisor:
Sitti Fatimah, S.S, M.Ed., Ph.D.
NIP.19720615.199903.2.002

ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN SKRIPSI

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Nama : Pandu Kesuma

NIM : 16018059/2016

Program Studi : Pendidikan Bahasa Inggris

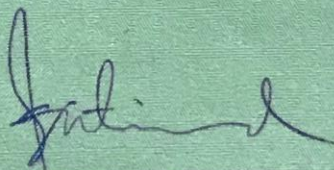
Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, September 2021

Disetujui oleh,

Pembimbing



Sitti Fatimah, S.S., M.Ed., Ph.D.
NIP. 19720615.199903.2.002

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

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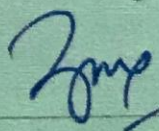
Nama : Pandu Kesuma
NIM : 16018059/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

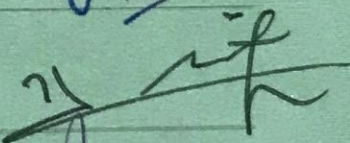
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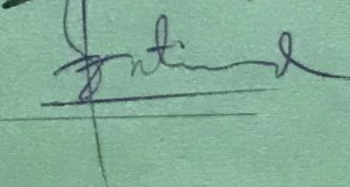
Tim Penguji

1. Ketua : Prof. Dr. M. Zaim., M. Hum.
2. Sekretaris : Dr. Yuli Tiarina, M.Pd
3. Anggota : Sitti Fatimah, S.S, M.Ed., Ph.D.

Tanda Tangan









UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Pandu Kesuma
NIM/TM : 16018059/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,



Pandu Kesuma
NIM. 16018059

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ABSTRACT

Teacher Certification is an education program to prepare Bachelor graduates to be professional teachers in every subject they carry. Teacher Certification program is aimed to solve issues that emerge among teachers and improve their teaching competencies. This research is conducted to obtain information from School Principals in 50 Kota Regency, Agam Regency, Solok Regency and Payakumbuh City who have English teachers that have graduated from the UNP Teacher Certification Program starting from 2013 to 2019 regarding the impact of Teacher Certification program on English teacher's pedagogical and professional competencies. 20 school principals assessed 18 in-service English teachers and two pre-service English teachers has been involved as the participants of this research. This study is categorized in Descriptive Quantitative Research with Survey Method. The data were collected by using close-ended and open-ended questionnaires distributed through Google-form. The findings of this research shows that Teacher Certification Program has brought positive impact towards English teachers' performance according to school principals' assessment. The majority of English teacher are considered worthy to sit on the positive scoring criterion. Although the numbers that falls under negative scoring criterion is considered very low, English teachers still encounter minor issue that may or may not re-emerge throughout the years. The results and findings from this study are expected to improve the process of conducting Teacher Certification program so that later it will be able to produce a better quality of certified teachers. Furthermore, for the Ministry of Education and Culture as the one in charge of Teacher Certification program to improve and create a better education system in Teacher Certification program.

Key words: *Teacher Certification Program, Teacher assessment, School Principal*

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ABSTRAK

Pendidikan Profesi Guru (PPG) adalah program pendidikan untuk mempersiapkan lulusan Sarjana menjadi guru profesional dalam setiap mata pelajaran yang diembannya. Program PPG bertujuan untuk memecahkan masalah yang muncul di kalangan guru dan meningkatkan kompetensi mengajar mereka. Penelitian ini dilakukan untuk mendapatkan informasi dari Kepala Sekolah di 50 Kota, Kabupaten Agam, Kabupaten Solok dan Kota Payakumbuh yang memiliki guru Bahasa Inggris lulusan Program PPG UNP mulai dari tahun 2013 sampai dengan tahun 2019 mengenai dampak program PPG terhadap kompetensi pedagogik dan professional guru. 20 kepala sekolah yang menilai 18 guru bahasa Inggris Dalam Jabatan dan dua guru bahasa Inggris pra-jabatan telah terlibat sebagai partisipan penelitian ini. Penelitian ini termasuk dalam Penelitian Deskriptif Kuantitatif dengan Metode Survey. Data dikumpulkan dengan menggunakan kuesioner tertutup dan terbuka yang didistribusikan melalui Google-form. Temuan penelitian ini menunjukkan bahwa Program PPG telah membawa dampak positif terhadap kinerja guru bahasa Inggris menurut penilaian kepala sekolah. Mayoritas guru bahasa Inggris dianggap layak menduduki kriteria penilaian positif. Meskipun angka-angka yang berada di bawah kriteria penilaian negatif terbilang sangat rendah, guru bahasa Inggris masih menghadapi masalah kecil yang mungkin selalu muncul kembali selama bertahun-tahun. Hasil dan temuan dari penelitian ini diharapkan dapat memperbaiki proses penyelenggaraan program PPG sehingga nantinya mampu menghasilkan guru bersertifikat yang lebih berkualitas. Selanjutnya bagi Kementerian Pendidikan dan Kebudayaan selaku penanggung jawab program PPG untuk memperbaiki dan menciptakan sistem pendidikan yang lebih baik dalam program PPG.

Kata Kunci: *Program Pendidikan Guru, Penilaian Guru, Kepala Sekolah.*

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LIST OF ABBREVIATIONS

CPD	Continuing Professional Development
DC LEA	District of Columbia Local Education Agency
Kec.	Kecamatan
LPTK	Lembaga Pendidik Tenaga Kependidikan
PISA	Program for International Student Assessment
PLPG	Pendidikan dan Latihan Profesi Guru
PP	Peraturan Pemerintah
PPG	Pendidikan Profesi Guru
PSPF	Pemberian Sertifikasi Pendidik melalui Portofolio
PSPL	Pemberian Sertifikasi Pendidik secara Langsung
SMAN	Sekolah Menengah Atas Negeri
SMKN	Sekolah Menengah Kejuruan Negeri
SMPN	Sekolah Menengah Pertama Negeri
TIMSS	Trends in International Mathematics and Science Study
TPA	Teacher Performance Assessment
UNP	Universitas Negeri Padang
USA	United States of America

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teachers play important roles in our life. Despite their primary role which is to deliver classroom instruction that helps the student to learn, a good teacher should help their students to become a good human being in society and a good citizen of the country. For that particular reason, being a teacher is a job that has to be taken seriously. In USA, teacher's certificate is treated as if it were a driving license. Without it, teachers would not be allowed to teach in public school. In order to obtain Initial Teaching Credential in Washington, teachers are required to submit certain documents; Program admission verification form, Identity History Summary Check (IHSC), Bachelor's degree, passing test scores for the applicable basic skills and subject content exam required for the teaching area of the credential, District of Columbia Local Education Agency (DC LEA) request form. (Osse.dc.gov., n.d.)

As a teacher, staying up-to-date is crucial. Teachers have to renew their knowledge and improve their teaching skills in order to find a way to teach different generations with different characteristic that they might not be familiar with. Therefore, teachers have to be certified by participating in the Teacher Certification program which, in Indonesia, is held by Indonesian Ministry of Research, Technology and Higher Education but implemented by *Lembaga Pendidikan Tenaga Kependidikan* (LPTK: Educational Institution for Educational

Personnel) and the universities having the faculty of teaching science spread throughout Indonesia, one of which is Universitas Negeri Padang (UNP).

Teacher Certification program in Indonesia is an education program to prepare Bachelor graduates to be professional teachers in every subject they carry, including English Language considering it is a crucial subject to fathom. In order to optimize English teachers' performance, earning the certificate through Teacher Certification program should be taken into consideration. Due to the fact that Teacher Certification program is aimed to improve teacher competencies

Certified teachers in schools are expected to fulfill the demands of quality education for the new generations. The 2015 PISA (Program for International Student Assessment) study shows that Indonesia has only been ranked 69 out of 76 countries, as well as the results of the TIMSS (Trends in International Mathematics and Science Study), also showing Indonesian students ranked 36th out of 49 countries in terms of carrying out scientific procedures. The existence of Teacher Certification program is surely aimed to generate professional future teachers who can produce distinguish, competitive, and high moral standards students. Hopefully, with positive impacts that certified teachers have brought to the table, Indonesia will earn higher rank in the upcoming years.

The main objective of Teacher Certification program is indubitably to generate professional teacher graduates who are expected to improve the quality of education. However, the Teacher Certification program which was aimed to improve teachers' competencies turned out to be not as expected. Some teachers who have passed the Teacher Certification program do not show a significant

increase in competency. According to Baedhowi and Hartoyo (2009) The motivation of teachers to take part in the Teacher Certification program was generally related to the financial aspect. Teachers tend to submit low-quality and/or unauthentic portfolios during *Pemberian Sertifikasi Pendidik melalui Portofolio* (PSPF: Teacher Certificate Awarding Through Portfolio) in order to achieve teaching certificate as soon as possible. Related to Baedhowi's findings, Brotosedjati (2012) stated that teachers who earn their certificate through *Pendidikan dan Latihan Profesi Guru* (PLPG: Teacher Profession Training) achieve better performance in teaching compared to those who earn theirs through *Pemberian Sertifikasi Pendidik secara Langsung* (PSPL: Direct Teacher Certificate Awarding) or PSPF. The issue that seems to raise in 2009 have not resolved for three years. In 2017, Fuad found another issue that seems to emerge among certified teachers which was the incapability to utilize technology. Furthermore, Safitri (2020) found that there were a lot of teachers who did not meet the qualification of a certified teacher. One of the factors is most certified teachers are elderly and having difficulties in utilizing technologies, facilities and infrastructures. Another issue that seems to have not met the remedy for three years eventually led us to the concerning question of "What went wrong?"

Improving the quality of education is not only the responsibility of certified teachers but also the responsibility of all teaching staff including the principal. The principal is one of the components in education that plays the most important role. The School Principal is responsible for regulating education, school administration, fostering other education personals, utilizing and maintaining

facilities and infrastructure as well as supervising at the school he leads (Mulyasa, 2006). The principal holds control of the education system and all educational activities that occur within the school including assessing the performance of certified teachers. One way that principals can use to assess the performance of certified teachers is to use the teacher performance assessment (TPA).

TPA in Indonesia is conducted by the school principal. If the school principal is not able to conduct the assessment due to the large number of teachers, then the school principal has a right to appoint a teacher or coordinator of Continuing Professional Development (CPD). TPA is conducted in the beginning and in the end of the academic year with the following procedures; preparation, implementing, assessing and reporting (Hariyadi, 2018). Assessments conducted by the principal are very important for achieving educational goals and improving student learning outcomes at the school. Therefore, the assessment conducted by the principal must be accurate so the educational goals can be achieved.

Muslimin (2020) conducted research towards assessing teachers' performance and teacher competencies test. Muslimin stated that the program was proven to be successful in improving teacher performances. However, Muslimin suggest that the academic supervision should be carried out directly by the principals. Muslimin believe that school principal will be more objective in assessing teacher performance.

Based on background of the problem above, the researcher conducted research to find out the impact of Teacher Certification program on pre-service and in-service English teacher's pedagogic and professional competencies. However, this current study is different in the technique of data collection and the participant of the study. The data was collected by using questionnaires adapted from Universitas Pendidikan Ganesha's Teacher Certification Program teacher performance assessment and a set of open-ended questions as the instruments. Furthermore, English teachers were assessed by their respective school principals by using the instruments that have been given. Quantitative approach was also applied in order to analyze the findings of this study. The results and findings of this study are expected to be taken as the information and the grounds to evaluate the process of organizing Teacher Certification program at UNP.

B. Identification of the Problem

Based on the results of previous researches upon the impact of Teacher Certification program, the researcher has been able to identify that Teacher Certification program has failed to meet the expectations. According to the result from 2015 PISA and TIMSS, Indonesia still ranked very low when it comes to education standard and output.

Teacher's inability to grasp upon the use of technology due to elderly age were also one of the causing factors concerning teachers' low competence in teaching even after they earned their teaching certificate by passing the Teacher Certification Program. This may affect the process of learning since technologies

are growing rapidly. The incapability of utilizing technologies may left the students uninterested and lose focus faster.

Moreover, Assessment of teacher performance by the school principal is believed to be one of the strategies to improve teacher performances in teaching considering school principals will be more objective in assessing teacher performance. Therefore, this research is expected to find the impacts of Teacher Certification program on pre-service and in-service English teachers' pedagogical and professional competencies after they passed the Teacher Certification program based on school principal assessment.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limit this study to analyze the impact of Teacher Certification Program based on school principal assessment.

D. Formulation of the Problem

From the background, identification and limitation of the problem above, this research is formulated in this following question: "What are the impacts of Teacher Certification Program on the pedagogical and professional competencies of pre-service and in-service English teachers based on school principals' assessment?"

E. Research Question

1. What are the impacts of Teacher Certification program on in-service and pre-service secondary school English teacher's pedagogical competencies based on school principals' assessment?
2. What are the impacts of the Teacher Certification program on in-service and pre-service secondary school English teacher's professional competency based on school principals' assessment?

F. Purpose of the Research

1. To find out the impacts of the Teacher Certification program on in-service and pre-service secondary school English teacher's pedagogical competency based on school principals' assessment?
2. To find out the impacts of the Teacher Certification program on in-service and pre-service secondary school English teacher's professional competency based on school principals' assessment?

G. Significance of the Study

This research is conducted to obtain information from School Principals to find out the impact of Teacher Certification program on teacher's pedagogical and professional competencies. The results and findings from this study are expected to improve the process of conducting Teacher Certification program so that later it will be able to produce a better quality of certified teachers. Furthermore, for the Ministry of Education and Culture as the one in charge of Teacher Certification program to improve and create a better education system in Teacher Certification program.

H. Definition of Key Terms

1. Impact is a significant or major effect
2. Teacher Certification Program is the process by which prospective educators get teacher licensing to teach within a given area after completing required coursework, degrees, tests and other specified criteria.
3. Teacher assessment is a test of teacher knowledge and teaching in practice.
4. School principal is the staff member of a school with the greatest responsibility for the management of the school.