

Certified English Teachers' Welfare and Its Effect toward Classroom Learning Quality in Banjarbaru

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Abstract

Teachers' involvement in the process of education has a significant influence on the quality of educational outcomes. Teachers' performance in the teaching and learning process are expected to improve as teachers' welfare is improved. Improving teachers' welfare can then have a positive impact on improving teacher quality conceptually and in practice. As a result, teachers' certification comes as the new spirit given from the government to improve teachers' performance in the classroom. This study aims at investigating the impact of teachers' welfare enhancement on their learning performance in the classroom. This study employs descriptive qualitative research that describes the effect of teachers' certification allowances on the improvement of teaching and learning quality in the classroom. The participants of this study are 30 teachers from the representative of MGMP teachers in Banjarbaru who have accepted teacher professional allowance. Moreover, questionnaire, interview, and observation are taken to collect the data. According to the findings, all certified teachers at the junior high, senior high, and vocational high school levels have already understood the meaning of pedagogical and professional competence that they use to deliver the material in the classroom; in general, teachers have well prepared the material. Teachers use teaching materials that are relevant to the syllabus and students' needs, allowing them to teach in accordance with Graduate Competency Standards (SKL). Certified English teachers also have already mastered the theories and principles of effective learning that are being taught in the classroom. In a nutshell, there is a correlation between certified English teachers' welfare and the improvement of classroom learning quality.

Keywords: *certified English teachers, teachers' welfare, improvement of classroom learning quality*

INTRODUCTION

Teacher is a vital resource in teaching and learning process. A teacher's role in the educational system is important; he builds up a nation; his role is a complex one Shakir (2013). Teachers' involvement in the educational process has a very high impact on the quality of educational outcomes. The thing that sometimes be a problem is that there is no equal reward on the hard work done by the teachers on educating students and the welfare that the teachers achieved Yamin (2009). As a result, they then teach the students as they are without proper preparation, including materials, strategies of teaching, assessments, and or other things. The most obvious influence that can be accepted is that students can be the victims of a poor-quality learning implementation. Even though, we can still find some dedicated teachers who do not rely on a high welfare to teach in a very good quality.

Certification is related to the necessity to ensure that teachers and lecturers, as professionals, have the qualities that can contribute to the success of delivering a high-quality education that is relevant for society's needs, which change as a result of scientific and technological advancements Madya (2005). Teachers' certification comes as the new spirit that is given from the government to improve teachers' performance in the classroom. It is considered as the reward for what the teachers have done. Rewards are a powerful method for motivating employees to perform well on the job (Ibbotson 2007 in Shakir, 2013). Every teacher who earns a higher income will have high enthusiasm in teaching. In fact, an improvement and high level of welfare also affect the quality of learning in the classroom because the teachers will concern to equip the facilities and infrastructure needed to support the quality of learning. Generally, teachers use the income they have earned to buy supporting books that can support the improvement of their teaching activities in the classroom. As a result, teachers will be able to work steadily and diligently because their economic needs are well fulfilled. Teachers will be more responsible on their work.

The result of previous studies from Solikin (2010) and Pancawati (2010) show that it is believed that teachers who have more income on the term of teachers' welfare will create a worthy enthusiasm on teaching. Good income has a significant impact on increasing enthusiasm for teaching and make teachers are motivated in teaching. Teachers with an increased income are getting better on fostering a high aspiration and commitment to work. They have a high sense of belonging to their students. Furthermore, teaching requires a good preparation on all the needs before entering the class, requires perseverance in preparing tough mental, and requires self-ability in dealing with students in the classroom.

The researchers are interested to conduct a study in Banjarbaru regarding to the effect of certification on teacher performance in the process of teaching and learning. Having a good, fun, and interesting atmosphere is important in the classroom which class is taught by certified teacher. The objective that needs to be achieved in this research is to determine the effect of teachers' certification allowances on teachers' welfare and the way how the teachers maintain the quality of teaching and learning process in the classroom.

Teachers' Competency

Teachers need to have competency on their skill of teaching. Competency of teachers consists of the knowledge, skill, and attitude. According to Hidayat Ada & Azisah (2016) they claim that teachers must enhance, improve, and explore their teaching practices by expanding their knowledge and skills. Many studies on teacher competencies focus solely on teachers' teaching roles in the classroom rather than teachers' competencies. Teachers' competencies have increased in relation to educational reform studies, teacher education development, scientific findings in educational science, and other fields. Competencies are described as the body of knowledge, skills, and experience required for the future, manifested in activities (Katane et al, 2006 in Hidayat Ada & Azisah, 2016). Moreover, competencies are also classified as knowledge, skills, attitudes, values, motivations, and beliefs required for successful job (Gupta, 1999 in Hidayat Ada & Azisah, 2016). Teachers need to consider the competency which based on their academic qualification that they have in order to make the teaching and learning process runs smoothly. It is also stated by Law Number 2 in 2005 that professional teachers

have to meet the criteria of having relevant qualification to the subjects being taught and to master the competencies as required by the Law of Teachers and Lecturers.

Pedagogic Competence

Teachers' pedagogic competence is defined as their capability to understand students, develop and implement learning, assess learning outcomes, and maximize students' potential which is according to the regulations of the Minister of National Education Number 16 of 2007. This is one of four competencies that a certified teacher must master. The following are the key elements of pedagogic competence: classroom management knowledge; teaching methods knowledge; classroom assessment knowledge; learning objectives and the lesson process structure, lesson planning and evaluation; as well as adaptability in dealing with diverse learning groups in the classroom (Voss et.al., 2011); (König et.al., 2011 in Emiliasari, 2018). Another aspect of teachers' pedagogical competence is the ability to master the educational foundation and its key concepts of teaching, as well as the role and function of educational institutions (Musfah, 2011 in Emiliasari, 2018). Pedagogic competence is an educator's ability to manage students' learning, which includes indicators such as the ability to understand learners, create learning designs, implement learning, evaluate learning outcomes, and develop learners to realize their full potential (Yasin, 2008 in Hidayat Ada & Azisah, 2016).

Professional Competence

Continuous education and training for teachers in a post-certification program is also an effort to enhance competence and professionalism in teachers, which is of utmost importance as claimed (by Kunter et al, 2013 in Anif et.al., 2019) that quality of current education must be assisted by professionalization of teachers (educators), particularly in the context of the current situations wherein various issues should be encountered in the implementation of education, including: (1) development of science and technology; (2) global competition for graduates; (3) regional autonomy; and (4) implementation of curriculum. Professional and pedagogical competence is developed by providing opportunities for teachers to improve their knowledge and skills in developing teaching materials and using various methods of learning in the learning process, as well as providing opportunities for teachers to take creativity and initiative in developing insight knowledge (Payu, 2011 in Rahman, 2014).

Performance and Reward

The pedagogical gives effect on performance, as stated by Rahman (2014) teachers' pedagogical competence and motivation must be improved in order to meet the better quality of their performance. Moreover, Shakir (2013) claims that reward is very important in motivating teachers and improving their performance. The teacher's certification policy makes PAI teachers further increase their professionalism and welfare Mansir (2019).

Even though teachers' strong influence can have a significant impact on students' personality, teachers' academic achievement, family, economic, and social background; his self-confidence and teachers' aptitude are also important. Certification of a teacher is considered as a reward for teacher's performance from the government. It is hoped to improve teacher's enthusiasm to give their best performance. A study by Wahyudi (2012) shows that certified teacher program has positive impact/influence on quality of education. This means that government attempt at increasing quality of education

through improvement in quality and number of professional teachers by certification program shows positive result.

METHOD

This study employs descriptive qualitative research in which describes the effect of teachers' certification allowances on the improvement of teaching and learning quality in the classroom. The participants of this study are 30 teachers of from 15 junior high schools, 4 Senior high schools, and 3 vocational high schools in Banjarbaru. The participants were chosen purposively based on the data of teachers who have accepted the professional allowance provided by the English subject teachers group (MGMP) Banjarbaru. Furthermore, the data were collected in the form of questionnaire, interview, and observation. Questionnaire was given to 30 teachers of vocational high school, senior high school, and junior high school who have accepted the professional allowance. Moreover, interview was addressed into the teachers and also the headmaster of each schools. The last, observation was done to observe the teachers' teaching process in the classroom and assess its appropriateness with the lesson plan made and the syllabus.

RESULTS AND DISCUSSION

The results of this study reveal the effect of teachers' welfare toward the quality of classroom learning in Banjarbaru. Teachers who have got the teachers' certification from the government do some efforts to keep the learning quality running well. It can be avoided that teachers' competency is also very important aspects. There are two competences that teachers need to have and apply, they are pedagogic and professional competences.

Teachers' Efforts on Maintaining the Quality of Learning English in the Classroom

Based on the result of questionnaire and interview, most of the teachers' state that they apply their competence of pedagogy to teach creatively in the classroom and this competence is also used as their guidelines in making lesson plan. Moreover, most of the teachers always improve their skill in teaching through mastering some theories of teaching and the principle of effective teaching. In addition, the teachers always try to maintain the quality of the process on teaching and learning in the classroom through planning and developing its curriculum to fit the learners' need. It is supported by Hidayat Ada & Azisah(2016), they claim that teachers must enhance, improve, and explore their teaching practices by expanding their knowledge and skills.

Pedagogic Competence

According to the survey results, all certified teachers at the junior high, senior high, and vocational school levels are aware of the concept of pedagogic competence. The following is the outcome of teachers' knowledge on pedagogical competence.

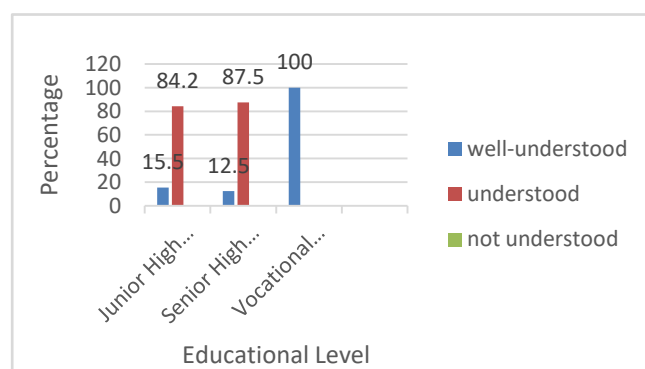


Figure 1: Graphic of teachers' knowledge on pedagogic competence

The result of interview shows that most of the teachers have applied pedagogical competence knowledge on their preparation before teaching. They use some references for planning every lesson plan which are accompanied by some teaching materials and have also adjusted to the ability of students. Besides preparing lesson plans, teachers always try to prepare the teaching material before teaching since mastery of the material of teaching is a prerequisite that must be mastered as the main source of information for students. Furthermore, most of the teachers use some various learning strategies to make students a learner, in which students with teacher's guidance can construct their own knowledge. Teachers are also handed teaching materials that are related to the syllabus and the needs of the students which in accordance to the Graduate Competency Standards (SKL). Furthermore, most of teachers try to develop their teaching strategies by joining some teacher training activity and sharing on subject teacher's group (MGMP) with some English teachers. This is in accordance with the study by (Payu, 2011 in Rahman, 2014) who claims that professional and pedagogical competence are developed by offering opportunities for teachers to enhance their skills and knowledge in developing teaching materials and to use varied methods of learning in the learning process, as well as giving teachers the opportunity to take creativity and initiative in the development of insight knowledge.

Most of certified teachers in Banjarbaru at junior, senior, and vocational high schools' level have mastered many effective learning theories and principles. The following figure is the figure of level of understanding of theories and principles of effective learning.

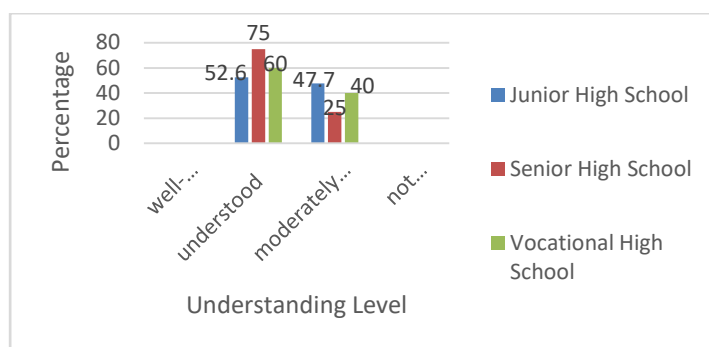


Figure 2: Graphic of level of understanding of theories and principles of effective learning

Most of teachers in Banjarbaru state that they know and have already understood about the theories and principles on teaching effectively in which are also the criteria of pedagogic competence; they use and apply the knowledge in the classroom. As the

result, their process of teaching and learning in the classroom is well-organized. The result of this study is supported by Rahman (2014) who states that the quality of a teacher can be determined by his or her mastery of his or her subject field, as well as his or her ability to manage the academic learning content and develop his or her potential.

In pedagogic competence, assessments and evaluations are attempted to be able to effectively measure the continuity of the evaluation of students' actual learning achievement, so that it can be mapped. Below is the figure of the result of effective learning evaluation on junior high school, senior high school, and vocational high school.

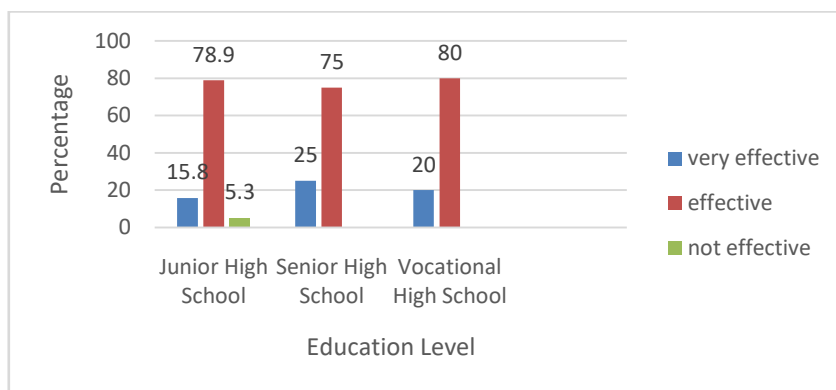


Figure 3: Graphic of effective learning evaluation

The result shows that the learning evaluations effectiveness to measure the sustainability of student learning achievement evaluations is categorized as effective, in which the percentages are Junior High School is 78.9%; Senior High School is 75%; Vocational High School is 80%. It is not in accordance with the study by (Evans et.al. 2009 in Utami, 2015) who claim that teacher certification has only a positive impact on teachers' living standards, not on students' achievement or teacher quality. This result of this study is supported by Rahman (2014) who states that the mastery of a teacher in his or her subject field, as well as his or her ability to manage the substance of academic learning and develop his or her potential, are indicators of teacher quality.

Professional Competence

Certified teachers on junior high schools, senior high schools, and vocational high schools have high self-confidence in mastering various professional competencies (>75%) in terms of material, structure, concepts, and scientific mindset mastery.

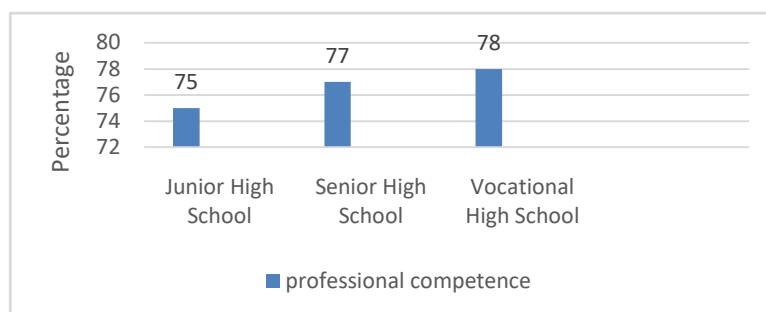


Figure 4: Graphic of professional competence

The result of the questionnaire shows that most of the certified English teachers have already applied their professional competency in the way of teaching, mastering the material, varying the methods of teaching as creative as the teachers done in the

classroom. It is in accordance with Ningsih et.al. (2015) who claim that certified teachers are likely to keep their performance in various dominant indicators based on their own professional development as certified teachers. In addition, it is also supported by the study from Kholis (2019) who claims that independent professional development by teachers has a positive impact on the classroom learning process.

The result of the interview to the teachers also shows that most of them develop the professional competence by mastering the philosophy of English education. They claim so since mastering the philosophy of English education in educating learners impacts teachers' professional competence and improve the teaching and learning process in the classroom. The results of questionnaire and interview are in line with (Payu, 2011 in Rahman, 2014) who claims that Professional and pedagogical competence is developed by providing opportunities for teachers to improve their skills and knowledge in creating teaching materials and using various methods of learning in the learning process, as well as providing opportunities for teachers to take initiative and creativity in the process of gaining insight knowledge. In addition, the results also in accordance with the study by Setiawati (2020) which indicates that teacher professional competence is key in improving learning quality.

Teacher's Reward

Teachers' certification comes as the reward that the government gives to teachers. It helps teachers to improve their welfare. It is in line with Wahyudi (2012) who claims that teacher certification program shows positive performance.

According to the result of the interview to the teachers, most of the teachers allocate their certification to develop their skill and their knowledge through joining some training, seminar, and workshop. Most of them then apply what they have got in their classroom to improve the learning quality. The teachers also do some sharing session to their group, the English subject teachers' group (MGMP) Banjarbaru to share some difficulties, also to get some suggestion and do some discussion to the group. These activities give the teachers motivation to develop their skill and knowledge. This finding is not in line with the statement by Kusumawardhani (2017) who claims that an increase in teacher's salary has little to do with an increasing performance. On the other hand, teachers' certification as the reward also gives significant impact to the teachers' motivation to teach and to learn new things. It is in line with Rahman (2014) that to improve teachers' performance, pedagogical competence, and teacher motivation must also be improved. Besides, Shakir (2013) claims that reward is really a key to effectively improve teachers' motivation and their performance.

CONCLUSION

Based on the findings, it is feasible to conclude that certified English teachers in Banjarbaru have dominantly mastered their subject matter and have maintained the quality of learning in the classroom. Certified English teachers in Banjarbaru have made various efforts to improve their competences, skill, and knowledge to have effective learning quality in the classroom. Moreover, teachers always develop themselves by joining some activities related to the teaching and learning process, teaching and learning planning, and also curriculum update to fit learners' need. Teachers' certification as a reward gives the teachers welfare enhancement to improve both of the teachers' quality and also the learning process quality in the classroom through some

efforts that the teachers have made. In a nutshell, teachers' certification gives a positive impact to the certified English teachers and the improvement of classroom learning quality. Later, in the continuous research, it is hoped that the researcher can follow-up the certified teachers' activities in the classroom and also teachers' improvement in the teaching planning and implementation regarding to the welfare of the teachers.

ACKNOWLEDGMENT

The researchers would like to express their gratitude to Universitas Lambung Mangkurat (ULM), the Lembaga Penelitian dan Pengabdian kepada Masyarakat of ULM, and the Teacher Training and Education Faculty of ULM for their assistance and funding in carrying out this study. This paper was also presented at the Second International Conference on Progressive Education (2nd ICOPE) 2020, which took place in Bandar Lampung, Indonesia.

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