

ANALYSIS ON THE DIFFERENCE BETWEEN THE TEACHING PERFORMANCE OF CERTIFIED TEACHERS AND NON-CERTIFIED TEACHERS (Survey Conducted at State Junior High Schools in East Jakarta – Indonesia)

¹D. R. SYARIF HIDAYAT

Abstract- The quality of education is inseparable from the existence of teachers as the main source in determining the achievement of objective. The main duties of a teacher are planning the lesson, implementing the teaching and making assessment on the result of learning. One of efforts made by the Government to improve the teaching performance of teachers is through teacher certification program followed by the granting of professional educator certificates and provision of incentives. This study has the purpose to describe the teaching performance of certified and non-certified teachers and analyze the difference in their teaching performances. The method used in this study is survey conducted at state junior high schools in East Jakarta with 200 samples. The instrument used is questionnaires of the Likert scale model with 5 options of answers. The result of study indicates that: 1) the teaching performance of teachers in State Junior High Schools in East Jakarta is fairly good, except weaknesses in some aspects such as the aspect of interactive teaching, use of varied methods, use of fun media and weaknesses in reflecting the teaching implementation, 2) the teaching performance of certified teachers tend to be better than to the teaching performance of non-certified teachers. Hence, we can conclude that the teacher certification program is successful in improving the performance of teachers in the teaching and learning activities.

Keywords- Performance and Certification

I. INTRODUCTION

Education is one of the sources for the continuity of a nation. Quality education will produce quality human resources, and quality human resources will bring the nation to a better developed country. At present, Indonesia is facing multidimensional problems which require every party to have the capacity and willingness to seek immediate solution especially in term of education quality in all levels.

The quality of education is inseparable from the role and function of teachers who are in direct contact with the education subjects in the classroom. From a series of factors that determine the success of education, teachers (human factors) are the frontliner, because without teachers other resources (non human factors) such as curriculum, media and facilities and infrastructure will be static and useless.

The role and urgency of teachers as the motor for education, are factually encountering major obstacles. The result of work meeting of the Ministry of National Education in year 2004, shows that the problems that are faced by education as viewed from the teacher condition at this time are: (a) inadequate teacher qualification and competence, thus hindering improvement of education quality; (b) Some of teachers' academic qualification are still under the required minimum

standard; and (c) teachers' inadequate competency in the subject taught (Secretariat General of the Ministry of National Education, 2004 : 5)

In line with the above data, based on the result of a study, the score of teachers' mastery of the teaching methodology applied in the classroom only reaches around 51.81%, and the lowest aspect is on the activity of analyzing the teaching with the score of 37.08% (Umul Hidayat, 2006: 92). Low mastery in several aspects as above indicates teachers' low performance in teaching as indicated in teachers' poor creativity and efforts in making innovation in the teaching, in which they tend to do conventional methods in the teaching namely teaching and giving exercises which result to boredom and even frustration among students. Therefore, teachers need to be encouraged to be innovative in realizing quality learning. Teaching quality starts from planning innovative teaching that may cause the students to think creatively, selection of the learning materials, strategy determination, use of learning medium that enables the students to study in a fun way, and evaluation of the students learning result.

In line with the above issue and people's demand for quality education as the media for producing competitive human resources in the future, professional management of education

Publication History

Manuscript Received : 12 September 2014
Manuscript Accepted : 25 September 2014
Revision Received : 5 October 2014
Manuscript Published : 31 October 2014

by professional staff or teachers is unavoidable. The figures and existence of teachers is central in the development of quality education which needs serious, sustainable and fair policies.

Based on the urgency of role and function of teachers, the Government improves teachers professionalism through certification process as mandated by Law 20/2003 on National Education System, namely in article 39 paragraph (2) which states that educators are professionals with the duties to plan and implement the teaching process, assess the teaching result and provide guidance and training, and article 42 paragraph (1) which stipulates that educators must have academic qualification and certification in accordance with their teaching authority, are physically and mentally healthy, and have the capacity to materialize the national education objectives.

The mandate of Law on National Education System above is strengthened by Law number 14 Year 2005 regarding teachers and lecturers, which stipulates in chapter II article 2 paragraph (1) that teachers have the position as professionals serving at the basic education level, secondary level, and early-age children education level who are appointed pursuant to laws and regulations, and paragraph (2) which states that acknowledgement of teachers position as professionals as intended in paragraph (1) is evidenced by the education certificate, and in article 8 paragraph (1), which states that teachers must have academic qualification, competence, education certificate, are physically and mentally healthy, and have the ability to materialize the national education objective.

The implementation of certification program for teachers is technically set forth in Regulation of the National Education Minister Number 18 Year 2007, which among others states that certification for in-service teachers is the process of granting educator certificate to teachers who are in service. Certification as intended in paragraph (1) can be taken by in-service teachers who have the academic qualification of undergraduate degree (S1) or diploma(D-IV).

Based on the above description, the focus of this study is to: 1) describe the teaching performance of certified and non-certified teachers, and 2) analyze the difference in the teaching performance of certified and non-certified teachers.

II. TEACHING PERFORMANCE OF TEACHERS

In line with the above, Gordon (1993: 141) stated that “performance was a function of employee’s ability, acceptance of goal, level of the goals and interaction of the goals with their capacity.” (Performance according to Gordon covers four major components, namely: (1) ability, (2) objective, (3) level of objective, (4) interaction of objective with the capacity. Therefore, to see the performance of a teacher, it is necessary to comprehensively assess the duties and or responsibilities delegated to him/her.

The form of qualification and competence of a teacher is explained by Muijs and Reynolds in Jeff Jones, Mazda Jenkin and Sue Lord (2006: 5) that a teacher’s effective performance is highly dependent on several aspects, namely:

“The effective teachers performance: 1. have a positive attitude; 2. develop a pleasant social / psychological climate in the classroom; 3. have high expectations of what pupils can achieve; 4. communicate lesson clearly; 5. practice effective time management; 6. employ strong lesson structuring; 7. use a variety of teaching methods; 8. use and incorporate pupil ideas; and 9. use appropriate and varied questioning”.

The performance of a teacher will be effective if he/she has the following criteria: have positive attitude, able to create conducive climate in the classroom, have high expectation to students’ success, clear communication, ability to manage time effectively, use clear lesson structure, use various teaching methods, explore and use students’ ideas and use various questioning models.

Helmut R. Lang & David N. Evans (2006 : 298) stated that the teaching activity starts with planning as the first phase before the teaching activity, the second phase is explaining the purpose of the lesson and link it to what the students have learned previously and what to learn next, the third phase is presenting and organizing the lesson that can increase students’ understanding and memory over the materials taught, the fourth phase is involving and motivating students by giving explanation along with examples so as to help them understand the lesson; the fifth phase is giving students an opportunity to repeat and practice the previous lessons to reinforce what they have learned, and the last phase is administering test to find out the extent of their understanding of the lesson.

A. Preparing Lesson Plan

A teacher’s activities in carrying out teaching starts from preparing the lesson plan, organizing, managing, controlling, fostering and guiding the implementation of the teaching and learning process in a relevant, efficient and effective manner, assessing the process and result of learning, and diagnosing the factors that influence the success level of the learning process in order to improve the subsequent teaching-learning process (Soedijarto, 1993: 96).

Lesson planning is a preparation made as the standard or guidelines in the learning process in the classroom. According to Fred C. Lunenburg & Beverly J. Irby (2006: 88-89) the content of lesson planning includes:

Goal, namely the general aim that would like to be achieved in the teaching.

Objective, namely the special aspect that must be mastered by a student after attending the learning process which refers to the abcd (*audience, behavior, condition, degree*) pattern.

Determination of the materials to be taught.

Students level and characteristics, namely by taking into account various differences in achieving the objective

Assessment, namely evaluation on the stipulated objective.

Regulation of the Minister of National Education Number 41 year 2007 regarding process standard stipulates that the planning of learning process includes the syllabus and teaching implementation plan (RPP) which covers the identity of subjects, competence standard (KD), basic

competence (KD), indicators of competence achievement, learning objective, teaching material, time allocation, learning method, learning activity, assessment of the learning result, and learning sources. Hence, teachers are demanded to prepare lessons in the form of documents that have been prepared before the teaching activity. This means that the teaching to be performed should be first designed and prepared to achieve the expected competence.

B. Implementing Teaching

Teaching is a demanding and complex duty because the teacher has to face humans with all their distinct characteristics while at the same he/she must ensure success achievement. Therefore, a teacher has multi roles, namely as an educator, teacher, protector etc.

According to Linda Darling Hammond (2006: 115) teaching is the activity of developing and modifying the materials in accordance with the students' experience, selecting and using the teaching materials in accordance with the students' experience, designing the teaching activities that are attractive to students, using examples in teaching in accordance with what the students experience, managing classrooms with various methods which determines the interaction style in the learning, and using various assessment techniques.

According to Schunk, Pintrich, Meece (2008: 304) effective teaching is performed through the following phases:

1. Starting the lesson by briefly explaining the precondition and objective of the lesson.
2. Presenting new materials in several phases and giving a opportunity to students to practice them.
3. Giving instruction clearly, explicitly, and in detail.
4. Preparing students for practices
5. Eliciting questions, checking students' understanding, and giving response to all students' quires.
6. Guiding students throughout the time they conduct practice
7. Preparing systematic feedback and correction
8. Giving explicit instruction and practical drills and monitoring them.

Meanwhile, the technical skill that must be mastered by a teacher is the special skills to achieve the objective properly. These skills include: *question skill, reinforcement skills, variation skills, explanation skills, set induction and closure skill*, skill to guide small groups, class management skills, and individual teaching skill (M. Uzer Usman, 1992: 66).

C. Evaluation

Evaluation of the learning result performed by a teacher covers 4 aspects, namely the aspect of knowledge and concept understanding (i.e how students are able to demonstrate his/her understanding), the aspect of thinking capability (i.e how students can think or show indicators that they can think), skill

aspect (i.e what students can do which indicate change), and behavioral aspect (i.e how students' attitude indicates positive change in the class) (Donald C. Orlich, et al. 2010: 325).

According to Cross in Sukardi (2008: 1), referred to evaluation is: *a process which determines the extent to which objectives have been achieved.*

Evaluation can be grouped into two parts, namely formative test and summative test (Anthony J. Niko & Susan M. Brookhart, 2007: 120-127). Broadly, Anthoni and Susan explain the two tests above. Formative Test is used to get information on achievement of target by students in the learning which function to plan the subsequent lesson, diagnose the students' learning difficulty, and provide information to the relevant students on how to improve it. There are three techniques used in formative test namely: *oral assessment technique, paper and pencil assessment technique, and portfolio technique.* Meanwhile summative test is a formal test to evaluate the achievement of learning target by the students to be informed to the relevant students, parents or school inspector with two techniques namely: *teacher crafted technique* and *external technique.*

Wilson (1999: 158) describes measurement of performance using seven methods, namely: performance assessment performed by the immediate superior, self assessment, assessment by subordinates, peer assessment, assessment by team, and 360 degree feedback assessment focusing on skill development.

III. TEACHER CERTIFICATION

As commonly known, the frontliner of policies related to education is teachers. Teachers are the main resources which are operationally related to various forms, patterns, movements, and changes in the education system. Change of the curriculum from the 1994 curriculum to the KBK curriculum in 2004 and subsequently revised to the KTSP is not separable from teachers as the major actors who have to immediately master the lesson to be transferred to their students (Cam and Sam, 2005: 54). This policy requires teachers' capability and professionalism so that this new curriculum can be properly implemented.

In the decentralization and democratization era, according to Tilaar (2000: 23) the education process requires skillful and professional educators, which is different from the previous era during which people had to be uniformed in their thinking which resulted to the death of critical and initiative thinking. This stemmed from the management policy and education process which did not develop critical and innovative ways of thought, abstract national education standards with no relevance and accountability.

The present Government policy to boost teachers' professionalism is by administering a teacher certification program with all its consequences. Teacher certificate is a certificate signed by the University organizing certification program as a formal evidence and acknowledgement of a teacher's professionalism. Meanwhile, certification is the process of granting educator certificate to a teacher who has

met the teaching professional standard (Director General of PMPTK, Ministry of National Education, 2007: 1).

Pursuant to Law No 14 Year 2005 on teachers and lecturers, certification is the process of granting educator certificate to teachers and lecturers, while educator certificate is formal evidence as an acknowledgement to teachers and lecturers as professionals.

Educator certificate is granted if the relevant teacher can prove that he or she has mastered the four competencies as the agent of learning. If the education professional education is likened to a driving school, the certification exam is the test for the candidate to get the drivers' license. The positive impact of the teacher certification is that teachers are entitled to get professional allowances. Here, the principle of "reward and punishment" applies under which quality teachers are given reward in the form of professional allowance.

Teacher certification is the process of granting educator certificate to teachers who have met professional standard as teachers. Professional teachers are an absolute precondition for creation of quality education system and practice. This teacher Certification has the objectives as follows:

1. To determine the feasibility of a teacher in performing duties as the agent of learning and achieving the national education objective
2. To improve the process and quality of education result
3. To enhance teachers dignity
4. To boost teacher professionalism

Meanwhile the benefits of this teacher certification program are as follows:

1. Protecting teaching profession from incompetent practices which may spoil the image of teaching profession
2. Protecting the community from non quality and unprofessional education practices
3. Improving teachers' welfare

The main basis for implementation of certification is Law Number 14 Year 2005 on Teachers and Lecturers which was promulgated on December 30, 2005. Article 8 of the law stipulates that teachers must have academic qualification, competence, educator certificate, physically and mentally healthy, and have the capacity to materialize the national education objective. Other article namely article 11, paragraph (1) stipulates that the educator certificate as intended in article 8 is granted to teachers who have met the requirements.

According to Surakhmad (2009: 251-252) the teacher certification program is expected to achieve the following:

1. Establishment of education activity chain so that teachers are more motivated intrinsically to be creative and develop themselves.
2. Better and professional teacher supply, placement, empowerment and development system.
3. Teacher training schools or institutions will be responsible and focused on efforts to produce teachers who are excellent in all aspects of teaching.

4. The public will understand better, appreciate and support the position and role of teachers as the nation's education force.
5. The Government will be more open, brave and support the role of teachers in educating the nation.

IV. RESEARCH METHODOLOGY

The approach used in this study is quantitative approach, while the survey methods and analytical technique use the "t" test to find out whether there is a difference between the two independent groups; certified and non-certified teachers. The object of study is teachers teaching in State Junior High schools in East Jakarta. The time of study was from February up to March 2013.

Population is the subject or the entire area to be studied, as stated by Moh. Nazir (1999: 325) population is a collection of individuals with stipulated quality and characteristics. The population in this study is all teachers teaching in State Junior High Schools in East Jakarta totaling 1,638 teachers.

The sampling design in this study uses the design of *restricted sample*, namely collection of samples indirectly from the population namely from the sub-population (Moh. Nazir, 1999: 332). In this matter, the population is all teachers in State Junior High Schools in East Jakarta, while the sub-population is a group of teachers who have not obtained certification and group of teacher who have certification. The study sample is teachers of State junior High School in East Jakarta which are collected proportionately or *proportionate stratified random sampling*.

With regard to the amount of samples to be taken from the population in the opinion of Suharsimi Arikunto (2006: 134), if the subject of population is quite high then the sample is between 10 – 15 % or 20 – 25 %. In this study, the sample is taken 10 % from the total population of 1,638 teachers namely 163,8 and the writer rounded it up to 200 teachers namely 100 certified teachers and non-certified 100 teachers.

This study instrument uses the model of Likert scale, namely the type of scale used to measure the perception or attitude of someone by way of asking several questions and the respondents are asked to give answers in the measurement scale prepared (Sukardi, 2003: 146). The testing of instrument validity uses the correlation of *Product Moment* with the total respondents of 20 teachers. Based on the result of validity test, out of 35 points of the teaching performance instruments, 4 points dropped and 31 valid. The reliability test of instruments or the consistency level of instrument uses the formula of Alfa Coefficient from Cronbach. The provision on the reliability level of instrument points as stated by Sugiyono (2011: 184) that an instrument is said to be reliable if it has the reliability score of minimum 0.6, and if it is below 0.6 the instrument is said to be unreliable. Based on the reliability calculation, the *Alpha Cronbach* score is 0.892. Hence, the instrument of teacher's teaching performance is reliable.

Table 1. Criteria of Average Variable Score

Range of Value	Criteria	Remarks
0.00 – 1,00	Very low	Very poor
1.01 – 2.00	Low	Poor
2.01 – 3.00	Fair	Fairly good
3.01 – 4.00	High	Good
4.01 – 5.00	Very high	Very good

V. RESULT OF STUDY

1. Description of Teaching Performance Data

The description of teaching performance is elaborated in a sequence starting from the teaching performance of non-certified teachers and then the teaching performance of certified teachers and lastly the overall elaboration so that we can see the difference between the two.

The teacher performance includes four aspects namely teaching plan, teaching implementation, evaluation and development obtained from the average calculation of score from 31 questions answered by teachers as respondents in State Junior High Schools in East Jakarta. The description of the teaching performance of certified teachers in State Junior High Schools in East Jakarta can be viewed below:

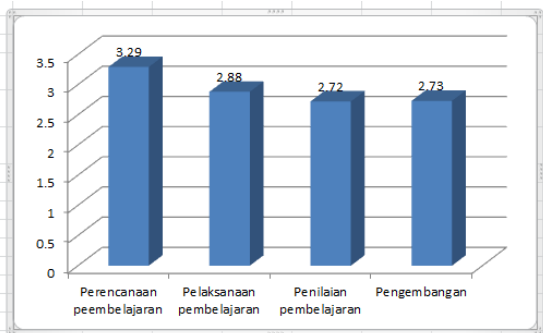


Fig. 1. Teaching Performance of Certified Teachers Consist of Teaching plan, Teaching implementation, teaching evaluation, development

In the above graph, the dimension of teaching plan consists of 3 questions all of which have good criteria, and the dimension of teaching evaluation has 5 questions with the criteria of fairly good, and the dimension of development has 5 questions with fairly good criteria.

The average score of teaching performance of certified teachers in State Junior High Schools in East Jakarta is $(3.29 + 2.88 + 2.72 + 2.73) : 4 = 11.62 : 4 = 2.90$ with the classification of fairly good. Hence, we can say that the teaching performance of certified teachers of State Junior High Schools in East Jakarta is in general classified as fairly good except one dimension namely the teaching plan with the criteria of good.

With the same dimension, the description of teaching performance of non-certified teachers can be seen below:

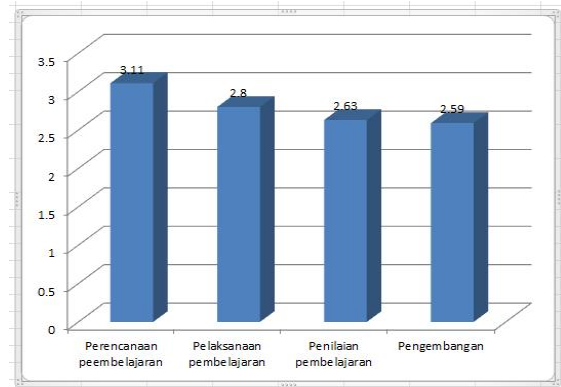


Fig. 2. Teaching Performance of Non-Certified Teachers Consist of Teaching plan, Teaching implementation, teaching evaluation, development

In the graph above, the dimension of teaching plan consists of 3 questions all of which have good criteria, the dimension of teaching implementation with 21 questions in general has the criteria of fairly good, the dimension of teaching evaluation with 5 questions has the criteria of fairly good and the dimension of development with 2 questions with fairly good criteria.

The average score for the teaching performance of non-certified teachers of State Junior High Schools in East Jakarta is $(3.11 + 2.80 + 2.63 + 2.59) : 4 = 11.13 : 4 = 2.78$ with the classification of fairly good. Hence, we can say that the teaching performance of non certified- teachers in State Junior High Schools in East Jakarta is in general classified as fairly good and one dimension namely teaching plan has the criteria of good.

Meanwhile, the description of teaching performance of certified and non-certified teachers as a whole can be seen below:

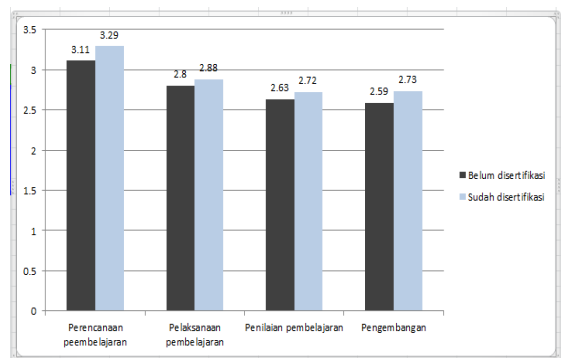


Fig. 3. Teaching Performance of Certified and Non-Certified Teachers Consist of Teaching plan, Teaching implementation, teaching evaluation, development [certified, non-certified]

The above figure indicates that the performance of certified teachers is better than the performance of non-certified teachers. The dimension of teaching planning consisting of 3 questions has good criteria and so as the dimension of teaching

implementation all of which with fairly good criteria, while the last dimension namely development with 2 questions is classified as fairly good.

2. Hypothesis Testing

The tested study hypothesis is formulated to become statistic hypothesis as follows:

$$H_a : \mu_1 < \mu_2$$

$$H_o : \mu_1 = \mu_2$$

Namely:

H_a : The performance of certified teachers is better than the performance of non-certified teachers.

H_o : The performance of certified teachers is the same as the performance of non-certified teachers.

Subsequently, the difference between the performance of non-certified teachers and certified teachers is identified by comparing the the probability value of 0.05 with the probability value of *sig.* under the following calculation:

1. If the probability value *sig.* is higher than the probability 0.05 or (*sig.* > 0.05), then, the H_o is accepted and the H_a is rejected meaning the population variance is the same.
2. If the probability value *sig.* is lower than the probability 0.05 or (*sig.* < 0.05), then the H_o is rejected meaning the population variance is different.

Based on the result of calculation of mean difference testing using the “t” test through the SPSS 16.00 computer program, the following is obtained:

Table 2. Result of “t” Test Calculation

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-Test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
*1	Equal variances assumed	12.316	.001	-2.290	198	.023	-3.02000	1.31901	-5.62112	-.41888	
	Equal variances not assumed			-2.290	170.843	.023	-3.02000	1.31901	-5.62268	-.41632	

Conclusion: From the above table, the score of *sig.* coefficient is 0.001, while the probability value is 0.05 or 0.001 < 0.05, then the H_o is rejected and the H_a is accepted. This means that the performance of certified teachers tend to be better than the performance of non-certified teachers.

VI. DISCUSSION

Certification is the facility or instrument to reach an objective and not an objective in itself. It is necessary for all parties to have awareness and understanding that certification is a facility to achieve quality teaching. This awareness and understanding will produce an activity which is to reach quality. This is in line with Government Regulation Number 74 chapter article 2 that teachers must have academic quality, competency, education certificate, physically and mentally healthy, and have the ability to realize the national education

objective. Therefore, the purpose of a teacher to take certification is not to get professional allowance but to demonstrate that he/she has had the competency as required in the teacher competency standard. Professional allowance is the logical consequence of the capacity as reflected in his/her performance in performing the main duties namely the learning and teaching process.

The performance of teachers in State Junior High schools in East Jakarta is the activity and work behavior of civil servants or non-civil servants based on the knowledge and capacity in making lesson plan, implementing the lesson, evaluating the learning and conducting development. The teaching performance of teachers is divided into two groups namely the group of performance of certified teachers and the performance of non-certified teachers.

The teaching performance of teachers has four dimensions namely teaching planning, teaching implementation, teaching evaluation and development. One of the above four dimensions has good criteria namely the dimension of teaching planning, while the other three dimensions namely teaching implementation, teaching evaluation and development have fairly good criteria.

In the context of State Junior High Schools in East Jakarta, in general on average the teachers’ teaching performance is classified as fairly good. One dimension has the criteria of good and three other dimensions are classified as fairly good and several aspects are under the category of weak or insufficiently good namely the aspect of interactive explanation, use of fun teaching method and strategy, use of learning media that attract students and use of cooperative learning model. This means that the teaching process tends to frequently use conventional patterns and only few use cooperative, interactive and teaching methods, which are now actually in trend.

After administering a test on the difference between certified and non-certified teachers, the two are found to have significant difference. This means that the teacher certification program and welfare allowance as its consequence apparently produce fairly good result. However from the data obtained, despite in general there is difference and the teaching performance of certified teachers is apparently better, in several aspects the teaching implementation is classified under the category of low, and it is the same for the two groups. Both certified and non-certified teachers have low score on use of active and interactive teaching strategies, and use of attractive teaching media. Another aspect that is the same and classified as low is implementation of teaching reflection. This means that teachers are not used to have professional discussion in solving teaching issues with their colleagues.

Based on the above description, in general certified and non-certified teachers in Junior High Schools in East Jakarta have different performance. The teaching performance of certified teachers tends to be better than the teaching performance of non-certified teachers. Hence, the teacher certification program has partial influence on teachers’ improved teaching performance. The aspect of completeness of planning and

assessment document tends to be complete and adequate but the aspect of teaching implementation that must be fun is still less creative.

Teacher's creativity is closely related to the teacher performance in making innovation for teaching. The tendency to use conventional methods with old paradigm pattern namely teaching and giving exercises bring the impact of boredom among the students and some of them are frustrated and experience prolonged boredom. This non quality teaching condition is clearly detrimental to every party in particular the students because their existence as individuals whose development must be facilitated tend to be hampered. Therefore, teachers must be encouraged to create innovation in delivering quality teaching. This teaching quality must begin with initial planning for innovative teaching that is able to encourage the students to think creatively, selection of lesson materials, determination of strategy, use of teaching media that enable the students to study in a fun way up to how to do evaluation to measure the students' learning result.

VII. CONCLUSION

Based on the result of analysis on data and testing of the proposed hypothesis, we can conclude the following:

1. The teaching performance of teachers in State Senior High Schools in East Jakarta is classified as fairly good. Especially for the dimension of teaching planning tend to be good while the dimension of teaching implementation is classified as fairly good except for the point of use of active, creative and innovative teaching strategy and use of learning media which is classified as low, the dimension of teaching assessment which is fairly good, and the dimension of development which is classified as fairly good except for the point of reflection which is classified as low.
2. There is a difference in the teaching performance of non-certified and certified teachers. Teachers who pass the certification program and declared passed as teaching professional have better teaching performance as compared to the teachers who do not take certification.

Based on the above conclusion, the writer recommends the following:

1. The school principals need to conduct intensive and continuous supervision because the result of study shows that the teachers' teaching performance is in general at the level of medium namely fairly good and there are weak aspects namely in the aspects of interactive, cooperative and fun teaching, use of attractive teaching methods or models and reflection over the teaching process performed.
2. The school principals need to evaluate and control every teacher after they attended teacher professional education and training (PLPG) and passed the teacher certification

program so that they can apply the knowledge and skill acquired in their teaching activities in classroom.

REFERENCES

- [1] Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik (Research Procedure; a Practical Approach)*, Jakarta: Rineka Cipta.
- [2] Chan, Sam M & Tuti T. Sam. (2005). *Kebijakan Pendidikan Era Otonomi Daerah (Education Policy in the Regional Autonomy Era)*. Jakarta: Rajagrafindo Persada.
- [3] Gordon, Judith R. (1993). *A Diagnostic Approach to organizational behavior*. Allyn and Bacon: Boston.
- [4] Hammond, Linda Darling. (2006). *Powerful Teacher Education, Lesson From Exemplary Programs*. USA: Jossey-Bass.
- [5] Hidayat, Umul. (2006). *Upaya peningkatan kompetensi teachers. Jurnal Penelitian Pendidikan Agama Dan Keagamaan (Efforts to Improve Teachers Competency. Journal of Religion and Religious Affairs Education Research)*. Vol. 4 No. 2 April-June 2006.
- [6] Jones, Jeff, Mazda Jenkin and Sue Lord. (2006). *Developing Effective Teacher Performance*. California. Paul Chapman Publishing.
- [7] Lang, Helmut R & David N. Evans. (2006). *Models, Strategies, and Methods for Effective Teaching*. USA: Pearson Education.
- [8] Lunenburg, Fred C & Beverly J. Irby. (2006). *The Principalsip. Vision to Action*. USA : Cengage Learning.
- [9] Nazir, Moh. (1999). *Metode Penelitian (Research Method)*. Jakarta: Ghalia Indonesia.
- [10] Niko, Anthony J & Susan M. Brookhart. (2007). *Educational Assessment of Students*. Fifth Edition. Ohio: Pearson Prentice Hall.
- [11] Orlich, Donald C. et al. (2010). *Teaching Strategies a Guide to Effective Instruction*, USA : Wadsworth.
- [12] Regulation of the Minister of National Education Number 18 Year 2007 Regarding Certification for Teachers Under Service
- [13] Pintrich, Paul R & Dale H. Schunk. 1996. *Motivation in Education, Theory, Research, and Application*. Ohio : Prentice Hall.
- [14] Sugiyono. (2011). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- [15] Sukardi. (2003). *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya (Education Research Methodology; Competency and its Practice)*. Jakarta: Bumi Aksara.
- [16] Surakhmad, Winarno. (2009). *Pendidikan Nasional, Strategi dan Tragedi (National Education; Strategy and Tragedy)*. Jakarta : PT. Kompas Media Nusantara.
- [17] Questions and Answers on Teacher Certification. (2007). Jakarta: Director General of PMPTK, Ministry of National Education.
- [18] Tilaar, H.A.R. (2000). *Paradigma Baru Pendidikan Nasional (New Paradigm of National Education)*. Jakarta: Rineka Cipta.
- [19] Law Number 14 Year 2005 on Teachers and Lecturers
- [20] Usman, M. Uzer. (2006). *Menjadi Guru Profesional (Becoming a Profesional Teacher)*. Bandung: PT. Remaja Rosdakarya.
- [21] Wilson, John P. (1999). *Human Resources Management: Learning and Training for Individuals and Organizations*. London: Kogan Page Limited.