

## IMPLICATIONS OF TEACHER CERTIFICATION ON PROFESSIONALISM AND WELFARE OF 21TH CENTURY PAI TEACHERS

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### *Abstract*

*This research studies about the policy of Islamic teacher education (PAI) about the extent of teacher certification towards the professional attitude they have towards the development of students, especially in the context of the digital age. Teacher certification especially PAI teacher can give professionalism attitude towards students in various learning activities. Meanwhile, the welfare of PAI teachers in Indonesia has increased with the emergence of the certification policy. Furthermore, it has implications for PAI teachers to be able to improve their professionalism in conducting learning obligations. Thus, the process that occurring in the interaction between educators and students can run well. In the end, the goal of Islamic education is to form a muttaqien person realized to the maximum.*

*This research was a library library research that is research sourced from library materials using a qualitative approach. Therefore, it was an exploration of a number of data both primary and secondary data with concrete steps as follows: reading and examining in depth primary data such as books which are the results of research, theses or dissertations related to this topic. Therefore, Teacher education policies in the industrial revolution era 4.0 related to teacher certification especially PAI teachers need to be adjusted to the current context. Thus, teachers in Indonesia are not trapped between policy and reality on the ground faced by students. Our expectation is that there will be no more teachers in Indonesia complaining about their income, no more teachers being victimized by schools or foundations for those who have already been certified. Therefore, the teacher certification policy can make PAI teachers further increase their professionalism and welfare.*

**Keywords:** *Certification, Professionalism, Welfare and Teacher.*

## INTRODUCTION

One of the struggles that must always be remembered by the Indonesian people as mentioned in the Preamble of the 1945 Constitution of The Republic of Indonesia is the struggle to develop the nation's intellectual life. We can celebrate independence with intelligence because without intelligence we cannot develop in all areas of life. The efforts to develop the nation's intellectual life were done through education. Education is the process by preparing young generation in the future. If the preparation is not good and misdirected, the output will not be able to carry out its duties in the future as expected. The quality of education actually can not be separated from the teachers. Teachers are at the forefront of efforts to develop the nation's intellectual life. One of the good and quality education is determined by the existence of qualified, prosperous and protected teachers. To be a qualified teacher is not easy, it requires hard work and many obstacles encountered. We think that qualified teachers are those who want to learn continuously without any self-satisfaction, who are able to understand the students' problems, who have flexible and open personalities, who focus on their profession, may not look for side jobs, who have a budget to buy new knowledge books, who are actively following the latest information, including the internet. Are such conditions can be obtained with the low income earned so far? It is a discourse that needs to be discussed.

Responding to the problem the government did not remain silent. Efforts to improve the quality of education every year has always been a government program. One of them is the enactment of Law Number 20 of 2003 concerning the National Education System which is further explained in Law Number 14 of 2005 on Teachers and Lecturers. To follow up on this policy, until now many policies have been developed, including Government Regulation No. 19/2005 concerning The Standards of National Education followed by a Regulation of the Minister of National Education No. 16/2007 concerning Teacher Qualification and Competency standards, and Government Regulation No. 74/2008 on Teachers. The government continues to process to improve the quality of education, this process is characterized by reconstructing the past policies and building new policy concepts namely improving teacher professionalism by conducting

certification. Currently, for teachers and lecturers, they can be happy and dream about welfare because Law No. 14 of 2005 seemed to bring a wind of change in the realization of certification. Hope is welfare which was once considered sacred and taboo to be discussed.

## **RESEARCH METHODS**

This research is qualitative, by searching for meaning, understanding, the definition of a phenomenon, good events that are directly and indirectly involved in the setting under study, contextual and comprehensive, (Muri Yusuf: 2014). Using a literature approach in data collection from various relevant literature. There are two data sources, namely primary sources and secondary sources. Primary sources in the form of literature data such as research journals, theses and even dissertations relevant to the study of the writer. Meanwhile, the secondary data sourced from several books and field data such as interviews to strengthen the data results and synchronize with some data from books, dissertations, theses, and journals. The method of data collection is by analyzing inductive and deductive data by building patterns, categories, and themes from the bottom to the top, by processing the data into more abstract information units, (John W. Creswell: 2018). Collecting all primary data from the literature, analyzed and synchronized according to the object of this study. After that, sort out the data that is compatible and incompatible, and later on synchronize with the reality that occurs on the ground, especially with the current context. The results are narrated and dialogue with various sources of data that have been collected into a single unit.

## **RESEARCH RESULTS AND DISCUSSION**

Basically, teacher certification is to get good and professional teachers who have the competence to carry out the functions and goal of the school in particular as well as educational goals in general, according to the needs of society and the times. Teacher professional certification is the process of providing certificates to teachers who have met the qualification standards and competency standards. Competency tests are conducted through written tests to test

professional and pedagogical competencies while to test social competency is through performance appraisals. Teacher certification in positions is done through portfolio assessment and educational pathways. Determination of certification participants through portfolio assessment based on priorities of tenure as teachers, age, rank /class, workload, additional assignments, and work performance. With these requirements, it takes quite a long time for young teachers who excel to take a certification. Therefore, it is necessary to carry out teacher certification in positions that can accommodate young outstanding teachers, namely through education. So, teacher certification through educational pathways is the process of giving educator certificates to teachers in positions through education.

In relation with that matter, the Minister of Education and Culture stipulates:

1. Regulation No.18 of 2007 concerning certification of teachers in positions through portfolio assessment.
2. Regulation No.40 of 2007 concerning certification for teachers in positions through educational pathways.

Since 2009 teacher certification through portfolio assessment has not been held anymore because there are some weaknesses namely there is no opportunity for young teachers who excel and honorary teachers. Certification participants are proposed by the District/City education office. The selection consists of academic and administrative selection. Administrative selection is carried out by the District/City education office. While the academic selection is carried out by the Institute of Teachers' Education (LPTK) facilitated by the Directorate General of Higher Education, as stipulated by the rules.

By having an educator certificate, teachers will earn an income above the minimum requirement including basic salary, benefits attached to salary, as well as other income in the form of professional allowances, functional allowances, special allowances, and additional benefits associated with their duties as teachers determined by the principle of respect for basis of achievement.

#### **A. Teacher Professionalism**

Professional derived from the word profession which has the same meaning as occupation, or a job that requires expertise obtained through special education/training. Professionalism is a notion that every job must be

done by a professional person (Ahmad Tafsir: 2006). In this discussion, the writer will mention a little bit about teacher professionalism because certification was born based on UUGD. In the explanation of Government Regulation No.40 of 2007 concerning Teacher Certification in the position of Professionalism according to UUGD article 1 paragraph 4 is work or activities carried out by a person and become a source of living income requires expertise, skills or ability that meet certain quality standards or norms and need professional education. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and teaching tasks.

The teacher competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the teacher in conducting the professional tasks, (Binti Maumunah: 2009). Based on Government Regulation No.18 of 2007 concerning teachers, it was stated that competencies that must be possessed by teachers include pedagogical competencies, personal competencies, social competencies and professional competencies obtained through professional education. The teacher competence is comprehensive and is a unity which is related and mutually supportive. Examples of current teacher salaries for the highest class alone is approximately Rp. 2,400,000.00, even with decades of service. How about the teacher's salary at the bottom level? it is generally only enough to eat for 10 days.

Such a phenomenon is certainly very concerning, teachers as a profession seen as a 'saint' must look for other additional income to meet the needs of their family. It's sad to see that welfare should be respected, but the level of welfare is so low. Sometimes to cover the lack of salary to meet the needs of the family, some of them are looking for a side job as a motorcycle taxi driver. Work as a motorcycle taxi driver is not a contemptible job, but in terms of social status and psychic, deep down, it is uncomfortable. But the demands of life's needs cannot be ignored. Finally to entertain themselves, said the teacher who has a side job as a motorcycle taxi driver, 'It doesn't matter, as long as it is halal'.

## B. Policies in Various Life Contexts

We have to see that the issue of certification is not only a technical problem but maybe more non-technical. Certification does not stand alone as a technical, juridical and bureaucratic issue. Certification also runs economically, socially, culturally, religiously and morally. The non-technical dimension until now has not been sufficiently considered and taken into account.

### 1. Religious Context

Teachers are people who struggle in the way of Allah SWT, namely fighting for the intelligence of the nation's young generation, (Sanaky: 2005). Thus, the teacher can also be referred to as a mujahid. Islamic teachings state that Allah will fulfill the needs of the mujahideen. Fulfillment of God for the needs of His servants who fight in His path for those who want to think. As time travels, sometimes a teacher is confused by God's amazing destiny. How does He (Allah) maintain the continuity of their teaching duties very well, while the teacher must also provide for the family and the people who become their responsibility. This is not much different from how He saved Noah and those who walked with him in a boat, while people who lived on earth were drowned by the flood and hurricane. Likewise, regarding certification to "save" or even improve the teachers' professionalism whose welfare need attention.

Concerning the certification of education pathways, it is the best choice for young teachers who excel and the process is easier than certification through portfolios (Diyanti: 2016). This is consistent with the words of the Prophet Muhammad PBUH, whenever a person was given two choices, so take the easiest choice, namely:

*"Whenever the Prophet (Muhammad Salallahu Alayhi Wa Sallam) was given a choice between two matters, he would (always) choose the easier as long as it was not sinful to do so". (Sahih Al-Bukhari and Muslim).*

In addition to this hadith, other hadith can also be used as evidence in implementing this program that the writer cannot mention one by one. From this explanation, from the context of religion supports the implementation of certification through education.

## **2. Socio-Cultural Context**

The emergence of social jealousy among teachers because of the unequal distribution of certification quotas. Various administrative requirements and the limited number of teachers who received certification quotas created new problems. The biggest problem, in my opinion, is the social jealousy that occurs between teachers who have the right to take certification and those who have not been entitled to take a certification. Practically, it will cause disharmony between the education staff. The worst impact is that they throwing down assignments and responsibilities as educators. The students eventually become the victims of the dispute. The teaching and learning process will not optimal and the quality could be questioned. Certification which was originally intended as a solution to improve the quality of educators in the teaching and learning ultimately has become a part of the problem.

The social jealousy among the teachers is because the uneven distribution of certification quotas needs to be followed up on. For this reason, the government needs to equalize certification with an open model, (H.M Arifin: 2011). This means that both private and public teachers are free to take the certification test as long as they meet more equitable requirements. Thus, the social jealousy among teachers is reduced because all teachers obtain the same opportunity to do the certification test. All that remains is the competence and ability of the person who determines whether the teacher passes the teacher certification.

## **3. Economic Context**

If certification is discussed in economic context, the author thinks about certification which is not well targeted. Teacher certification according to the government (interpretation) is expected to be able to improve the competence, quality and professionalism of teachers in

teaching in order to produce more competent students, which in turn also improve the quality of education in Indonesia. While the provision of professional allowances can be considered the most appropriate stimulus by the government. Wherever place to work, if the payment is satisfying or getting additional incentives, the enthusiasm of work will also be encouraged in addition to remembering the necessities of life for them and their families who are also increasingly numerous, especially when the issue of new fuel increases would be set on April 1, 2012 which certainly affects the price of needs other life.

The phenomenon is because of the effect from external factor called economy. It seems to give impact the initial degraded goal. In Indonesia, the average economic level of teachers is indeed in the lower middle class, especially with the support of the condition of Indonesia which is still in the ranks of 'developing countries'. After all this time of independence, this is a minus value for Indonesia when compared to neighboring countries such as Malaysia. It seems that economic factors are a strong influence on the achievement of the message content which is considered to not achieve target. Gradation of intensity from the contents of the teacher certification message is currently at the lighting level. Things embedded in the minds of teachers is how to immediately obtain professional allowances through certification.

Their character actually knows about the main purpose, but they do not pay attention (affective). If there are some teachers do, they are still confused with what renewal they should do in order to boost the achievement of students (cognitive). Things that are more directed to the conceptualization of the teaching and learning process that requires systematic, synergistic and continuous efforts from education experts and are supported by the creativity of the teacher. However, those are challenges of for teachers after passing the certification.

#### 4. Law Context

Certification in law context means valuing certification from a legal/law point of view. The legal basis that underlies the birth of



certification. The 1945 Constitution is the highest law in Indonesia. All other laws and regulations must comply or may not conflict with this Basic Law as well as the certification program. The legal basis for teacher certification through education includes the following:

- a. Statute No. 20 Year 2003 concerning National Education System
- b. Statute No. 14 Year 2005 concerning Teacher and Lecturer
- c. Government Regulation No 15 Year 2005 concerning Education National Standard
- d. Minister of National Education Regulation No. 16 Year 2005 concerning Qualification Standards and Teacher Competence
- e. Fatwa/Legal Opinions of the Minister and Human Rights No, I.U.M.01.02-253
- f. Regulation No. 18 Year 2007 concerning certification for teacher in position through portfolio assessment.
- g. Regulation No.40 Year 2007 concerning certification for teacher position through education.

Formally, statute No. 20 Year 2004 concerning national education system, RI Statute No.14 Year 2005 concerning Teachers and Lecturers and RI Regulation No.19 Year 2005 concerning National Education Standards state that teachers are professional personnel. As Nana Syaodih Sukmadinata said, teachers are professional work. As professionals, teachers are required to have an undergraduate or D-4 academic qualification in a field relevant to the subject they teach and master competency as an agent of learning.

## **5. Political Context**

The policies about education can't be separated from politic (Sam M. Chan: 2007). The teacher certification system is a good idea at least from the point of view of the bureaucracy. However, this system will not succeed if applied solely as a bureaucratic approach to monitoring the conditions and work of teachers. Certification means requiring teachers to have certificates before they are justified in teaching, who will first find it helpful is the education bureaucracy because the bureaucracy now has

tools to re-register Indonesian teachers. The term bureaucracy gets a new project. If from a bureaucratic point of view this procedure is seen as the right approach, not necessarily so from the teacher's own perspective. Except in terms of the interests of staffing administration, certification cannot be used as a guarantee of teacher professional quality improvement. Despite the fact that people who have certificates are graduates of instant courses for several weeks or months or LPTK graduates after studying 4 or 5 years or senior teachers who have donated almost their entire life to education.

In social-politic, teachers are still confused between its role and position as a bearer and cause of sustainable and accountable progress and its position and role as recipient of unfriendly consequences of the turmoil of the interests of power at the macro level. In many instances, they do not always seem to understand and care for the world of education in general, the world of teachers in particular. Talking about education, it certainly cannot be separated from the role of the teacher as the future designer of a nation, (Nana: 2003). Developing nations can't be separated from the quality education system as well. Building quality human resources is a very important key in a nation. Learning from Japan when the atomic bomb was dropped on Hiroshima and Nagasaki in 1945 which caused Japan to surrender in the Second World War (1942-1945), Emperor Hirohito (enthroned 1926-1989) sought to rebuild his ruined nation. He asked his education minister to count the number of teachers who were and were still alive.

From the condition above, teacher is the roots of the civilization of a nation. If the roots are strong, it will be strong as a whole. Otherwise, if the roots of a tree are not strong then it is certain that the age of the tree is not long. The quality of education is determined by the quality of the teacher. Thus, the teacher must be a chosen person, being a teacher does not only have intelligent capital but also must be accompanied by a good personality and a sincere spirit from the heart to teach. In Indonesia, teachers are required to be professional and have qualified intellectuals.

This is in line when the government makes a policy that a teacher must have certification as proof that he is appropriate and has legal requirements as a professional educator and is ready to provide teaching . However, according to the author, the policy set by the government is too heavy to be solved by new teachers, while out there every day, week, month and even year many teachers who are anxious about welfare and adequacy are still uncertain. In a case that occurred in one of the schools in Bengkulu, the honorary teacher complains that the salary he obtains is only 300,000.00 even though the working hours and assignments performed are no different from teachers who were civil servants, when they returned from teaching the teachers still had to work in the rice fields and also in the garden to fulfill their daily lives those who cannot rely on their noble title, namely the teacher, to fulfill their daily needs (Interview with Suparman: 2019). In fact, if we want to compare with neighboring countries such as Malaysia, over there, teachers obtain a maximum base salary of Rm 6,982 or the equivalent of 22.46 million per month. In Indonesia, teachers only obtain 7 million for teachers who already have certification. It is not good considering that teachers are a person who struggles in building the nation's future but their welfare is still worth questioning.

Teachers are considered professional if they are able to master the curriculum, learning materials, techniques, methods, manage classrooms, commitments, and be role models for students and surrounding communities, (Riant Nugraha: 2008). There are five standards of teachers who have been declared professional, including:

- a) Having commitment to their students in teaching
- b) Mastering deeply about teaching material and the way to teach
- c) Responsible in monitoring students' ability through some evaluation techniques
- d) Able to think systematically in conducting the task
- e) Becoming part of learning society in their professional environment

It shows how high professional teachers, but if we look at the ability, welfare and facilities they obtain, it feels very difficult for teachers to survive and want to continue their profession, (Winarno: 2009).

From this phenomenon, the government should be wiser in making regulations in an effort to create teachers who are professional and capable of competence in the world of education, (Simatupang: 2018). The thing which must be conducted by the government is to make changes in the selection of prospective teachers from the beginning such as selection in entering the faculty of education. As we know the passing grade to enter the faculty of education in Indonesia is still very low when compared to other faculties, the government must increase if it is necessary and must be aligned with the faculty of medicine because what determines the progress of a nation's nation is the teacher although this is inseparable from other things, but education and professional teachers are the roots of a country. they should receive more attention from the government, government policies that require teachers to be professional when teachers have entered halfway in becoming a teacher is the wrong decision according to the writer. If the government wants to be serious in creating quality teachers, it must be from the beginning.

Furthermore, government should control the regulation which they made whether the regulations have performed according to what was planned or not, for example the 1945 constitution article 31 paragraph 1 and 2 which states that each citizen has the right to obtain teaching (1) while paragraph (2) confirms to the government to try and implement a national education system, but if we see firsthand in daily life, there are still many children who work on the side of the road, they become scavengers, and also beggars. This means that the rules made by the government have not run in accordance with what is expected. It is right for the government to re-control and carry out clarity and firmness of the law when compared to America, they do a compulsory education program that really gets the attention of their government if there is a child who roams the streets during school hours, the government will look for who

their parents are and why their children are left out of school. If the parents do not give a clear reason then the parents can be jailed. It is the strictness of the regulations that should have been controlled and applied by the government in Indonesia so that education is evenly distributed. There are no more children who drop out of school because of costs and other reasons.

Beside, government should give training to the teachers in creating professional teachers and able to be competent in the world of education. Therefore, teachers are really ready when they have to give good teaching and role models to students and also the surrounding community, (Mukodi: 2011). Regarding salary, the government should provide salary which is able to improve the lives of teachers so that there is no lopsided, for example teacher salaries in rural areas are the same as teacher salaries in cities and even smaller whereas teaching in villages is more difficult than in the cities. In the city, teaching is comfortable. All facilities are complete and also supported by the ability of students who are already good, the teacher is not too difficult to teach in the city. If it is compared to teaching in the village, infrastructure is very limited to build old schools and rarely get the care. It can endanger teachers and students as well as access roads to schools that are very poor. It is difficult for teachers and students to get to school, and it really needs qualified teachers.

However, low salary and the lack of attention from government make professional teachers do not want to teach in rural area. They prefer to teach in the city with all its facilities. In the end, the new teachers who have to teach there with less experience are ultimately unable to provide good teaching in the village which makes inequality hereditary, (Sulhan Najib: 2016). Thus, the government should make a change in education in Indonesia starting from the quality of teachers, equality, and welfare so that mistakes that have occurred from generation to generation can be resolved immediately because it is time for Indonesia to become a quality country into a country capable of managing its human resources into

qualified people have high intellectual spirit and are ready to compete with other countries in making a progressive country, (Tilaar: 2002).

## CONCLUSION

In education context, teachers play a central role. Teachers directly manage educational activities in the field. Educators/teachers not only pursue and transform knowledge. In addition, they (hve the opportunity to) instill values towards students. Teachers have many opportunities to act in the direction of students' physical, psychological and spiritual development. The government policy on teacher qualifications, competencies and certification are the effort to improve the quality, ability and welfare of teachers, which are expected to have an impact on improving the quality of education in Indonesia. Certification which aims to improve teacher competence should not only be seen as a formality to get an educator's certificate which has implications for teacher salary increases. However, in the certification of educators, it is also contained a responsibility that teachers must always improve their competence and professionalism. Teachers are required to always dynamically follow the development of science, technology and information. Teachers should learn for life (long life education). Seeing so urgent the position of teachers in improving the quality of education, the government should pay more attention to the welfare of teachers. With the existence of teacher welfare, it is expected that the performance of a teacher in the world of education will be more focused and maximized. For these problems, there are at least two alternative solutions to realize the certification implementation program. The government begins reviewing the criteria for rank status for civil servants and the number of teaching hours of 24 hours per week. PNS (government employees) rank status needs to be reviewed because this criterion will close access for potential young teachers and private honorary teachers who are competent to take the certification test. Likewise, the number of teaching hours of 24 hours per week will make teachers more difficult in their lives. As we have known, most honorary teachers have to teach in more than one school to fulfill their needs.

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