

THE CORRELATION BETWEEN SUPERVISION AND CERTIFICATION PROGRAM TOWARDS THE PERFORMANCE OF SENIOR HIGH SCHOOL TEACHERS AT SIDOARJO INDONESIA

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Abstract

The purpose of this study is to examine the correlation of teacher's certification and supervision program towards the teacher's performance. This study used a quantitative approach. A questionnaire is de-veloped and distributed to a stratified random sample consists of 60 teachers who have been certified that was spread across 10 Senior High Schools at Sidoarjo Indonesia. The responses are processes and analyzes by using the statistical tools viz., ANOVA, the Correlation Analysis, Multiple Regression and structural equation modeling. SEM was attempted and after methodical analysis, it is prove that both the Exogenous and Endo-genous factors fits in GOOD FIT model. The results shows that it have significant correlation supervision program toward teacher's performance ($P = 0.01$). Certification programs have significance correlation toward the teacher's performance ($P = 0.01$); mutual correlation yielded $R (0.827)$ showed that there is a good correlation. The number of determination coefficient (R Square) 0.685 means that the two predictor variables i.e., supervision and certification program, could explain 68.9% correlation towards the performance of the senior high school teachers. Therefore, it is concludes that there is a significant correlation between supervision and certification program towards the performance of senior high school teachers at Sidoarjo Regency.

Keywords: *performance, supervision, senior high school, teacher's certification program.*

Abstrak

Tujuan dari penelitian ini adalah untuk menguji hubungan sertifikasi dan program supervisi guru dengan kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif. Kuesioner dikembangkan dan dibagikan kepada sampel acak berstrata yang terdiri dari 60 guru yang telah tersertifikasi yang tersebar di 10 SMA di Sidoarjo Indonesia. Respon tersebut adalah proses dan analisis dengan menggunakan alat statistik yaitu, ANOVA, Analisis Korelasi, Regresi Berganda dan pemodelan persamaan struktural. SEM dicoba dan setelah analisis metodis, terbukti bahwa faktor Eksogen dan Endo-genous cocok dengan model GOOD FIT. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara program supervisi dengan kinerja guru ($P = 0,01$). Program sertifikasi memiliki korelasi yang signifikan terhadap kinerja guru ($P = 0,01$); korelasi timbal balik menghasilkan $R (0.827)$ menunjukkan bahwa terdapat korelasi yang baik. Angka koefisien determinasi (R Square) 0.685 yang berarti bahwa dua variabel prediktor yaitu program supervisi dan sertifikasi mampu menjelaskan korelasi $68,9\%$ terhadap kinerja guru SMA. Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara program supervisi dan sertifikasi dengan kinerja guru SMA di Kabupaten Sidoarjo.

Kata Kunci: kinerja, supervisi, sekolah menengah atas, program sertifikasi guru.

I. INTRODUCTION

One important things in Indonesian world education is about the low of its education quality. Based on the result of *World Competitiveness Yearbook Survey* of 1997 till 2007 Indonesian education on year 1997 from 49 countries had surveyed, Indonesia on 39. In 1999 from 47 countries had surveyed Indonesia education on 46. In 2002 from 49 countries, Indonesia on 47 and in 2007 from 55 countries had surveyed Indonesia on 53. While the result of UN development program research (UNDP) in 2000 shows that the quality of Indonesian human resources on 109 from 174 countries, far away if compare with our neighbor countries, such as Singapore (24), Malaysia (61), Thailand (76) and Philippines(77). Based on the data of this research in Singapore (September 2001) puts national education system on 12 from 12 Asia countries even lower than Vietnam. Whereas the result of UN development program (UNDP) on year 2000 shows that the quality of Indonesian human resources is on 109 of 174 countries, great way off if compared with neighboring countries like Singapore (24), Malaysia (61), Thailand (76) and Philippines (77). The position of Indonesia is 10 of 14 developed countries in Asia-Pacific area.

This ranking taken from *monitoring global* report that published by UN institute, The UNESCO. Asian South Pacific Bureau of Adult Education (ASPBAE) and Global Campaign for Education do this research of basic education quality. The Research holds in 14 countries on March-June 2005. This report published on 24 June. The first ranking occupied by Thailand, then Malaysia, Sri Lanka, Philippines, China, Vietnam, Bangladesh, Cambodia, India, Indonesia, Nepal, Papua New Guinea, Solomon Island, and Pakistan.

Indonesia gets a score 42 of 100 and have E average. For the aspect of full basic education equipping, Indonesia gets C score and occupy seven ranked. In the aspect of country act, RI gets F score and occupy eleventh ranked. While the aspect of input/teacher quality, RI gave E score and occupy the end of ranked or 14. Indonesia only good on the aspect of gender equivalent, that is B and whole equivalent that gets B score and on sixth and fourth ranked.

After completing the Act of National Education System from number 2 year 1989 to Act RI number 20 year 2003, this is the government effort in regulate national education system to more better. A national education have a function to develop the ability and shaping the character and civilisation of nation dignity in order to educate the nation, have an aim to develop the potensial of educate participants so that be faithful to One God, noble, healthy, bookish, capable, creative, be autonomous, and become a democratic member of country and responsibility (Act No. 20 article 3).

The process of learning in school influences the success of learner in reach the aim. Idris (2005: 5) say that the level teacher's quality is a causal factor of the level quality out put school. Therefore, in order the process of learning is qualified, it is need qualified teachers, that is, teachers that always increase their knowledge and skill, so that could carry out better process of learning. According to Mulyasa (2002: 154), teachers have a high enough potency to create and increase the performance. But, to those aims, teachers often face the difficulty because its limitation. Because of that, it is need a continue and continual development, that is, supervision.

Although supervision is important thing is order to increase the ability teachers' professional, teachers' often dislike even afraid to accept it. Reluctant and afraid toward supervision according to La Sulo (1998: 1), partly, because supervision identical with evaluation, so that teachers restless. Other thing that become a causal faktor is the use of same method for all teachers without pay attention on individual difference. Pidarta (1999: 36), explain that to ease the tasks, supervisor needs to understand the character of its individual. Every teacher or school personnel is unique, supervisor must understand this unique. Understanding the individual is a strategy for supervisor in influences, directing, and motivates those individuals. Every teachers needs an appropriate development technique according to their uniques. On Act number 20 year 2003 article 39 verse 2 about national education system it is said that:

"educators are professional manpower which the position of teacher and lecturer, as professional manpower, have a vision: to realize the learning that appropriate with the professionalism principles to fill the same right for citizenhip in order to gain a qualified education"(<http://www.sisdiknas.com>, 2006).

Based on the above-Act, it is seen that the position of teachers as professional manpower, is more strenght and have a high credibility, though have responsibility in order to realize the quality of education. The position of teachers as professional manpower according to those Acts, teachers must have professionalism in learning that it is proves in giving the certification based on academic qualification and professional competency (<http://www.uu.guru-dosen.com>, 2006).

Academic qualification and professionalism of teachers that will proves with a certification, now seen very important in answering the problem that often raised in the society, in connection with the opinions that teachers incompetent and unprofessional in learning. In education world, specially, that have related to learning in schools, teachers be the one who determines of high-low the quality of education. The strategic position of teachers to increase the quality of education influenced by their professional ability, minimal by showed the background education that relevant with the skill, and teaching experience and use of competency and teachers' authority in class, including: (1) have control the substance, (2) manage the learning program; (3) manage the class; (4) able to use media or sources; (5) master educational basics; (6) manage the interaction of learning; (7) appraise the students' achievement for learning importance; (8) know the function and the program of guidance and counseling in school; (9) know and held school administration, and (10) comprehend the principles and the result of education research.

In those certification pass prerequisites, one of prerequisites that must be fulfilled is obliged to make and develop portfolio. This teachers' portfolio developing reason is by portfolio the complexities of planning or practice of learning could seen and judged, while during this time another methods could not able to imitate teachers portfolio model. Teachers' portfolio not only effective to judge the learning quality, but also give an opportunity for teachers to reflex their performance and as reference to develop self-competency. Therefore, with this teachers certification will support

government effort in increasing teachers' competency and performance at schools.

Certification Implementation of high school teachers in the district of Sidoarjo has been made since the policy of the government in order to improve the quality and welfare. Teachers were proposed based on years of service, age, rank and achievements of the quota granted in accordance with the Department of Education of East Java Province. While the implementation of the Supervision of high school teachers to help teachers improve the quality of learning is done by the Principal and Supervisory Education Office.

In literature, there are many limitation of supervision depends on experts' focus, such as, Adam and Dickey (in Sahertian, 2000: 17) defines supervision as a program that wants to improve the learning. That program, intrinsically, is improve the learning. Mc. Nerney (in Mantja, 1990: 17) sees supervision as critical appraisal toward learning process. Pidarta (1999: 5), interprets supervision as a guidance from higher authority toward teachers and the other school personnel who handle directly the students, to improve the situation of learning so that students could learn effectively and develop optimally.

Looking those definitions of supervision, it can be concluded that supervision is a process to give guidance from headmaster toward teachers in order to improve the learning process. Teacher is professional manpower as mentioned in article 39 verse 2, Act of RI Number 20 year 2003 about National Education System, article 2 verse 1, Act of RI Number 14 year 2005 about Teacher and Lecturer, and article 28 verse (1) Government Regulation of RI No.19 year 2005 about Education National Standard. Refer to juridical base and that policy, it is clear that

there is a seriousness and high commitment of government in order to increase professionalism and reward to teachers which it will increasing the quality of national education.

Teachers' certification is one of government efforts in increasing the quality of teachers so the learning in school become qualified. Another program upgrading is upgrading the teachers academic qualification to S1/D4, upgrading teachers' competency, upgrading teachers' carrier, giving teachers allowance, giving other benefit, reward, and teachers' protection. Teachers' certification through competency test accounts the experience teachers' professionalism, refer to the appraisal of teachers' portfolio. Ten components teachers' portfolio will scored by universities that organized teachers' certification. For teachers that not fulfil yet the minimal limit to pass, they will follow the education and training until teachers mastered the competency.

Accord with above policy, article 42 Act of RI No. 20 year 2003 presuppose that educators must have a minimum qualification and certification that appropriate with learning competence, health physically and mentally, and able to realize the aim of national education. This thing re-explicitly in the article 28 verse (1) Government Regulation of RI No. 19 year 2005 about National Education Standard; and article 8 Act No. 14 year 2005 that mention teachers must have minimal academic qualification D4/S1 and a competency as an agent of learning, including character competency, pedagogic, professional, and social. Teachers' competency as learning agent, formally, proved with educators certification. The minimum akademik qualification earned through higher education, and the

certification of educator competency earned after pass the certification test.

According to Act of RI Number 14 year 2005 article 1 verse (11) certification is the giving proces of educators certification for teachers and lecturers. Henceforth, on verse (12) explained that educators certification is a formal prove as acknowledgment that gave to teacher and lecturer as professional manpower. Whereas according to National Commision on Educational Services (NCES), it is say that "*Certifcation is procedure whereby the state evaluates and reviews a teacher candidate's credential and provides him or her a license to teach*". In this case, certification is the procedure to determine a suitable teachers to teach or not. While on federal country (United States) there is an independence body that called *The American Association of Colleges for Teacher Education (AACTE)*. This independence body powers to judge and determine the degree of educators, proper or not, to give educators licence.

The charter clause of minimum akademik qualification and certification for educators also applied by some countries in Asia. In Japan, its have an act about teachers since 1974, and act of teachers' certification in 1993, and government regulation that regulate teachers' qualification since 2001. The same thing like that in Philippiness and Malay that prerequisites the qualification of minimum academic and the standard of competency for teachers. In Indonesia, according to Act of RI No.14 Tahun 2005 about Teachers and Lecturers, educators' certification gave to teacher that fulfil the rules and regulation of academic qualification and the competency of learning agents. Educators certification gave to someone that passed the educators

profession program and pass the educators certification test. In this case, the test of educators certification acts as quality control of education result so that someone or other that said the passed in educators certification test able to perform the duty of to teach, learn, train, guide, and give a score toward education participants.

With this professional acknowledgment through certification, a teacher will get lot of benefits, besides from financial aspect, he or she will get a profession allowance as high as one times of basic salary, a teacher also gets a protection in doing her task, not personally but because her profession. Or if a teacher will strive for a right that her doing, there is an umbrella of law.

Experts make definitions from teachers' portfolio with different sentences and reduction. But, have the same meaning. Below is some definitions about teachers' portfolio from experts. Doolittle (1994) said that:

A teacher portofolio is a collection of work produced by a teacher. Just as on artist uses a portfolio of collected works to illustrate his or her talent, a teacher is designed to demonstrate the teacher's talent. Thus, teacher portfolios are constructed by teacher to highlight and demonstrate their knowledge and skill in teaching. A portfolio also provides a means for reflection; it offers the oppurtunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peer

Furthermore Wolf (1996) said:

Essentially, a teaching portfolio is a collection of information about a teacher's practice. It can include a varetly of information, such as lesson plans, student asignments, teacher's written description and videotapes of their instruction, and formal evaluations

by supervisors. If not carefully thought out, however, a portfolio can easily take the form of a scrapbook or steamer trunk. The "scrapbook" portfolio is a collection of eye-catching and heart warming momentous that has strong personal meaning for the portfolio owner. The "steamer trunk" portfolio is a large container filled to the brim with assorted papers and projects.

While Andrejko (1998) explained:

The purposeful and careful documentation of teachers are doing in school encourages teachers to conduct ongoing self evaluation and reflection, and provides them with information to guide future self-improvement and professional development (Andrejko, 1998)

Robert (2006) said

A teacher's portfolio contains gathered samples of lesson, units of study, and professional documents that reflect the knowledge, skills, and beliefs of the teacher (Robert, 2006)

In great dictionary of bahasa Indonesia, it is said that performance is something to reach or a moment that will show or able to work (KBB, 2001: 46). For the clarity, it is needs to give some experts' opinions. According to Achmad. S. Ruky, (2006:63) performance is work achievement or work show of employee. Another opinion, such as, Murti sumari, (1980:72) said that performance is a level which employee reach the work rules and regulations. Fattah, (2004:37) gives the meaning of performance as capability expression based on knowledge, attitude, skill, and motivation in making something. While according to Bernadin and Russel (in

Timpe, 1992) performance is the result of work function or certain activity that consists of 3 aspect: the clarity of task or the work that become their responsibility, the clarity of expected result from work or function, needed time to performance so that the expected result could realized.

Smith (1983:126) explains, psychologically, the performance is someone behavioral, so it makes something that become the aim of his or her work. Basically, the performance influenced by two factors: individual factor and condition factor in which the individual work. According to Hoy and Miskel (1978: 221) performance is ability in implementing task or work that appropriate with attitude, knowledge, skill and employees' motivation. The two also say some characteristic of performance: (1) implement the task that suitable with organization' expected, (2) use the available tools, (3) have a high spirit, (4) have a good relationship with employer or co-worker, and (5) could handle the problems that related to daily routine task. While Fatah (1996: 23) said that performance is the expression of advancement that based on knowledge, attitude, skill and motivation in a work.

Fattah (2003) said "performance is an appearance or work show or method to make an achievement". While the great dictionary of Bahasa Indonesia gives the meaning that performance is something to reach that attained; accounted achievement; work capability (Depdikbud, 2003). Of this point, it could be understood that performance contains aim attainment level, attainment work requirements that have stipulated (quality and quantity), attainment by using the existence capability.

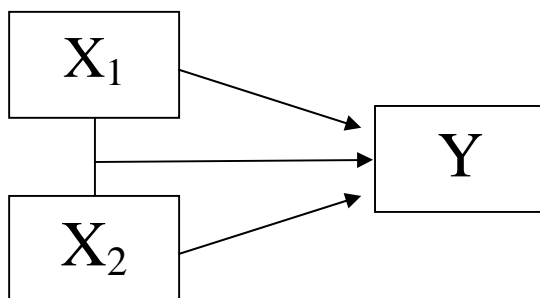
Based on the above-mentioned, researcher make a research about the

correlation between supervision and certification toward the performance of high school teachers at Sidoarjo Regency.

II. METHODOLOGY

Research method that used is quantitative method with consideration: (1) the data gained is quantitative data, (2) hypothesis about there is a relationship between supervision and certification toward teachers' performance or not. This research can be said as a causal and correlation research, the analysis of this research is comparing variables and then correlated it. Regression analysis is used to know the relationship between independence variable that consist of (X_1) supervision of teachers, (X_2) certification of teachers, with dependence variable (Y): the performance of teachers.

The research design of supervision and certification relationship toward the performance of teachers in high school at Sidoarjo Regency is:



X_1 : Supervision of teachers
 X_2 : Certification of teachers
 Y : Performance of teachers

The sample research taken randomly from all teachers' district that has been certified and supervised of 10 high schools at Sidoarjo Regency. So that this sample in this research is 60 people.

III. RESULT AND DISCUSSION

The Correlation of Supervision (X_1) Toward the Performance of Teacher (Y)

Based on the result of regression coefficient analysis computation between supervision variable (X_1) toward the performance of teachers (Y), with significant level (P value = 0,001) is smaller than 0.05, it means a significant. Next, according to the result of determine coefficient computation; it is gain a contribution score as high as 0,444. So the hypothesis of work is accepted and hypothesis of null is denied until there is significant influence supervision toward the performance of teachers.

The supervision of teachers is needed in increasing pedagogic competency that implicates a planning of learning program, implementing the activities and evaluate of learning. This appropriate with Sahertian's opinion (2000:29) that explaining about the aim of supervision, that is, to give service and guide to increase the quality of teachers to teach in class, later, at the end, increase the quality of students to learn.

This also appropriate with the opinion of Sergiovanni (in Pidarta, 1999:20) that say supervision are:

- a. The end of aim is to achieve grows and develops of students (totally).
- b. The second aim is to aid headmasters in adapting education program timely
- c. The near aim is work together to develop the process of precise teach.
- d. Intermediately aim is construct the teachers in order to give good educate or make work discipline humanly.

The result of analysis account toward a significant supervision upon the performance of teachers accord with a supervision theory. So the performance of

teachers also increases, because teachers gave an aid and facilitation by supervisor to increase their capability to realize the aim of learning.

The Correlation Between Certification (X₂) Toward The Performance of Teachers (Y)

According to the result of regression coefficient account between certification (X₂) toward the performance of teachers (Y), we are obtaining a regression coefficient score. With significance level (P value = 0,001) smaller than 0.05, it means significant. In addition, based on the account result of determine coefficient, it is obtain a contribution score as high as 0,529. So work hypothesis is accepted and null hypothesis deny until there is a significance influence of certification toward the performance of teachers.

This founding proves that certification will influence the performance of teachers. This accord with the opinion of Wibowo (in Mulyasa; 2007), that explain certification have aims to:

- a. Protect the educator profession and educational labor.
- b. Protect the community from incompetent practice, which will ruin the educator and educational labor images.
- c. Aid and protect the education institutions by providing the limitation and instruments to select competent applicants.
- d. Build community image toward educator profession and educational labor.
- e. Give a solution in order to increase the quality of educator and educational labor.

According to Samani, *et.al* (2006), the certification of teachers have an aim to

increase the reasonable level of teachers in implementing task as educator agent certification for teachers that have the pass and fulfil the competency test. Whereas according to Directorate General of Education Quality Increase and Manpower of National Education Department, the certification of teachers aims to:

- a. Determine teachers' proper in doing the task as a learning agent and realize the aim of national education.
- b. Raise the process and quality of education.
- c. Upgrade the teacher's prestige.
- d. Increase the teachers' professionalism.
- e. Increase the teachers' prosperity.

Thereby, certification actually is a labelling effort toward teachers upon the ability and pursuance as a learning agent that will influence on image and prestige of teachers as a professional, in which this certification can say increases the performance of teachers.

The Correlation between Supervision (X₁) and Certification (X₂) Toward The Performance of Teachers (Y)

Based on double regression analysis between X₁, X₂ and Y, it is known that F regression coefficient is 61,847. With significant level (P value = 0,000) smaller than 0,05. It means there is a significancy level between supervision and certification that has a same influence toward the performance of high school teachers' at Sidoarjo Regency. While a same correlation coefficient R, is 0,827. It is shows a good correlation. And determination coefficient as much as 0,685 means that two predictor variables, supervision-certification, could explain the correlation as high as 68,5% toward the performance of high school

teachers at Sidoarjo Regency. This result shows that supervision and certification together have a significant correlation with the performance of teachers.

The implication of this founding signs that supervision and certification could give a significant influence in increasing the performance of teachers. Because it wants to aid by supervisor in increasing the quality of learning, and reaches the aim and aspiration to increase the quality of students.

So by giving certification will high the quality of teachers then learning in school became qualified. The increase of academic quality, teachers' competency, teachers' carrier development, allowance, benefit, reward, and the protection of teachers. With supervision and certification, teachers will get financial benefit professionally. And because their needs is fulfilled, teachers can work easy and in the end they can improve their performance. Thereby, it can be said that the result of this research shows a significant correlation between supervision and certification toward the performance of teachers. So its appropriate with the existed theory.

IV. CONCLUSION

According to formulation and the aim of research that contained in this research, and after doing data analysis that gained through respondents, it could conclude as follow:

1. There is a significant correlation between supervision toward the performance of high school teachers at Sidoarjo Regency.
2. There is a significant correlation between certification toward the performance of high school teachers at Sidoarjo Regency.
3. There is a significant correlation between supervision and certification toward the performance of high school teachers at Sidoarjo Regency.

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