

THE EFFECTIVENESS OF IMPROVING THE PERFORMANCE OF TEACHERS OF ISLAMIC RELIGION EDUCATION THROUGH TEACHER CERTIFICATION PROGRAMS IN SMA / SMK IN BOGOR DISTRICT

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Abstract

This research is motivated by the phenomenon that the effort to improve the quality of education at the senior secondary level is the teacher's performance. With good teacher quality, the learning process can take place in a quality manner, which in turn leads to quality output. One of the efforts to improve the performance of Islamic Education teachers is the provision of certification allowances for Islamic Religious Education teachers to improve their performance, which has been low so far. On the other hand, the certification of teachers for Islamic Religious Education at the SMA / SMK level is also very important, given the limited limitations of the government in appointing teachers as Civil Servants, so that the existence of teacher certification can be an alternative in an effort to improve teacher welfare. This study generally aims to obtain an overview of the certification program, implementation, evaluation, constraints and future solutions in improving the performance of SMA / SMK Islamic Religious Education teachers in Bogor Regency. The specific objectives of the study were to determine the objectives and programs, implementation, evaluation, constraints and solutions in the future to improve the performance of Islamic Education teachers of SMA / SMK in Bogor Regency through optimization of the PAI teacher certification function. This research uses a qualitative approach with a descriptive analysis method. Data collection was carried out through observation, interviews and documentation study. The results showed that the improvement of the performance of PAI SMA / SMK teachers in Bogor Regency through the teacher certification program has been implemented, and has had an optimal impact. This is shown, among others, by the level of teacher discipline in implementing learning at least 24 hours a week, being active in participating in training activities, workshops and educational seminars and improving the welfare of Islamic Education teachers. However, improving teacher performance is still constrained by both internal and external constraints. Internal constraints include low understanding, skills and motivation to carry out their main tasks and functions as educators. Meanwhile, the external obstacle is that the supervision of principals, supervisors and related agencies is still not optimal in an effort to improve teacher performance. The recommendations of this study include: the government needs to finance the implementation of the Teacher Professional Improvement program, apply strict discipline by making regulations for certified teachers, and the existence of cooperation between various parties in encouraging the teacher certification program. This is done by implementing strategic management in planning, implementing, evaluating and supervising the effectiveness of the certification program.

Keywords: teacher certification, performance, effectiveness, quality of education.

A. INTRODUCTION

The teacher certification program is one of the government's efforts to improve teacher performance. This is important because if the teacher's performance is good, it is likely that they will have a high commitment to their profession for the better. Teacher performance is very important and must be implemented by teachers in order to improve the quality of national education, but this does not mean that when a person becomes a teacher, his performance can show very encouraging things, various programs carried out by the government in order to encourage teachers. Having a very good quality of performance, a program that is considered very important is to improve welfare and at the same time demand quality as the government's flagship program, namely the certification program.

Efforts to improve the performance of Islamic Religious Education teachers have been carried out by the Ministry of Religion through the Directorate General of Islamic Education, among others, by providing teacher certification. This program is a direct government intervention towards quality improvement and at the same time improving the adequate life welfare of Islamic Education teachers. Increasing the welfare of PAI teachers in the form of providing professional allowances for teachers who already have a teacher certificate applies to SMA / SMK PAI teachers who are either civil servants or private.

In connection with the description above, the focus of this study is the effectiveness of the Certification Program in improving the performance of Islamic Education SMA / SMK teachers in Bogor Regency. As an illustration, until now, the number of PAI SMA / SMK teachers in Bogor Regency is 287 people.

The focus and focus of this research are SMA / SMK PAI teachers in Bogor Regency, considering several considerations, including:

First, there are quite a lot of SMA / SMK in Bogor Regency. Based on data from the Ministry of Religion of Bogor Regency in 2018, information was obtained that the number of SMAs in Bogor Regency was 147 schools consisting of 42 Public SMAs and 105 Private SMAs. Meanwhile there were 252 SMK schools consisting of 10 State Vocational Schools and 242 Private SMKs.

Second, the number of PAI SMA / SMK teachers is quite large compared to other regions. Data from the Ministry of Religion of Bogor Regency in 2018 shows that the number of PAI teachers at the high school level is 223 people, consisting of Civil Servant PAI teachers and Non PNS teachers. Meanwhile, the number of PAI SMK teachers was 329 people.

Third, there are quite a lot of certified PAI teachers. Data from the Ministry of Religion of Bogor Regency in 2018 shows that at the kindergarten level there were 4 people, 722 people at SD level, 243 junior high school students, 79 high school students and 58 vocational students with a total of 1,106 people. Meanwhile, the number of teachers who already have educator certificates is still limited, so it is not proportional to the number of groups in each education unit.

Fourth, there are still many Islamic Religious Education teachers at the SMA / SMK level in Bogor Regency who have not received certification as professional education (teacher certification), while on the other hand the government's ability to appoint PAI teachers to become Civil Servants is still limited. If this condition is not immediately addressed, there will be a shortage of PAI teachers in each education unit, because some PAI teachers have retired.

Fifth, the difficulty of competition to become Civil Servants for PAI SMA / SMK teachers in Bogor Regency has another consequence, namely PAI teachers are more likely to expect to improve proper welfare through the teacher certification program. The difficulty in competing to become civil servants and obtaining teacher

certification if allowed to continue will have an impact on people's lack of interest in becoming teachers of Islamic Religious Education, so that it will have a negative impact on the nation as a whole.

This study is considered important to determine the effectiveness of the certification of Islamic Religious Education teachers at the SMA / SMK level in Bogor Regency as well as to get an overview of the efforts to improve the performance of PAI SMA / SMK teachers which are currently directed so that teachers have good performance so that they are able to produce superior graduates, have noble morals, implementation of education that is in line with the principles of good governance, integrated personality development and academic network development, and certification are expected to be able to create quality teachers through improved performance.

1. Effectiveness Concept

Effectiveness comes from the word *effectives*, the limitations of this concept are rather difficult to break down because each discipline provides a different meaning from one another. However the definition of effectiveness relates to a general approach. When traced effectiveness comes from the root word *effective* which means: There are effects (effect, consequence, impression) such as: effective; efficacious; work. Effectiveness also means the use of methods / methods, means / tools in carrying out activities so that they are effective (achieving optimal results)

Effectiveness is defined as something that has an effect (consequently, its effect), can bring results, is effective (action) and can also mean coming into effect (regarding laws / regulations) (Poerwadarminta, 1993. p. 250). According to Gibson et al. effectiveness is a judgment made with respect to the achievements of individuals, groups, and organizations. The closer their achievement is to the expected achievement (standard), the more effective it is in assessing them (Donnelly dkk., 1996. p. 30).

According to Kumorotomo, effectiveness is related to the purpose of establishing a service organization in achieving the goals to be achieved. In order to achieve this effectiveness, it will be closely related to the technical rationale, values, vision, mission and objectives of the organization and the function of the organization itself. If associated with action, effective is action in achieving goals regardless of how and how much sacrifice is given, as long as the desired goals can be achieved (Kumorotomo, 1996. p. 23).

Based on some of the views above, it can be understood that effectiveness is the ability to choose the right target. An effective person is one who chooses the right job to do, and they have a responsibility to do it well. Thus it can be understood that effectiveness is one of the keys to the success of an organization or institution. Effectiveness can also be viewed as a measure of the achievement of the goals and objectives that have been set by the organization. Effectiveness is always related to time. It can be said that a job is effective when the goals and objectives to be achieved by the organization can be realized on time. If the goals or objectives are not completed in accordance with the set time, then the work is no longer effective. Other experts such as Gibson et al. Explain that effectiveness is the achievement of mutually agreed goals. Thus, the level of target achievement shows the level of effectiveness. Employee work effectiveness is a condition where the expected or desired goals are achieved by completing work in accordance with a predetermined plan (Donnelly dkk., 1996. p. 27).

2. Teacher Development Concept

The development of teachers' abilities in carrying out their duties, functions and roles is a necessity that must be accepted and implemented. This must be interpreted as a consequence of a profession that demands to be carried out professionally. This need becomes even more pronounced when we realize the limitations that exist in ourselves as humans. This self-recognition is necessary, considering that humans

are not versatile creatures, and need new experiences or knowledge to become more capable, not to be perfect.

The challenges of the teaching profession from time to time continue to move dynamically. To be able to face and answer these future challenges, teachers must be able to adapt. This adjustment can be done by implementing the PKB program consistently and continuously. If not, the teacher will not be able to maintain knowledge and other competencies to support the implementation of duties, functions and roles in a professional manner. Naturally, such teachers will be crushed by the changing times.

Teacher development has clear directions and goals. Not only to fulfill teachers' desires in order to improve their careers and develop their competencies according to the needs and developments of the times, but also to help students understand and explore science and technology based on knowledge and experience, new strategies and methods possessed by their teachers. That way, there is an increase in the quality of education services in schools in order to improve the quality of education.

PKB components that can be followed by teachers, as stated in the PKB Management Guidelines (2011), briefly include:

1. Self-development, which includes: a) following functional training; and b) carry out collective teacher activities.
2. Scientific publications, which include: a) making scientific publications on research results; and b) making book publications.
3. Innovative work, which includes: a) finding permanent technology; b) find / create works of art; c) create / modify learning tools; and d) following the development of standards, guidelines, questions and the like.

3. Teacher Performance

The success of the teacher in the teaching and learning process is determined by the performance of the teacher as an educator. So what is meant by performance is the willingness, the ability of a person to do a job. If the teacher has a good performance, the results of the teaching and learning process will also be good. For that performance plays an important role in achieving optimal teaching goals. Given the important role of this performance, schools need to improve teacher performance so that teaching objectives can be maximally achieved.

Teachers' willingness to make teaching completeness is still low. This can be seen from the inability of the teacher to make good teaching planning, less skilled in using teaching media, less able to activate students in learning, less able to determine the correct teaching method and less able to master the material to be taught.

To find out whether a teacher's performance is good or bad, a performance appraisal is necessary. Performance appraisal is an activity to identify the implementation of work by assessing the aspects that are focused on the work that affects the success of the organization / company (Nawawi, 2000. p. 238). The assessment is carried out as a process of revealing human activities at work, whose nature and weight is emphasized on human behavior as the embodiment of the human dimension. Therefore, the measurements made are not exact / mathematically certain. This is because the object's performance appraisal is unique / complex and complex human behavior. The difficulty in making an exact / mathematical assessment is mainly due to the many psychological aspects or mental and social processes that cannot be expressed quantitatively in the form of numbers, sums or numbers. Among them is the performance appraisal, it is difficult to let go of the activities or efforts it has done. In these conditions, performance appraisal is

essentially an organizational intervention activity on the lives of workers as individuals who have protected human rights. Performance appraisals, whose activities often address individual weaknesses, are often perceived as a violation of these human rights.

In order for the performance appraisal program to be effective, conditions must be met (Ruky, 2001. p. 32), as follows : *Relevance, Sensitivity, Reliability, Acceptability dan Practicality.*

This assessment needs to be done in order to measure the performance of each individual with the work load they hold. This is important because, it will relate to the objectives set by management. In other words, this performance appraisal program will help organizations to plan and implement other programs more precisely and better, for example: teacher programming and development, preparation of succession programs, regeneration and teacher guidance. To conduct a performance appraisal, a performance dimension or measure is needed which is also called a job standard. Job standards are a number of criteria that are used as a measure in performance appraisal that are used to compare the ways and results of carrying out the tasks of a job / position (Nawawi, 2000. p.234). The criteria here are about the best way to carry out the tasks which are the work load and volume of a work unit entrusted to someone to carry them out. Work standards must be made in writing, so that managers and teachers can find out what the educational organization / institution expects of them at work.

4. Teacher Certification

Based on Law Number 14 of 2005 concerning Teachers and Lecturers which was passed on December 30, 2005. Teacher certification is the process of granting teacher certificates to teachers. Educator certificates are given to teachers who have met teacher professional standards. Professional teachers are an absolute prerequisite for creating quality education systems and practices.

The positive benefits of certification for teacher professionalism will truly be if in the implementation of the certification test it is carried out in accordance with the provisions contained in Law No. 14 of 2005 concerning Teachers and Lecturers chapter IV article 11 paragraph 3 which reads "teacher certification is carried out objectively, transparently, and accountably" objectively refers to the process of obtaining an educator certificate that is impartial, non-discriminatory, and meets national education standards. Transparent refers to the certification process that provides opportunities for education stakeholders to gain access to information about education management, as a system covering input, process and certification results.

Accountable is a certification process that can be accounted for by education stakeholders administratively, financially, and academically. In its implementation, certification by the organizing agency, namely the LPTK that is accredited and appointed by the government, has members from the LPTK element, user organizations (Ditjen Didasmen, Ditjen PMPTK, and Provincial Education Office), and the association of the teaching profession. The implementation is carried out in two ways, namely portfolios and PLPG or education (Regulation Number 40 of 2007 concerning Certification for Teachers in Position through the Education Path).

The application of certification participants through portfolio assessment is based on the priority order of tenure as a teacher, age, rank / class of teaching load, additional assignments, and work performance. Certification through portfolios is carried out by the teacher simply collecting physical evidence as long as he / she is carrying out his duties as a teacher. Portfolio assessment is an acknowledgment of teacher professional experience in the form of an assessment of a collection of documents reflecting teacher competence, components of portfolio assessment include (1) academic qualifications, (2) education and training, (3) teaching experience, (5) planning and implementation learning (6) Academic achievement (7)

professional development work (8) participation in scientific forums (9) organizational experiences in the educational and social fields, and (10) awards that are relevant to the field of education.

B. METHOD

This research uses a qualitative approach. A qualitative approach is an empirical research in which data is collected and presented not in numbers, but in narrative form. The method used is descriptive analytical method, in which the researcher will describe and then analyze in depth the research findings.

This research was conducted on PAI SMA / SMK teachers in Bogor Regency. The data collection technique was carried out through observation, interview and documentation study. Observations are made by using observation sheets to support activities in the field. Through the observation sheet, the researcher recorded things observed in the field in detail. Interviews were conducted using in-depth interviews with informants, namely kyai, ustadz and students to explore more details about the management of information technology-based Matkabah Syamilah learning, while documentation study was carried out by digging up various documents owned by institutions related to student learning.

C. RESULTS AND DISCUSSIONS

1. The Purpose of the Teacher Certification Program in Improving the Performance of PAI SMA / SMK Teachers in Bogor Regency

Based on the results of interviews, documentation studies and field observations, it was found that the objectives of the PAI SMA / SMK Teacher certification program in Bogor Regency are as follows:

First, the certification of PAI SMA / SMK teachers in Bogor Regency follows government policies both within the Ministry of Education and Culture and the Ministry of Religion which are in order to improve the quality of education and competitiveness of teachers, especially PAI teachers in SMA / SMK education units. The results of interviews with informants obtained an explanation that within the Bogor District Education Office and Ministry of Religion, the policy in the field of human resource development for educators was in line with the direction of national and local government policies and strategies. The policy direction and strategic objectives (impact) are expected to increase the quality, relevance and competitiveness of teachers. The target performance targets are directed at the achievement of educational program goals (outcomes), namely increasing the performance of Islamic education teachers (CL. A1.12.12.2019).

Second, the objective of PAI SMA / SMK teacher certification in Bogor Regency is to determine the eligibility of teachers in carrying out their duties. Teachers as educators are expected to have experience in their profession. With the knowledge they have, they can shape their students into smart people. The teacher as a human component in the learning process plays a role in efforts to establish human resources in Bogor Regency. The informant further explained that in order to carry out their roles and duties and responsibilities as educators, teachers need certain conditions, both administrative, technical and psychological and physical. These administrative requirements include citizenship, age and good behavior. While the technical requirements are a teacher education certificate, while the psychological requirements relate to a group of psychological requirements, including being spiritually healthy, mature in thinking and acting, able to control emotions, friendly, patient, polite and polite, have a spirit of leadership, courage and responsibility, dare to sacrifice. and have a soul of devotion. Meanwhile, the physical requirements include being in good health, not having any disabilities that might interfere with their work, not having symptoms of an infectious disease. In addition, neatness and cleanliness, including how to dress, are a reference because he will always interact with his students (CL. B2.14-12-2019)

Third, PAI teacher certification aims to improve the process and outcomes of PAI education. The results of interviews with informants obtained information that one of the teacher's duties is to prepare learning, carry out and evaluate learning. This process is carried out so that students can process the information presented and how the teacher can relate the information to the knowledge that students already have. Teachers can create situations and conditions so that students can process information more easily and quickly understood as well as sticking in their memories.

Fourth, the aim of teacher certification is to improve teacher welfare with a professional allowance. Welfare is measured by the sense of security, serenity and prosperity felt by the teacher. Welfare will be able to meet the physical, psychological, social and spiritual needs of the teacher. Welfare is obtained in terms of work, income, food, education, housing, health and others. Teacher welfare is reflected in the use of salaries and incentives earned.

Fifth, the goal of the PAI teacher certification program is to improve teacher professionalism in planning lessons, carry out quality learning, improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science and technology. Based on the results of interviews with informants, it was found that the certification program was very helpful for teachers in improving good teaching skills. They got this ability when they joined the PPG Program before they passed certification. At that time, various interesting teaching methods were taught through the learning strategy course. In the lecture, participants can find out various kinds of interesting learning methods, from inquiry methods to role playing methods. PPG participants are also required to present a method that has been chosen by the teaching lecturer as well as to practice this method in front of their classmates. (CL.B2.14-12-2019).

2. Implementation of the Teacher Certification Program in Improving the Performance of PAI SMA / SMK Teachers in Bogor Regency

The implementation of the PAI teacher certification program in improving the performance of PAI SMA / SMK teachers in Bogor Regency has been carried out by the Education Office and the Ministry of Religion of Bogor Regency. Regarding the implementation of the PAI teacher certification program within the Bogor District Education Office and Ministry of Religion, a Strategic Plan has been made that contains long, medium and annual plans related to improving teacher performance. This strategic plan is an elaboration of the Strategic Plan of the West Java Provincial Education Office and the Regional Office of the Ministry of Religion of West Java Province which contains a vision, mission, and specific goals for the development of human resources for educators. Planning contained in the Strategic Plan is realized through the implementation of various programs and activities with directions and objectives, measurable goals and targets, and supported by governance that is in line with the vision, mission and priority agenda.

In connection with the implementation of PAI SMA / SMK teacher certification in Bogor Regency in the context of improving teacher performance which has generally been implemented during PPG. These programs include:

First, lectures and workshops. Lectures and workshops are held in the first semester. The schedule and material as well as the teaching lecturers have been determined by the certification organizer. The teaching team for the program is drawn from lecturers from several state universities in West Java who meet the qualifications as teachers. Lecture material is material that can support and improve a teacher's professional competence, such as material that discusses learning tools, teaching and learning strategies, teaching learning methods, creating learning media, and evaluation.

Second, Peer teaching. Through this practice, teachers participating in certification are taught how to practice teaching in front of their group friends. The assessment is taken from the completeness of the

lesson plans, class mastery, and the learning media used. Certification participants are free to choose the material they want to teach as long as they are not the same as their peers. The supervisor will then evaluate the work results. Meanwhile, the implementation time of peer teaching is determined and scheduled by the certification provider.

Third, improving teacher performance through activities for permission to study at the master level (S2), where teachers continue to carry out their teaching duties, but at the same time they also attend university courses. Lectures are held on the sidelines of teaching or on non-teaching days. This model is widely practiced in order to improve the quality of learning and at the same time as a means of increasing educational qualifications for teachers who have not met educational requirements.

Fourth, based on the results of interviews with informants, it was also obtained information that improving teacher performance was also carried out through organizing various activities, including relevant seminars, organizing workshops / workshops on learning models and training in learning designs related to PAI SMA learning materials. / SMK in Bogor Regency.

3. Evaluation of Teacher Certification Programs in Improving the Performance of PAI SMA / SMK Teachers in Bogor Regency

In general, the implementation of evaluation is carried out by the Ministry of Religion and the Education Office through the Education Branch Office (KCD) which provides direction, monitoring and evaluation on a monthly basis. The evaluation process is also carried out through teachers' reports regarding the performance being implemented. Teacher performance will be evaluated by the principal and supervisors prior to the process of disbursing the teacher certification allowance.

Every time before disbursement, the principal and supervisor check whether the teacher concerned has met the performance of at least 24 hours of learning. Teachers who do not reach the minimum of 24 hours of learning will not get the signature of the principal or supervisor. In addition, teachers are also encouraged to participate in various activities that can support learning performance, such as training, conducting workshops, and seminars on learning.

Based on the results of interviews with informants, it is known that certification evaluation activities in order to improve the performance of PAI SMA / SMK teachers in Bogor Regency are at least carried out by a team consisting of: 1) Head of Education Office, 2) Head of the Ministry of Religion, Bogor Regency; and 3) Kasi PAI Ministry of Religion of Bogor Regency, 4) Supervisor of PAI Ministry of Religion; 5) Education Office Supervisor; and 6) head of SMA / SMK in Bogor Regency.

Based on interviews with informants, it was found that there are three evaluation components in improving the performance of Islamic Education teachers at SMA / SMK in Bogor Regency which include input evaluation, process evaluation and evaluation of the results that have been achieved. (Ww.A1.02.04.2019).

First, evaluation of inputs; namely evaluation of the abilities or competencies possessed by the teacher in carrying out his duties as an educator. This evaluation orientation focuses on the teacher's commitment to the implementation of their main duties and functions. This commitment is a reflection of his existing competence.

Second, process evaluation; namely an evaluation of the implementation procedure for improving the performance of Islamic Education teachers for SMA / SMK in Bogor Regency. The orientation of the process is focused on the behavior of teachers who carry out educational, research and community service activities, whether the person concerned carries out the main duties of his functions and responsibilities properly and

correctly or vice versa. Process evaluation is carried out by principals of SMA / SMK in Bogor Regency by involving Assistant Principals. Process evaluation is carried out on teacher activities in learning, research and community service activities carried out by PAI SMA / SMK teachers in Bogor Regency.

Third, output evaluation; This evaluation is carried out on the work achieved from the implementation of the main tasks, functions and responsibilities of PAI SMA / SMK teachers in educational activities. The orientation to the output is seen from the improvement of teacher quality, especially in relation to improving their performance. Evaluation of this output is to determine the extent of the strengths and weaknesses of the teacher's performance during one semester. Output evaluation is carried out by the principal of SMA / SMK in Bogor Regency.

Based on the results of interviews with informants, it was found that the evaluation carried out on the teacher was not only about the success that had been achieved, more than that the assessment included aspects that needed to be evaluated. Technically, the evaluation carried out is to improve the quality of teachers and their professionalism because the quality of teachers and their professionalism will be a strong and solid pillar in carrying out the mission and objectives of education in SMA / SMK in Bogor Regency. (Ww.A1.14.12.2019).

4. Problems faced in the Teacher Certification Program in Improving the Performance of PAI SMA / SMK Teachers in Bogor Regency

Based on the results of interviews with informants, there are several problems that arise in the implementation of teacher certification. The problems are categorized into two, namely specific and general. Specific problems include the long bureaucracy of the teacher certification process and the lack of transparency in the teacher certification process. Common problems include inadequate budget funds, portfolio preparation which is experiencing difficulties, especially for teachers who are in remote areas, disorderly administrative systems and a lack of a culture of writing and researching, there are still many teachers who do not meet academic qualification standards, and portfolio certification. which only demands to complete the requirements without any improvement in the skills needed to become a professional teacher.

First, there are still certified teachers who have low motivation to improve performance. According to informants' information, the low motivation is due to a lack of rewards for teachers who excel, especially in certain fields such as in the field of research and community service and there is no punishment for teachers who violate established rules. (CL.C1.13.12.2019).

Second, inadequate program support funds. Performance coaching as an effective way to improve the pedagogical and professional aspects of Islamic Education teachers is currently not supported by adequate funds. Through coaching, teachers can gain a variety of professional experiences and abilities that are more applicable to improving their abilities. But unfortunately, the supporting funds for improving teacher performance are inadequate, such as a lack of funds to improve teacher education qualifications, funds for conducting research, and community service, and a lack of funds for developing teacher potential in carrying out scientific activities outside the school environment.

Third, the lack of supervision from the leadership. Supervision of leaders related to improving teacher performance is an activity aimed at improving and enhancing the research process and results. Supervision can also be in the form of assistance provided to teachers to carry out better research.

Fourth, the problem of teacher competence. Competence as a person's abilities, abilities and skills with respect to his duties, positions and professions. Among the problems related to this aspect are influenced

by internal factors of teachers, internal factors of motivation, satisfaction and appreciation, this cannot be separated from the provision of compensation in the form of professional allowances from certification.

5. Future Improvement Efforts for Teacher Certification Program in Improving Performance of PAI SMA / SMK Teachers in Bogor Regency

Solutions to improving teacher performance from internal factors in teachers include increasing awareness of the teacher's obligation to provide good teaching, increasing creativity in compiling scientific papers or the results of thoughts and research results. There needs to be a paradigm shift in philosophy regarding the duties of teachers who were originally educators with the main task of teaching, transformed into professional educators who have the task of transforming, developing, and disseminating science, technology, and art through education.

External solutions to inhibiting factors for improving teacher performance include: education, training, short courses, and programmed scientific forums. In addition, the government can make regulations in terms of improving infrastructure, increasing the capacity of researchers, increasing access.

In addition to the above factors, what is very important is the commitment from both central and local governments to help Islamic Education teachers who have not been certified to be financed, because so far funding for the implementation of the Teacher Professional Program (PPG) is a requirement for obtaining teacher certification is still very minimal and some of it is still covered by the teacher certification candidate.

D. CONCLUSIONS

a. See on the results of the research and discussion, it can be stated that the specific conclusions of the research are as follow the objectives of PAI teacher certification are first, to improve the performance of PAI SMA / SMK teachers in Bogor Regency, second, to determine the feasihe objectives of PAI teacher certification are first, to improve the performance of PAI SMA / SMK teachers in Bogor Regency, second, to determine the feasibility of teachers in carrying out their duties. As it is understood that teachers are educators who provide a number of knowledge to their students; third, improving the process and outcomes of Islamic Education at the SMA / SMK level; fourth, improve teacher welfare with professional allowances; fifth, improve teacher professionalism in planning lessons, carry out quality learning, improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science and technology.

b. He implementation of the PAI teacher certification program in improving the performance of PAI SMA / SMK teachers in Bogor Regency has been carried out by the Education Office and the Ministry of Religion of Bogor Regency. Certification has been carried out through the portfolio model, the PLPG program and currently the PPG program. Activities in the context of improving teacher performance are carried out through workshops and lectures, peer teaching, study permits, and organizing various activities, including relevant seminars, organizing workshops / workshops on learning models and learning design training.

c. Certification evaluation is carried out through: first, input evaluation; namely evaluation of the abilities or competencies possessed by the teacher in carrying out his duties as an educator; second, process evaluation; namely evaluation of the implementation procedures for improving the performance of PAI SMA / SMK teachers; third, output evaluation; namely evaluation of the work achieved from the implementation of main tasks, functions and responsibilities as a teacher in educational activities.

d. The problems faced in improving teacher performance are the low performance of Islamic education teachers; lack of supervision from the leadership, working climate, low compensation and limited journals to

distribute the scientific work of teachers or the results of action research.

e. Solutions in overcoming obstacles include improving teacher performance, among others: education, training, short courses, and programmed scientific forums. In addition, the government can make regulations in terms of improving infrastructure, increasing the capacity of researchers, increasing access.

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