
Implementation of Certification Policy at Madrasah Tsanawiyah Ma'had Al-Zaytun, Gantar, Indramayu District

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Abstract

This research aims to analyze the implementation of teacher certification policies at Madrasah Tsanawiyah Ma'had Al-Zaytun. The approach used is qualitative with descriptive methods and data collection techniques carried out by triangulation. The results of the research show that implementers and teachers at Madrasah Tsanawiyah Ma'had Al-Zaytun have a clear understanding of certification policy standards, although the targets of this policy have not been fully achieved, as can be seen from the fact that there are still MTs teachers who have not been certified. In terms of resources, conditions are considered to be quite adequate, including communication between organizations that runs smoothly without obstacles. The characteristics of implementers show that they have competencies that support the implementation of certification policies, as well as carry out good supervision. The implementor's disposition also looks positive, with a good response and strong responsibility in implementing the teacher certification policy. Social and economic factors are recognized as supporting the implementation of certification. However, from a political perspective, there are impacts related to the delay in certification benefits, which are indicated to be related to criminal charges involving the leadership of Ma'had Al-Zaytun. Overall, this research concludes that the implementation of the teacher certification policy at Madrasah Tsanawiyah Ma'had Al-Zaytun faces several obstacles, but also shows progress in certain aspects. Improvement efforts and appropriate solutions need to be identified to increase the effectiveness of teacher certification policies in the future.

Keywords: *Implementation, Policy, Certification.*

Introduction

Indonesia, as a country that is a proponent of the Sustainable Development Goals (SDGs), continues to actively develop and implement various strategies and programs to achieve the SDGs goals. Indonesia has also participated in international meetings and included itself in global forums that focus on sustainable development. Sustainable Development Goals (SDGs) are sustainable development goals set by the United Nations (UN) in 2015. There are 17 (seventeen) important points in the SDGs, including quality education.

According to Sitorus (2017), education is a need that must be fulfilled in the life of society, nation and country, especially in this era of globalization, the complexity of life's problems requires Human Resources (HR) who have a strong belief, are united in monotheism, have broad knowledge, highly skilled, and able to live within the community and between countries. So talking about the quality of education cannot be separated from the role of an educator or teacher. The presence of teachers in 21st century learning is very necessary to ensure a learning process that is meaningful, has character, and has an appropriate skill development orientation.

A teacher does not just present material, facts, data, research results, theories, stories and formulas simply because these methods have become obsolete for students, because in this era everyone can independently track information and various knowledge through machines. search or utilize digital sources anytime and anywhere, then the quality of teachers who are not only teachers but educators must be improved.

In 2005 the Indonesian Government established a teacher certification policy regulated in Law Number 14 of 2005 concerning Teachers and Lecturers. This law regulates the

requirements that teachers must fulfill to obtain a certificate and the importance of certification in improving the quality of education in Indonesia. According to Kusnandar (2009:79) certification is an effort to improve the quality of teachers accompanied by improving the quality of learning and the quality of education on an ongoing basis. Thus, this teacher certification policy should be supported by all levels, not only madrasa heads and teachers, but also politics and society.

Several studies have proven the influence of certification policy on teacher performance, as written by Sumarni that public policy regarding the implementation of teacher certification results has had a positive impact on demands for improving teacher performance seen from the increasing motivation of teachers, good responsibility in carry out tasks, have honesty and good discipline so that the learning process can run smoothly and learning objectives can be achieved. The same results are research by Wahyudi (2020) and Rahayu Retnaningsih & Moh. Rusnoto Susanto stated that there is a positive relationship between the effect of certification on teacher motivation, teacher discipline and teacher performance as in his journal "Effect of teacher's certification affects teacher's performance".

The author is interested in researching the implementation of teacher certification at Madrasah Tsanawiyah Ma'had Al-Zaytun because there are still 43 teachers who have not received a teacher certificate, even though the requirements have been met, namely having a Bachelor's degree and having worked for more than 4 years as stipulated in the certification policy. Teacher.

Metohd

Penulis menggunakan metode kualitatif yang melibatkan pengumpulan data secara deskriptif

The author uses a qualitative method which involves collecting data descriptively and analyzing the data using the triangulation method, namely data obtained from various sources is then analyzed and compared to obtain a deeper understanding of the research topic. According to Syaodih Sukmadinata (2005:60), qualitative is describing and analyzing phenomena, events, social activities, attitudes, beliefs, views and thoughts of people both individually and in groups, therefore with this method it is hoped that the author can find the deeper roots of the problem and comprehensive so that you get the right answer. The sources taken were interviews (madrasah heads as implementers at Madrasah Tsanawiyah, school operators and teachers who have or have not been certified and employees and guardians of students), data and documentation that support this research.

Results and Discussion

Muhamad Zen (2010:20), one of the reasons the government carries out teacher certification is to improve the fate of teachers and recognition of the teaching profession because teachers are a profession so there needs to be a process of proving the professionalism of those concerned. In essence, teacher certification is the granting of certificates to teachers who have carried out the process of granting certificates and recognition to teachers who have met professional standards. By implementing a teacher certification policy, it is hoped that an increase in the performance of teachers who have been given a certificate will be realized as a sign that the teacher has academic qualifications, competence (personality, pedagogical, professional and social), physically and spiritually healthy so as to be able to create an intelligent, healthy and humane generation of the nation.

Furthermore, there are 8 requirements to take part in the 2023 Professional Teacher Education (PPG) program, namely as follows:

1. Is an in-service teacher who has been actively serving as a teacher for the last three years.
2. Have a Bachelor's or D4 academic qualification.
3. Have a NUPTK or Unique Number for Educators and Education Personnel.
4. The maximum age is 58 years in the relevant year. Physically and mentally healthy.
5. Free of narcotics, psychotropics and other addictive substances.
6. Be well behaved. Registered in the Ministry's Dapodik system.

The research in this paper uses the theory of Van Meter and Van Horn (1975) which has 6 parameters as follows:

1. Policy standards and policy targets, the results of interviews obtained by the author starting from madrasa heads and staff, several teachers and non-teaching community members understand the aims and objectives of the certification policy, while the target achieved is only 50 percent if you look at the number of teachers, namely 92 people. 44 teachers are certified and 48 teachers are not yet certified. Of the 48 teachers who are not yet certified, 24 teachers can take part in certification because they have fulfilled the requirements set, namely Bachelor's degree and linear, while 19 teachers have Bachelor's degrees but are not linear, while 5 teachers do not have a Bachelor's degree.
2. Resources, including human resources, financial resources and infrastructure. Human resources have fulfilled the certification requirements, namely 43 teachers, all of whom have worked for more than 4 years (24 people have bachelor's degrees and are linear, 19 people have bachelor's degrees but not linear), the source of funding comes from the government (although currently it is still pending) and teacher self-sufficiency, as well as the existing facilities and infrastructure at MTs Ma'had Al-Zaytun are adequate, seen from the learning building facilities and tools that support learning.
3. Communication between organizations, MTs Ma'had Al-Zaytun already has an organizational structure and SOPs that work well, communication between organizations, both with the government and between teachers, runs without problems considering that all teachers live in one location and there are always regular meetings called "Task Orders" or the general term briefing as a medium for uniforming steps in teaching which are carried out before teaching and learning activities begin, as well as coordination between organizations is good, each section understands its main tasks and functions.
4. Karatesitik Agents, implementers at MTs, namely madrasa heads and school operators, really understand the process of implementing certification and monitor the implementation of certification regularly and continuously.
5. The implementor's disposition, namely the response and responsibility of the madrasa head and his staff, is optimal by providing motivation to teachers to always improve teacher qualifications and facilitating teaching needs, such as arranging a teacher's room, procuring a TV and a set of computers for each MGMP as well as providing performance assessments teachers (PKG) which is carried out once a year and supervision every semester (there are 10 senior teachers appointed as supervisors) which aims to serve as material for evaluation and professional development of teachers in the future.
6. Social, economic and political factors, the community in Al-Zaytun, in this case teachers, employees and guardians of students, strongly supports the certification policy program. From the results of interviews conducted by researchers, the community understands that the teacher certification policy not only improves the quality of teaching but also improves the welfare of teachers, while political influences cause delays in the teacher certification budget, although the head of the MTs madrasah has not yet confirmed the

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reason for the 3 month delay in disbursement of certification funds (August, September, October 2023) due to political factors, but it could be indicated that this is related to the problem of the leader of the Ma'had Al-Zaytun Islamic boarding school, namely being accused of committing a money laundering crime (TPPU) (<https://jabar.antarnews.com>).

Based on the theory of Van Meter and Van Horn (1975), it was found that the obstacles to the Madrasah Tsanawiyah Ma'had Al-Zaytun teacher certification policy were: teachers who were not linear, teachers who had not yet received a bachelor's degree, and quota factors, namely the limited government budget and the government's political policy regarding disbursement. certification funds.

The efforts made by Madrasah Tsanawiyah Ma'had Al-Zaytun in implementing the teacher certification policy are as follows:

1. Provide opportunities for teachers who do not have a Bachelor's degree to continue or complete their Bachelor's degree education and provide financial assistance in the form of loans to teachers who wish to continue to the Master's level.
2. Maximize communication and coordination at the MGMP level as a medium for assessing and evaluating teacher and student learning so that difficulties in teaching can be overcome and solutions provided
3. Carry out teacher performance assessments (PKG) as material for evaluation and teacher professional development.
4. Provide adequate resources so that teaching and learning activities run well.
5. Training and mentoring to improve teacher qualifications, such as attending technical guidance, seminars and workshops.

Conclusion

Based on the results of research conducted on the implementation of the teacher certification policy at Madrasah Tsanawiyah Ma'had Al-Zaytun, it can be concluded that the policy standards and targets have been clearly understood. However, policy targets have not been fully achieved. Resources include human resources, with as many as 43 teachers who are not yet certified having a bachelor's degree academic background and working period of more than 4 years. While funding sources for certification from the government are limited, they are supported by teachers' own budgets. Infrastructure facilities are considered adequate, and sources of information regarding certification policies can be obtained easily.

In the context of communication and coordination between organizations, there has been good improvement. The characteristics of implementing agents, which involve the competence of implementing agents, are considered to really support the progress of the certification process. Supervision of agents in implementing certification policies is also considered to have been carried out well. The Implementor's disposition, seen from the implementor's response and responsibility, always provides motivation to teachers and facilitates them in preparing and implementing certification.

Social and economic support factors, as well as political factors, are recognized as influencing the implementation of teacher certification policies at Madrasah Tsanawiyah Ma'had Al-Zaytun. However, there are inhibiting factors, such as teachers who do not meet the Bachelor's degree requirements, teaching that does not match their educational background, and quota restrictions from the government. In overcoming this obstacle, Madrasah Tsanawiyah Ma'had Al-Zaytun made efforts to develop teacher professionalism.

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