

Teacher Certification Policy: Evidence from Students' Perception on Certified English Teachers at One Public High School in Jambi Indonesia and Policy Implications

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Abstract

The purpose of this mixed methods study was to examine students' perception towards their certified English teachers in Jambi, Indonesia. The data of this study were collected through questionnaire and focus group discussion. The data collected were senior high students' perception on the certified English teachers' personal, pedagogical, social, and professional competences. 95 participants consisting of 78 female and 17 male students were involved in this study. The questionnaire data were analyzed statistically and the focus group discussion data were analyzed qualitatively to support the primary data. The findings of the study indicated that students gave their positive responses through questionnaire to four teachers' competences consisting of personal, pedagogical, social, and professional competences while the results of focus group discussion exhibited negative responses to personality of the teachers, and professional competences. This study provides information for policymaker to evaluate the certification policy in Indonesia. Policy recommendations and implications of findings and future research are also discussed.

Keywords: *Certified English teachers, teachers' competence, Indonesian teachers*

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Öğretmen Sertifika Politikası: Endonezya Jambi’de bir devlet lisesindeki Sertifikalı İngilizce Öğretmenlerine yönelik Öğrenci algıları ile ilgili Bulgular ve Politik Çıkarımlar

Öz

Bu karma yöntem çalışmanın amacı, Endonezya Jambi’deki sertifikalı İngilizce öğretmenlerine yönelik öğrenci algılarını incelemektir. Çalışma verileri, anket ve odak grup tartışmaları yoluyla toplanmıştır. Toplanan veriler, sertifikalı İngilizce öğretmenlerinin kişisel, pedagojik, sosyal ve mesleki yeterliklerine yönelik lise son sınıf öğrencilerinin algılarından oluşmaktadır. Toplam 95 katılımcının 78’i kız 17’si ise erkek öğrencidir. Anket verileri istatistiksel olarak analiz edilmiş ve odak grup tartışma verileri, temel verileri desteklemek üzere nitel olarak analiz edilmiştir. Elde edilen bulgulara göre, öğrenciler, kişisel, pedagojik, sosyal ve mesleki yeterliklerden oluşan dört öğretmenin yeterliklerine yönelik anket yoluyla olumlu yanıtlar vermişlerdir. Odak grup tartışmasından elde edilen sonuçlar ise öğretmenlerin kişiliklerine ve mesleki yeterliklere yönelik olarak öğrencilerin olumsuz yanıtlar verdiklerini ortaya koymuştur. Bu çalışma, Endonezya’daki sertifika politikasını değerlendirmek üzere politika yapıcılar için faydalı bilgiler sağlamıştır. Ayrıca, gelecek çalışmalara yönelik ve elde edilen bulgulara yönelik politik tavsiyeler ve çıkarımlar da ele alınmıştır.

Anahtar Kelimeler: *Sertifikalı İngilizce öğretmenleri, öğretmen yeterlikleri, Endonezyalı öğretmenler*

Introduction

Standards movement in terms of high student achievement has prompted policymakers in education around the globe. To come up with high standards, teachers' quality must be high as well. In recognition of the significance of quality teachers, a variety of educational policies have been presented. The Indonesian central government through the Ministry of National Education is determined to improve teaching quality in Indonesian schools by launching teacher certification program in 2006 (but it was started in 2007). The program is aimed at certifying Indonesia's 3.015.315 million state and private school teachers in service by 2015. The measure was mandated by the Law No. 20/2003 about National Education System, Law No. 14/ 2005 about Teacher and Lecturer, and Regulation No. 19/2005 about National Education Standard, which require teachers to possess professional certificates to be able to teach (Ministry of National Education [MONE], 2005). The teacher certification program is designed for teachers in service and for those already having the undergraduate degree (S-1) or the four-year professional (D-IV) certificate. A set of standards, a mechanism, and a procedure to assess and certify teachers were made. Under the teacher certification program, those considered fulfilling the competency standards including personal, pedagogical, social, and professional competences are entitled to certificates and professional salaries and incentives, and chances for career promotion. Those who are not will be given time to complete their portfolios, or the opportunity to attend training courses and take a competency exam (MONE, 2008).

Since its outset in 2007, according to Ministry of National Education - teacher certification consortium (2015), as of December 2014, of 3.015.315 million state and private school teachers, 1.578.669 teachers had been certified either through portfolio assessment or through teacher training. Hence, within 8 years, the Ministry of National Education in cooperation with the Teacher Certificate Consortium (TCC) has been able to certify more than 1.578.669 teachers. While, in the United States, teacher certification program held by the National Board for Professional Teaching Standards (NBPTS), within its 18 years of existence, has certified only 40,200 teachers, about 1 percent of the U.S. teaching force (Harris & Sass, 2009). This big difference leads to some questions: what kind of teacher certification program does the Ministry of National Education have? Is the program prepared well to produce effective or qualified teachers in terms of personal, pedagogical, social, and professional

competences? Is the process good? Does the program aim to improve teaching quality or to improve teachers' salary or both?

In the meantime, the evidence from the United States on the effect of teacher certification and quality on student achievement is still open to doubt. Greenwald et al. (1996) argue that there is a considerable positive link between student achievement and school inputs, including teacher qualifications. Darling-Hammond (2000) states that based on the qualitative and quantitative analyses, it seems that policy investments in the quality of teachers may lead to improvements in student achievement. On the other hand, a study done by Kane, Rockoff, Staiger (2007) found no difference in the average impact on student achievement between traditionally certified teachers and those who entered teaching without certification, through Teach for America (TFA) or through the city's New York Teaching Fellow programs. In Indonesia, one study on the evaluation of teacher certification program done by the Indonesian Government and World Bank (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012) showed that there was still no evidence of certification program leading to the improvement of students' learning. The portfolio assessment was considered ineffective since the documents collected could be manipulated by teachers. For instance, a teacher may hold three certificates of seminar at the same time (Triyatno, 2012). As the certification program in Indonesia is a one-time process, teachers do not have to do re-certification or perform adequate teaching ability to maintain the status (World Bank, 2011). So, some teachers even do not try any efforts to improve their teaching after they are certified.

The debates regarding the contributions of teacher certification in terms of personal, pedagogical, social, and professional competences to student achievement will keep continuing as the teacher certification program policy is expected to improve teachers' competence and quality of teaching which finally contributes to student achievement in Indonesia. Additionally, although some research on teacher certification policy in Indonesia (e.g., Aprilliyanti, 2013; De Ree, Al-Samarrai, Iskandar, & World Bank, 2012; Triyatno, 2012) had been done, research on students' perceptions on their certified teachers seems to be rare particularly related to the teachers' personal, pedagogical, social, and professional competences as the main indicators to assess teachers' competences in certification. The purpose of this study was to examine senior high school students' perception towards their certified English teachers at one public high school in Jambi Indonesia. One main and general question guided this study in an attempt to examine a public senior high school students'

perception towards their certified English teachers: “What are the public senior high school students’ perception towards their certified English teachers in terms of personal, pedagogical, social, and professional competences?”

Literature

It is no doubt that qualified teachers are necessary as policymakers, parents, and schools will depend on them for their students’ success. Yet, a growing number of research on teacher certification and qualities such as teacher training and credentials, years of education, content knowledge, and years of teaching experience and their impact on students achievement is still controversial. For example, Darling-Hammond (2000) claims that measures of teacher preparation and certification strongly contribute to student achievement in particular in reading and mathematics. However, Hanushek and Rivkin (2006) claim that the effects of certification on teacher quality are still controversial. Additionally, recent work shows that no difference between the amounts of learning taking place in classrooms under the direction of non-certified teachers and in those under that of regularly certified teacher (Kane, Rockoff, & Staiger, 2007). A number of research evidence from the United States has shown that certified teachers perform better than uncertified teachers do. A recent study by Lubienski et al. (2008), found that teacher certification and some reform-oriented (in mathematics) teaching practices show a positive relationship with achievement. Fuller and Alexander (2004) in their analysis found that the students taught by certified teachers, on average, perform better on the 1999 TAAS math assessment than those taught by non-certified teachers. In addition, Laczko-Kerr & Berliner (2002) also claim, based on their findings, that students taught by new, uncertified teachers (emergency, temporary, and provisionally certified teachers) performed significantly worse on achievement tests than those students taught by new, certified teachers.

Another work relating to teacher certification is Darling-Hammond’s (2000) qualitative and quantitative study. By using data from a 50-state survey of policies, the 1993- 94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress, she found certification status and degree in the field to be taught contribute significantly and positively to student outcomes. She also found a significant negative connection between student achievement and the presence of a high proportion of new or uncertified teachers. Moreover, Fetler (1999) claims that schools with higher percentages of teachers on emergency permits (a

Bachelor's degree, passing a basic skills test, and completing a minimum of 18 semester hours or 9 upper division/graduate semester units of course work) tended to have lower achieving students in mathematics in California. In general, students taught by teachers with emergency certificates and uncertified teachers do not perform better than those students taught by teachers with traditional certification. However, a recent study by Harris and Sass (2009) examined the relationship between NBPTS certification and the impact of teachers on student achievement in Florida and found that there is relatively little support for NBPTS certification as a signal of teacher effectiveness. Specifically, they found that NBPTS certification does not increase teacher productivity in terms of student achievement. Another recent study by Kane, Rockoff, and Staiger (2007) in New York public schools, found no difference in the average impact on student achievement between traditionally certified teachers and those who entered teaching without certification, through Teach for America (TFA) or through the city's Teaching Fellow programs.

In Indonesia, a few research evidence has shown that for example, one study done by De Ree, Al-Samarrai, Iskandar, and World Bank, 2012 showed that there was still no evidence of certification program leading to the improvement of students' learning. While Triyatno, (2012) claimed that the portfolio assessment was considered ineffective since the documents collected could be manipulated by teachers. For instance, a teacher may hold three certificates of seminar at the same time. It seems that there is still disagreement and conflicting research evidence on teacher certification and its contribution to student achievement. In this study, we did not look at the direct effects of teacher certification policy in Indonesia and its contribution to students' achievement at school. Rather, we investigated senior high school students' perception towards their certified English teachers related to teachers' personal, pedagogical, social, and professional competences.

Methodology

This study was a mixed methods design with a survey and focus group discussions conducted at one public senior high school in Batanghari District of Jambi Province, Indonesia. The choice of the research site was that we had access to the school and students. At the beginning, we planned to recruit all students at the school, but due to some bureaucratic challenges, we were finally able to recruit 95 participants from the eleventh

grade who attended science program. Among the participants, 78 students were female, and 17 students were male. The age ranged from 15 up to 17 years old. In order to protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in this study was entirely voluntary as they were provided with an informed consent form.

Data were collected through a questionnaire and the focus group discussion (FGD). The questionnaire was used to obtain the students' demographic profile and perceptions toward the certified English teachers' competences. The questionnaires were personally distributed to the participants with the help of the teachers at school. A FGD was conducted in the same month, March 2014, after the school hours with 10 participants who were willing to participate in the FGD. The FGD lasted between 45-60 minutes. The characteristics of the FGD's participants were as follows: their time was available to attend the FGD session; they were cooperative enough to be the participants. The motive to carry out the FGD in this study was to validate and verify the data gathered from the questionnaires. Also, to clarify some issues that raised in the questionnaire (Haryanto & Mukminin, 2012)

The data were analysed statistically by using the SPSS software program to obtain the frequency, percentage, and reliability index of the questionnaire. The reliability index (Cronbach α) was 0.748. A Likert scale was used in measuring the level of students' perceptions in which the students' response were divided into 5 categories namely 1 means "Strongly Agree", 2 means "Agree", 3 means "Undecided", 4 means "Disagree", 5 means "Strongly Disagree". There were 31 items for the questionnaire which were divided into 4 categories of teachers' competences such as question 1-9 represented personal competence, 10 to 24 for pedagogical competence, 25 to 28 for professional competence, and 29 to 31 for social competence. Then, focus group discussion employed some questions which were needed to have an in-depth investigation towards students' perception.

Results and Discussion

The aim of this mixed methods study was to examine senior high school students' perception towards their certified English teachers at one public high school in Jambi Indonesia. The questionnaire results of the study will be presented in figures while the qualitative data will be presented by giving sample of students' statements from the focus group discussion.

Students' Demographic Profile

The demographic characteristics of the participants included the age, gender of the students as presented in Table 1. 82% of the participants were female. By age, 76% of the students were 16 years old.

Table 1

Students' Demographic Profile

Characteristics	Frequency (n=95)	Percent
Gender		
Female	17	17.9
Male	78	82.1
Age		
15	3	3.2
16	72	75.8
17	20	21.1

Personal competence

Jaedun (2009) states that personal competence of teachers refers to the characteristics of teachers' personality which is steady and stable, mature, wise, respected, and also can be the model for students. Having good personality is an important thing for teachers, since the existence of teachers as the agent of learning often becoming the role model for students as well. A relevant study done by Aprilliyanti (2013) showed that there was a positive correlation between civics teacher's personal competence and students' democratic attitude. This condition certainly affects the learning process positively in which the interaction will also help the teacher encounter students' problem in learning as well as finding the way to solve it as long as the students feel free to convey their opinion, especially during the class. The personal competence of teachers is possibly different, therefore, the following figure describes the finding of students' perception of a public senior high school in Batanghari District towards the teachers' personal competence that mentioned from question 1 to 9 in the questionnaire.

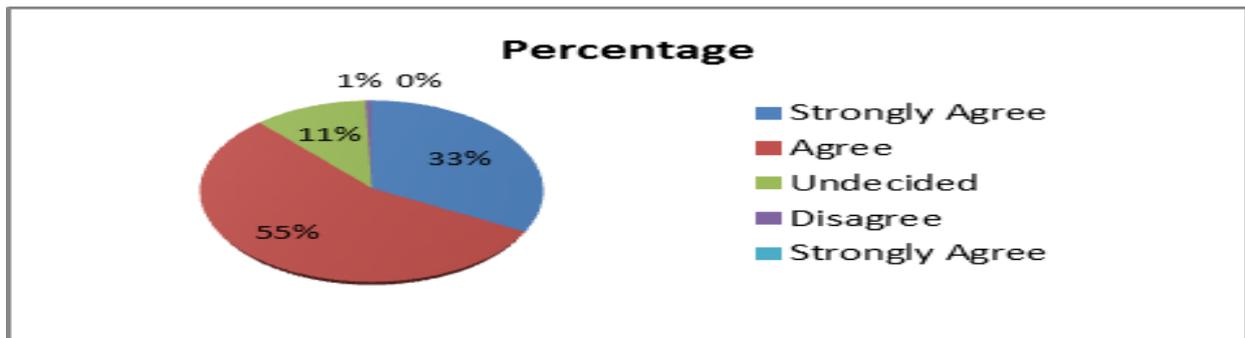


Figure 1. Distribution of response percentage on personal competence

The figure above shows that the percentage of Agree (55%) is the highest part which is then followed by Strongly Agree (33%). Then, the third rank is “undecided”, and 1% for disagree category. The higher percentage of both agrees and strongly agrees indicates the positive responses given by the students regarding to the personal competence of the teachers. This result is in line with the findings from focus group discussion in several points, while some other points are stated differently through the FGD. On one side, most of students who were involved in FGD stated that their certified English teachers were wise, fair, and willing to facilitate the students in learning which portray good personality of a teacher. For example,

“Our teacher is neutral, fair, she is not choosy during teaching and learning activity, she is also wise.” (Dee, March, 2014).

Based on the statements above, it can be inferred that teachers’ judgement affects students in some ways. The attitude of “fair, neutral and not choosy” can evoke learning atmosphere that is more interesting, and enjoyable for students, because the students felt that the teachers gave the same attention and care for all of them, the same respect for all of them which is hoped will impact positively on the academic achievement. Another statement was also told by Mel as follows:

“When we do not understand yet about the topic, our teacher will re-explain the material as we asked the teacher.” (Mel, March, 2014).

Based on Mel’s statement, it indicates that the teacher used to give immediate feedback to the students. A related study found that immediate feedback done by teachers could improve students’ performance (Stuart, 2004). Through feedback, teachers can correct any misunderstanding during learning process, even more if it is done immediately right after

students questioned the teachers. On the other side, the students gave negative responses towards two out of three teachers in terms of disciplinary. For example,

“The teachers sometimes come late to the class, and does not attend the class several times.” (Yulee, March, 2014).

According to Luiselli, Putnam, Handler, and Feinberg (2005), undisciplined attitude done by office referrals which refer to teachers and school administrators, directly cause discipline problem on students. For instance, students may also come late to the class as their teachers ever done several times. Moreover, the lateness of teachers in coming to the class can cause any unwanted disturbance that happened among the students as well. From the result of FGD, it was found that two of the teachers are undisciplined denoted that one of the specifications for being teachers with good personal competence is not yet fulfilled. Since this certification program is intended to improve the teachers’ quality from all aspects and qualifications, so, it is a must for the certified teachers to take the responsibility in maintaining their qualification and the title as certified teachers. Therefore, maintaining the behaviour comes to an actualization of being professional educators. Also, the school can carry out any policies which intend to improve the teachers’ quality continuously, especially for the certified teachers.

Pedagogical competence

As stated in Government Regulation no. 19/2005 article 28 (Mubarok, 2013), pedagogical competence refers to the capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also, developing the pupils’ potency. This pedagogical competence is also a crucial part in teaching-learning process, because it affects the technique, methods, and approach used by the teachers in sharing the knowledge to the students. Teachers should master not only teaching methods, but also learning methods to build good classroom management, as well as transferring and receiving process between teachers and students. A study on teachers’ pedagogical competence shows that this competence affects the performance of teachers as well as the achievements of students in learning (Rahman, 2013). Teachers with a medium level of criteria of pedagogical competence would find a bit difficulty in optimizing the learning process, as well as monitoring the students’ improvement. Therefore, the result of the

study as stated above, emphasized the importance of fulfilling the qualification in terms of pedagogical competence by teachers to be the professional educators. The following figure describes the findings of this study related to the students' responses towards the pedagogical competence of their certified English teachers. The pedagogical competence indicators are mentioned from question 10 to 24.

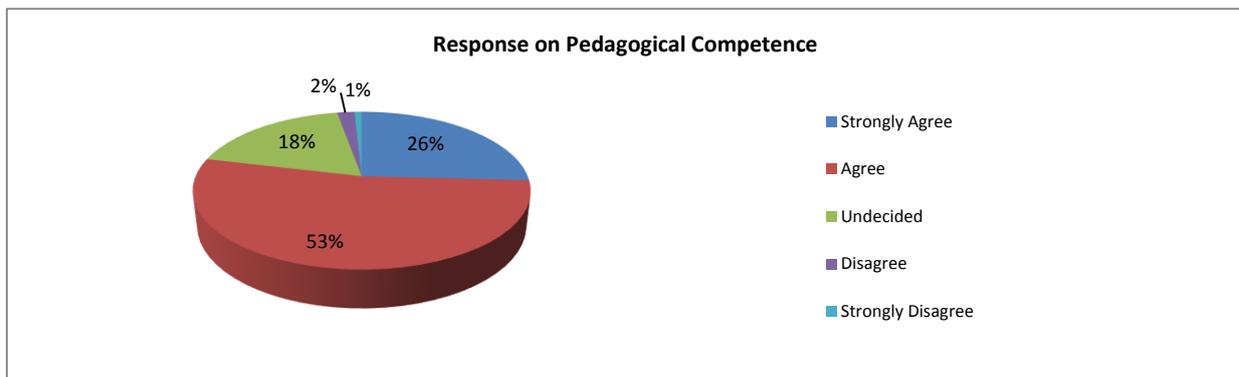


Figure 2. Percentage of students' response on pedagogical competence

The figure above shows that most of students responded positively to the pedagogical competence of the teachers. 53% of the answers were "Agree" followed by "Strongly Agree" with 26%. This percentage illustrates the positive responses of the students towards the teachers. The remaining percentage shows that 18% of the students chose "Undecided", 2% is "Disagree", and 1% is "Strongly Disagree". The result from the questionnaire indicated that, from the students' point of view, the teachers were capable in terms of pedagogical competence. This result, then, is verified through focus group discussion. This FGD yielded information as stated below:

"Our English teachers give us a chance to convey our opinion or ask questions about the lesson." (Reefe, March, 2014).

Giving freedom for students to express opinion during the class can evoke positive effect on the students' performance. Lansdown (2011) stated that children who experienced of being heard in family, school and other settings could develop self-esteem, cognitive abilities, social skills, and respect for others better. Because, through participation, children acquire and develop the skills, therefore, this kind of participation should be built during the learning

activity as well. So, it helps the students learned better through the participation during the class. Another statement came from Ory related to pedagogical competence of the teachers.

“The learning activity varied... during teaching and learning process.” (Ory, March, 2014).

The statements above, actually, are the indication of teachers’ creativity on teaching. Vasudevan (2013) said that teachers’ creativity was important on learning process because teachers’ creativity also had direct impacts on students such as in increasing students’ interest as well as in encouraging students on learning. From Ory’s statement, it can be inferred that the certified teachers were creative in teaching English by varying the activity which could build students’ enthusiasm on learning.

Professional competence

In the Law no. 20/2003 article 39 about National Education System, teachers who belong to educators are defined as professional workers whose duty is to design and implement the learning process, evaluate the result, undertake guiding and training, as well as conduct research and society service. Based on the Law, professional teachers should have the academic qualifications on certain field of knowledge, the ability to perform the duty as teachers, as well as mastering the learning method and the use of media on learning. The following figure contains the distribution of frequency of students’ response on the professional competence of the teachers.

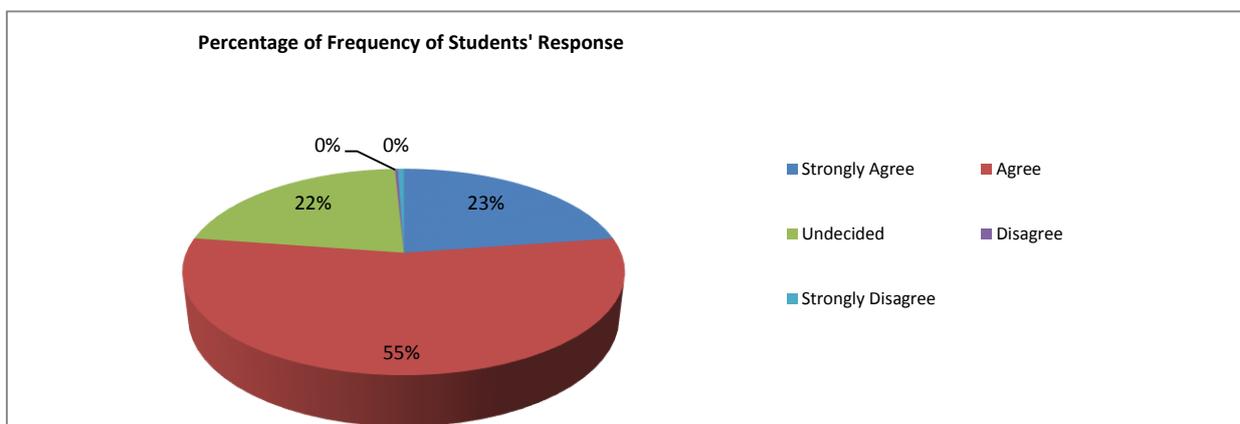


Figure 3. Percentage of students’ response on professional competence

The figure indicated that most of students responded positively towards the professional competence of their certified English teachers. 55% of students chose “Agree” to respond the questions on the questionnaire regarding to the professional competence of the teachers. 23% of students chose “Strongly Agree”, 22% chose “Undecided”, and none students responded negatively. Furthermore, the results of focus group discussion supported the results of responses of the students to professional competence. The FGD yielded information about the use of technology by teachers during teaching-learning activity as the following:

“One of our certified English teachers also updates the materials for learning, so the learning processes are varied, updated and fun. Using the technology to provide interesting learning aids as well.”(Dee, March, 2014).

Related to the statement above, about the use of technology on learning, a study done by Kulik (1994 as cited in Youssef & Dahmani, 2008) showed that the use of ICT by students on learning, especially the involvement of ICT-based instruction, made students earn higher score than those who did not use computer. However, it was also found that one of the certified teachers rarely used media on teaching-learning process.

“The teacher seldom uses any media during learning activities, so, it feels monotonous sometimes, so we hardly understand the lesson for certain topics.” (Nee, March, 2014).

In contrast with the previous condition conveyed by participant like Dee, Nee stated that this teacher rarely used the media during learning activity. Actually, the use of the media can attract the students attention as well as helping the students in some way to understand the lesson better.

So, it is needed for the teacher to improve the ability in using the technology as media of learning, since the requirements of being professional teachers are not only mastered the particular knowledge, but also capable for applying technology for developing the media of learning. The school can also provide particular training for the teacher in improving such ability.

Social competence

Social competence is believed as an important part of being qualified teachers as well. This competence is no longer regarded as “nice to have” competence in the present day. Therefore, it is hoped that teachers own the social competence that covers the ability to collaborate; communicate; create; and understand cultural, religious, class, and sexual diversity in the community. Good social competence owned by teachers is, actually, beneficial to help teachers managing the classroom, building the enthusiasm and enjoyment condition on learning, and managing the students’ behaviour at once. According to Jennings and Greenberg (2009), students’ perception on teachers support has direct impacts on students’ interest and motivation in learning. This study also investigated students’ perception on the teachers’ social competence, since this competence is essential to be the qualified teachers. Then, the following figure will show the students’ responses to social competence of the teachers.

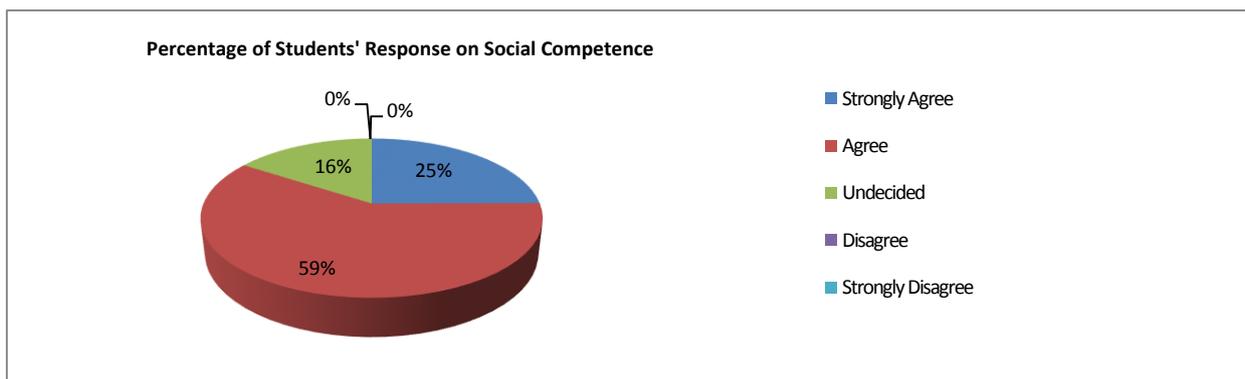


Figure 4. Percentage of students’ response on social competence

The figure indicates that the teachers in this study were qualified enough in terms of social competence. This result is also in line with the results of FGD. The students stated that the teachers were friendly and able to communicate effectively with the students and other people. For example,

“We are unafraid of asking question and giving out opinion during the class, as well as asking the teachers to re-explain the materials that we have not understand yet.” (Yulee, March, 2014)

“and the teachers will re-explain it for us.” (Mel, March, 2014).

These statements describe that the teachers are able to create enjoyable classroom condition during learning activity which can evoke students' willingness and motivation on learning as well. This condition is supported by good relationship and communication between teachers and students. Besides, the students' answer also describe the social relationship between students and the teachers outside the class.

"The teachers are friendly, so, we like greeting the teachers."(Ann, March, 2014).

"The teachers even respond us when we want to chat with them in social media." (Dee, March, 2014).

These statements also indicate a good social relationship between the teachers and students. For instance, as stated by Rere, the students often talked to the teachers even outside the class. This situation can be used as an opportunity to maximize learning process of students. The students may have chances to ask questions or learn more outside the class. In other words, students may

get additional learning outside the class, since the teachers are welcome and able to communicate effectively with the students. When the students have already positive value and trust on their teachers, the students may be able to perform consistent discipline and decrease the misbehaviour. Furthermore, when the students enjoy learning because they have a good social relationship with the teachers as well as maintain their emotional condition, the students may be motivated on learning more (Hanrahan, 1998). Additionally, Read and Lampron (2012) pointed out that a good relationship between teachers and students, as well as students' family affects learning and also school climate in which students who get interpersonal supports tend to have greater academic success. Therefore, better social relationship is needed between teachers and students intended to help the students perform better.

Conclusion and Policy Recommendations

Since its beginning in 2006 (but it was started in 2007), the teacher certification policy intended for in-service teachers including civil servant and non-civil servant teachers has been an effort to set standards and has been expected to improve teachers' competence and quality of teaching which finally contributes to student achievement in Indonesia. Certified teachers

will receive an teaching certificate, teacher registration number, and professional allowance to the value of one month's basic wage. The aim of this mixed methods study was to examine senior high school students' perception towards their certified English teachers at one public high school in Jambi Indonesia. The findings of the questionnaire analysis showed that most of students responded positively towards the competences (personal, pedagogical, social, and professional competences) of the teachers. For the four competences, more than half of the students gave their positive responses towards the teachers through questionnaire. This finding, then, was verified through the focus group discussion that yielded some negative responses from students on the personal and professional competences of the teachers. The negative responses were given on the teachers' disciplinary in terms of personal competence. On professional competence, one of the three certified English teachers earned negative responses in terms of the use of media in learning process.

In general, although it cannot be generalized, the findings of this study shed light and understanding on the personal, pedagogical, social, and professional competences of the certified teachers. First, the positive and negative findings of this study suggest that the educational policymakers at every level should better ensure that the purposes of teacher certification policy which are to increase the quality of teachers and education should be satisfied, suggesting that the performance of certified teachers should be assessed periodically based on their personal, pedagogical, social, and professional competences. Certified teachers who fail to meet the standards of the four competences should be recertified or retrained. Second, our positive and negative findings give indications that the teacher certification policy is a one-time process. Therefore, there must be a longer, more intensive form of training with more in-depth material to ensure the quality of participants who take the training. Third, the educational policymakers at every level must better ensure that the assessment of teachers' personal, pedagogical, social, and professional competences (before they pass) have to be performed objectively through using strict pass levels. Last, the educational policymakers at every level must monitor and evaluate the certification implementation. Monitoring and evaluation of the four competencies should be done strictly and periodically because it would ensure that the aim of teacher certification, to increase the quality of teachers and education in general, would be satisfied. The educational policymakers should have a kind of monitoring institutions, implementing institutions, and independent institutions to perform staged and continuous monitoring.

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Geniřletilmiř Öz

Nitelikli öğretmenlerin öneminin farkına varılmasında, çok çeřitli eğitim politikaları sunulmuřtur. Milli Eğitim Bakanlıęı yoluyla Endonezya merkezi hükümeti, 2006'da (aslen 2007'de bařlatılabilmiřtir) öğretmen sertifika programını bařlatarak Endonezya okullarındaki öğretimin nitelięini artırmaya kararlıdır. 2007 yılındaki bařlangıçtan bu yana, Milli Eğitim Bakanlıęı öğretmen sertifika konsorsiyumuna göre (2015), Aralık 2014 itibariyle, 3.015.315 devlet ve özel okul öğretmeninden, 1.578.669 öğretmeni portfolyo deęerlendirme ya da öğretmen eğitimi yoluyla sertifika sahibi olmuřlardır. Bu nedenle, sekiz yıl içerisinde, Öğretmen Sertifika Konsorsiyumu (ÖSK) ile yapılan iřbirlięi ile Milli Eğitim Bakanlıęı 1.578.669'dan daha fazla öğretmeni sertifika sahibi yapmıřtır. Ancak, öğretmen sertifikasyonu ve nitelięinin öğrenci bařarısı üzerine olan etkileri ile ilgili arařtırma bulguları halen tartıřmaya açıktır. Örneęin, Darling-Hammond (2000), nitel ve nicel analizlere dayanarak, öğretmen nitelięi üzerine yapılan politik yatırımların öğrenci bařarısında artışlara yol açabileceęini ileri sürmüřlerdir. Öte yandan, Kane, Rockoff ve Staiger (2007) tarafından yapılan bir çalıřmada ise, geleneksel olarak sertifikalandırılmıř öğretmenler ile herhangi bir sertifika olmadan öğretmenlięe bařlayanlar arasında öğrenci bařarısı üzerindeki ortalama etkide herhangi bir farklılık olmadıęı görülmüřtür. Endonezya'da hükümet ve Dünya Bankası tarafından yürütölen öğretmen sertifika programının deęerlendirilmesi üzerine yapılan bir çalıřma (De Ree, Al-Samarrai, Iskandar, & World Bank, 2012), sertifika programının öğrencilerin öğrenmelerini artırdıęına yönelik her hangi bir bulgu ortaya koymamıřtır. Öğretmen sertifikasyonun, kiřisel, pedagojik, sosyal ve mesleki yeterlikler bakımından öğrenci bařarısına olan katkıları ile ilgili tartıřmalar devam edecektir çünkü öğretmen sertifikasyon programı politikasının öğretmenlerin yeterliklerini geliřtireceęi ve öğretimin nitelięini artıracıęı düşünölmektedir ve nihayetinde de Endonezya'daki öğrenci bařarısının artması beklenmektedir. Bu çalıřmanın amacı, Endonezya Jambi'de bir devlet lisesindeki sertifikalı İngilizce öğretmenlerine yönelik lise son sınıf öğrencilerin algılarını incelemektir. Devlet lisesi son sınıf öğrencilerin sertifikalı İngilizce öğretmenlerine yönelik algılarını incelemek amacıyla bu çalıřmaya yön veren ana ve genel soru řudur: "Bir devlet lisesi son sınıfında okuyan öğrencilerin, sertifikalı öğretmenlerine yönelik kiřisel, pedagojik, sosyal ve mesleki yeterlikleri bakımından algıları nelerdir? Bu karma metot arařtırmanın verileri bir anket ve odak grup tartıřması (OGT) yoluyla bilim programına katılan ve 11. sınıf toplam 95 öğrenciden toplanmıřtır. Katılımcılardan, 78 tanesi kız, 17 tanesi ise erkek öğrencidir. Katılımcıların yařları, 15 ila 17 arasında deęiřmektedir. Toplanan veriler, frekansları, yüzdeleri,

ve anketin güvenilirlik indeksini elde edebilmek amacıyla SPSS yazılımı kullanılarak istatistiksel olarak analiz edilmiştir. Güvenilirlik indeksi (Cronbach α) 0.748 olarak hesaplanmıştır. Çalışmada elde edilen bulgulara göre, anket yoluyla öğrenciler kişisel, pedagojik, sosyal ve mesleki yeterlikler bakımından dört öğretmenin yeterliklerine olumlu yanıtlar vermişlerdir. Öte yandan, odak grup tartışmasının sonuçları öğretmenlerin kişiliğine ve mesleki yeterliklere yönelik olarak olumsuz yanıtlar olduğunu ortaya koymuştur. Bu çalışma, Endonezya'daki sertifikasyon politikasını değerlendirmek üzere politika yapıcılara önemli bilgiler sunmaktadır. Ayrıca, gelecek çalışmalara yönelik ve bu çalışmadan elde edilen politik tavsiyeler ve çıkarımlar ele alınmıştır.

Tamamen genellenemese de, çalışmanın bulguları, sertifikalı öğretmenlerin kişisel, pedagojik, sosyal ve mesleki yeterlikleri üzerine ışık tutmakla beraber bunların iyi anlaşılmasını da sağlamıştır. İlk olarak, bu çalışmanın olumlu ve olumsuz bulgularına göre, her düzeyden eğitim politika yapıcıları emin olmalıdırlar ki eğitimin ve öğretmenlerin niteliğini artıracak olan öğretmen sertifikasyon politikasının amaçları yerine getirilmeli ve sertifikalı öğretmenlerin performansı, kişisel, pedagojik, sosyal ve mesleki yeterlikleri bakımından periyodik olarak değerlendirilmelidir. Dört yeterliğin standartlarını karşılayamayan sertifikalı öğretmenler tekrar sertifika programına tabi tutulmalı ve yeniden eğitilmelidirler. İkinci olarak, elde ettiğimiz olumlu ve olumsuz bulgularımıza göre, öğretmen sertifikasyon politikası tek seferlik bir süreçtir. Bu nedenle, eğitimi alan katılımcıların niteliğinden emin olmak adına daha derinlemesine materyaller ile daha uzun ve daha yoğun bir eğitimin yapılması gerekir. Üçüncü olarak, her düzeyden eğitim politika yapıcıları, öğretmenlerin, kişisel, pedagojik, sosyal ve mesleki yeterliklerinin değerlendirilmesinin katı geçme düzeyleri yoluyla objektif bir şekilde yapılması gerektiğinden emin olmalıdırlar. Son olarak, her düzeyden eğitim politika yapıcıları sertifikasyon uygulamasını gözlemlemeli ve değerlendirmelidirler. Dört yeterliğin gözlemlenmesi ve değerlendirilmesi katı ve periyodik olarak gerçekleştirilmelidir çünkü bu sayede, öğretmen sertifikasyonunun genel olarak eğitimin ve öğretmenlerin niteliğini artırma amacı da gerçekleştirilmiş olur. Eğitim politika yapıcıları, aşamalı ve devamlı takip gerçekleştirebilmek adına bir çeşit gözlem-takip kurumlarına, uygulama kurumlarına ve bağımsız kurumlara sahip olmalıdırlar.