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Implementation of Teacher Certification Policies at SMK Negeri 1 Bitung

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Abstract. Education in Indonesia has not been as expected, because educational institutions have not been able to produce quality Human Resources (HR). Even national education is considered to have failed to build national character. This is evident from the low value of the results of education quality report cards. This study aims to explain 1) How is the performance of certified teachers in carrying out the learning process at SMK Negeri 1 Bitung? 2) What factors hinder the low performance of certified teachers at SMK Negeri 1 Bitung? 3) How are the efforts made by the principal to overcome the obstacles to the performance of certified teachers. The method used in this research is a qualitative research method. The research was conducted at SMK Negeri 1 Bitung. Data collection techniques are observation, interviews and documentation studies. The data analysis technique used is data reduction, compiling in units, and interpreting and drawing conclusions. the results of the study are 1) The performance of certified teachers is still low both in discipline, namely being late, going home early, being lazy to go to class and in teaching skills and making learning tools; 2) Factors that inhibit the low performance of certified teachers, namely: Low ability (knowledge) and skills, Lack of motivation from superiors, Lack of control or supervision by the principal of various teacher activities in school, Lack of courage of the principal in taking strict action against teachers who break the rules, lack of training in making learning tools and do not master information technology; 3) Efforts made by the principal towards the expected performance of certified teachers are firm in reprimanding and giving sanctions to certified teachers who are lazy to teach if they do not heed if necessary their status as a teaching profession is removed, hold training in making learning tools and must master information technology and carry out continuous evaluations.

Keywords. Implementation, Policy, Teacher Certification

A. Introduction

Education in Indonesia has not been as expected, because educational institutions have not been able to produce quality Human Resources (HR). Even national education is considered to have failed to build national character. This is evident from the low value of the results of education quality report cards. Education is directed to shape the child's personality as an individual who has potential and talent. Research and Development Agency (Balitbang) Ministry of National Education (2003:2) proposes two improvement agendas, among others, "improvement of teachers and learning facilities". Improving the quality of teachers is important for improving the transfer of knowledge to students. While improving learning facilities needs

attention so that there is no too wide a gap between the quality of education of Indonesian students and other countries[1].

Of the various factors that cause the low quality of education, the teacher is the main factor because the teacher is the spearhead of implementing a quality and successful learning process. Qualified teachers will carry out a quality learning process as well. "It is within this framework that the government makes a policy to improve teacher quality by conducting teacher certification" (Yamin, 2006:7)[2]. It is realized that although the government has done many things in an effort to improve and improve teacher quality and achieve educational goals, improving the quality of graduates is still far from expectations. Reforming the curriculum, improving the quality of teachers through courses, training and opportunities to attend higher education are carried out in order to improve the quality of education.

Teachers must have knowledge and skills in teaching, educating, training and guiding students so that students as students can learn well. The power and potential that exists within a child will easily find a way to realize himself, if when he is learning he is guided by a teacher who can stimulate and provide opportunities for him to develop optimally.

Ideally, for students to study seriously, they must have an interest in something. Such interest is much better than the impulses that arise because of extrinsic goals, but the problem is how to generate the power and potential that exists within students. Because the task of the teacher besides acting as a facilitator as well as a motivator in order to increase students' interest in learning. Teachers as professionals in the field of education are required to have more adequate qualifications.

Teacher certification as an effort to improve teacher quality accompanied by teacher welfare, is expected to improve the quality of learning and the quality of education in a sustainable manner. According to Yamin (2006:7) essentially, the teacher certification program aims to: "(1) determine the eligibility of teachers in carrying out their duties as learning agents and realizing national education goals, (2) determining the process and quality of educational outcomes"[2].

It is also said that the benefits of teacher certification are (1) protecting the teaching profession from incompetent practices, which could damage the image of the teaching profession. (2) protecting the community from educational practices that are not of high quality and unprofessional (3) protecting education personnel education institutions (LPTK) from internal desires and external pressures that deviate from applicable regulations (Yamin, 2006: 8)[2].

Teachers as educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, provide guidance and training to students or their students so that they become competent, skilled, intelligent, have high morals and are able to live in their environment. As professionals, the teacher's task is not only to carry out learning tasks within the scope of the class but also within the scope of society, namely carrying out the mandate of the Indonesian people to carry out the educational function as stipulated in the National Education System Law No. 20 of 2003, chapter 2, article 3, namely developing capabilities and forming dignified national character and civilization in the context of educating the life of the nation[1].

Therefore, in the learning process, teachers are obliged to a) Creating an educational atmosphere that is meaningful, pleasant, creative, dynamic, and dialogic; b) Have a professional commitment to improve the quality of education; c) Set an example and maintain the good name of the professional organization, and position in accordance with the trust given to it (Sarimaya, 2008:38)[3].

However, in reality, there are still many complaints about the performance of certified teachers, which is still very low. Likewise, at SMK Negeri 1 Bitung, the same thing also happened, often complained by school principals who monitored certified teachers that there had been no improvement in quality. The community, in this case the parents of students, complain why the state money which has been disbursed so much for certification has not been able to improve the performance of the recipient teacher. This is the problem to be investigated.

Recognizing the problems related to the low performance of certified teachers at SMK Negeri 1 Bitung, this research needs to be carried out further in order to understand the root causes of the low performance of certified teachers. At SMK Negeri 1 Bitung, there are 28 certified teachers out of 14 permanent teachers at the school. It is hoped that the number of certified teachers will encourage other teachers who have not been certified to develop their teaching skills. Teachers who are certified as professional teachers must also be able to carry out the learning process in a professional manner as well. As a professional teacher, it is hoped that they can manage learning activities well as the purpose of holding a certification program. This is intended so that the presence of teachers who are certified as professional teachers does not appear to be merely pursuing an increase in welfare, but is also followed by an increase in a number of their professional abilities.

Seeing the problems that are so complex because of the limitations of researchers in terms of time, funds, and even ability, this research is limited to performance with the formulation of the research title: Implementation of Teacher Certification Policy at 1 Bitung State Vocational High School.

B. Literature review

Public Policy

We often hear the term public policy in everyday life. Basically, there are many limitations or definitions of what is meant by public policy. According to Thomas Dye (Subarsono, 2005: 2) public policy is whatever the government chooses to do or not do (public policy is whatever governments choose to do or not to do). Dye's definition of public policy implies that public policy is made by government agencies, not private organizations. Dye stated that any government activity either explicitly or implicitly constitutes a policy. The interpretation of the policy according to Dye above must be interpreted by two important things: first, that the policy must be carried out by a government agency, and secondly, the policy contains a choice whether or not to be carried out by the government[4].

James E Anderson (in Abidin, 2012:21) also defines public policy as a policy established by government agencies and apparatus, as a series of actions that have a specific purpose which is followed and carried out by an actor or group of actors to solve a particular problem[5].

Although it can be realized that public policy can be influenced by actors and factors from outside the government itself. Meanwhile, Parker argues that public policy is a certain goal, or a certain set of principles, or actions carried out by the government at a certain time in relation to a subject or as a response to critical circumstances (Wahab, 2008: 51)[6].

Public policy in a substantive framework is all activities carried out by the government to solve public problems faced. By bringing public policy into the realm of efforts to solve public problems, the color of public administration will feel thicker. Public policy is directed at solving public problems to fulfill the interests and implementation of public affairs which, as far as possible, are endeavored to be in a policy rail that is grounded in the greatest public

interest. Therefore, according to Lasswell, policy science must be contextual, multi-method, and problem-oriented (Parson, 2002)[7].

The concept of public policy is interpreted and formulated in various ways. This is due to the fact that most of the definitions put forward are influenced by the problems one wants to look at. The first view is the opinion of experts who identify public policy with the actions taken by the government. Meanwhile, the second view is the opinion of experts who focus on policy implementation. They see public policy as decisions that have specific goals or objectives and have predictable or anticipated impacts and consequences.

According to Woll in Tangkilisan (2003: 2) public policy is a number of government activities to solve problems in society, both directly and through institutions that affect people's lives. In connection with the implementation of teacher certification, public policies are of course taken in overcoming or improving the existence of teachers whose aim is to improve the quality and quality of teachers so that they can become pillars in development, especially development in the fields of education and human resources. From the statement above it can be concluded that public policy is a series of decisions made by the government to achieve certain goals and set forth in official regulations intended to regulate society which is a reflection of the will of the people[8].

Policy Implementation

When talking about policy implementation, it would be better if you first understand the definition of the word implementation itself. Karnus Webster in Solichin Abdul Wahab (2005; 64), the notion of implementation is formulated briefly that to implement (implement) means to provide means for carrying out (provide means to carry out something); to give practical effect to (has an impact/effect on something). Based on this understanding, it can be seen that implementation implies an effort or process to carry out a certain decision. In the context of studies on public policy, the meaning of this implementation[9].

It is not just the implementation of political decisions into real actions that can be felt by the community, but also includes decisions, conflicts, community dynamics, and what the community gets from a policy. So if you refer to this definition of implementation, it can be assumed that the implementation process is an important aspect of the entire policy process.

Carl Friedrich put forward the following definition of policy "Policy is an action, directed towards a goal, proposed by someone, a group or government in a certain environment, in the presence of obstacles while looking for opportunities to achieve goals or realize the desired goals" (in Wahab, 1997)[10]. In line with this opinion, Hoogerwerf argued that policy can be defined "Policy can be described as an attempt to achieve certain goals using a certain atmosphere. Policy is a kind of answer to a problem. Policy is an attempt to solve, reduce or prevent a problem in a certain way, namely directed action" (Hoogerwerf, 1985)[11]. Referring to the opinions of several experts above, it can be generally seen that policy is a decision or consensus made for certain purposes, in the concept of public policy, policies are made to fulfill interests, atma as a response to community needs.

Lester and Stewart Jr (2000: 14) argue that implementation as a process and a result. The success of an implementation can be seen from how the implementation is carried out and whether the implementation process is able to achieve the predetermined goals[12].

In line with this opinion, Grindle (2017) states that the measurement of the implementation of a policy can be measured by its process, the intention is to question whether the implementation of the program is in accordance with the provisions that have been set and then whether the objectives of the program have been achieved perfectly. Basically, according

to Grindle, the success or failure of a policy implementation process is generally influenced by two factors, namely the content of the policy (content of public policy) and the context of the policy (context of policy). The contents of the policy concern the goals to be achieved so that they influence the direction of implementation of a policy and will also affect the success of implementing the policy. The content of the policy contains elements namely interests, benefits, expected changes and the resources needed to make the implementation process successful. Meanwhile, the context of the policy is intended as environmental conditions that influence the overall policy implementation. The elements that influence the policy context are power, interest groups, and related institutions that can control a policy[13].

Based on the above understanding, implementation can be conceptualized as a process because in it there are various series of ongoing activities. Implementation is also interpreted as outputs, as a cause of policy, namely to see whether activities in order to achieve program objectives are in accordance with the previous implementation directives or even experience deviations. Finally, implementation is also conceptualized as outcomes, namely the impact resulting from the policy. This conceptualization focuses on the consequences arising from the implementation of policies, namely whether the implementation of a policy reduces problems or even adds new problems in society (Lester and Stewart, in Kusumanegara, 2019)[14].

Grindle in Winarno (2012: 149) also gives his views on implementation by saying that in general, the task of implementation is to form a linkage that makes it easier for policy objectives to be realized as a result of a government activity. From the several definitions of implementation above, it can be concluded that implementation can be interpreted as the process of implementing policies that have been formulated previously in order to achieve the goals that have been set. It should also be added that the implementation process is to a large extent influenced by the kinds of goals to be achieved and by the way these goals are formulated. Thus it is true that implementation is a very decisive stage in the policy process, because through this stage the entire policy procedure can be influenced by the level of success or failure of achieving the policy objectives[15].

Policy Implementation Model

According to Indiahono (2009:19), a model is a simple framework which is an attempt to facilitate the explanation of a phenomenon. Models are widely used to make it easier for observers or early-level learners[16].

According to Nugroho (2003: 167) in principle there are two types of public policy implementation models, namely the implementation of top-down and bottom-up public policy patterns, as well as the selection of public policy implementation patterns force (command-and-control) and market patterns (economic incentives)[17].

Teacher Certification

In essence, teacher certification is to get good and professional teachers who have the competence in particular to carry out the functions and goals of schools and educational goals in general, according to the needs of society and the demands of the times. Certification comes from the word certification which means diploma or official recognition of one's competence to assume a professional position. The term certification can be interpreted as a statement (certificate) from an authorized institution that is given to the profession, and at the same time as a statement (license) regarding the eligibility of the profession to carry out the task. (Wahyudi, 2012:68)[18].

While the notion of a teacher is a professional educator with the main task of educating, teaching, guiding, training, and evaluating students in early childhood education through formal education, basic education and secondary education. The implementation of teacher certification began in 2007 after the publication of the Minister of National Education Regulation Number 18 of 2007 concerning Certification for Teachers in Position.

According to Bedjo Sujanto (2009: 7) teacher certification is a program designed to see the feasibility of teachers in acting as learning agents who can realize national education[19]. Meanwhile, Nata Atmajaya in E. Mulyasa (2009:34) states that certification is a procedure used by a third party to provide a written guarantee that a product, process or service meets the specified requirements. In this sense it is stated that the certificate is a condition or guarantee to state that the teacher is fit to carry out his profession as a teacher[20].

Efforts to guarantee the quality of teachers so that they still meet competency standards, an adequate mechanism is needed. This teacher quality assurance needs to be developed based on a comprehensive study to produce a conceptual and empirical basis, through a certification system. In line with Muslich (2007: 2) which states that certification is the process of awarding educator certificates to teachers who have met certain requirements, namely having academic qualifications, competence, physically and mentally healthy, and having the ability to realize national education goals, which is accompanied by increased welfare[21].

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and the regulation of the Minister of National Education of the Republic of Indonesia Number 18 of 2007 Article 1 paragraph (1), it is stated that certification is the process of awarding educator certificates to teachers and lecturers[22]. While educator certificates are formal evidence as recognition given to teachers and lecturers as professionals. Meanwhile, article 61 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System also states that certificates can be in the form of diplomas and competency certificates, but not certificates obtained through scientific meetings such as seminars, panel discussions, workshops and symposiums[23].

Teacher certification is a fulfillment of the need to improve professional competence. Therefore, the certification process is seen as an essential part of efforts to obtain competency certificates in accordance with established standards. Suyatno (2008:2) argues that certification for in-service teachers is: "the process of giving educator certificates to teachers". This means that this is a method used to improve the quality and status of the teaching profession. In this case teacher certification is defined as a procedure to improve the quality of teachers so that they meet the requirements of the teaching profession[24].

Furthermore, Mulyasa (2009) states that teacher certification is a competency test process for prospective or teachers who want to gain recognition and or improve competence according to the profession they choose[20].

The representation of fulfilling competency standards that has been defined in competency certification is an educator competency certificate. This certificate is proof of recognition of the competence of teachers or prospective teachers who meet the standards to carry out teaching professional work at certain types and levels of education.

C. Method

The method used in this study is a qualitative research method, "because the problems in this study are not clear, holistic, complex, dynamic and full of meaning" (Sugiyono 2009: 102)[25]. This approach emphasizes the description of observed phenomena and the complex meanings surrounding a reality. The qualitative research method approach takes place naturally,

the researcher is the key instrument and the data collected is in the form of descriptive data, more concerned with the process than the results. The data collected is in the form of words, pictures and numbers.

Observations were made of the learning process carried out by certified teachers at SMK Negeri 1 Bitung. The research was conducted at SMK Negeri 1 Bitung. Types of data are distinguished on primary data and secondary data based on the document approach. The primary data source in this study is teachers at SMK Negeri 1 Bitung who are certified. Specifically regarding secondary data, data that is already available at the research object school is in the form of documents. Data collection techniques are observation, interviews and documentation studies. The data analysis technique used is data reduction, compiling in units, and interpreting and drawing conclusions.

Moleong (2007), states that in order to determine the validity of the data, an inspection technique is needed based on a number of certain criteria. In this case there are 4 criteria, namely the degree of trust (credibility), transferability, dependability and certainty (confirmability)[26].

D. Result and discussion

Certified teacher performance in carrying out the learning process

In the following, a discussion of the results of the research will be carried out in accordance with the presentation of the data obtained through interviews. The discussion will be carried out successively according to the formulation of the problem.

The results of the study obtained information from the teacher and students about the learning process after having a certified teacher. Information indicates that the certification process cannot form all teachers to become professional teachers in teaching. There are still a number of teachers who have not experienced changes in the quality of the learning process carried out, even though they have been declared as certified teachers or as professional teachers. For teachers who are still trying to develop the professional abilities of teachers, it will not create a kind of jealousy for other teachers who are not yet certified. In the following, successive research findings will be discussed based on the information provided by contacted informants.

The phenomenon that occurs at SMK N 1 Bitung is basically a case that needs to be solved because this is contrary to the intention of giving educator certificates to teachers. Teachers at SMK N 1 Bitung show a way of teaching that has not made significant progress in terms of their abilities before being certified and after the teachers were certified. Teachers who have not developed their teaching methods like this will not be able to help a quality learning process even though it is said by Sadirman (1986: 12) that teaching and learning activities can run well if the teacher performs his role well. The teacher basically plays the role of mastering and developing learning materials, planning and preparing the learning process every day and controlling and evaluating student learning activities.

Especially now that teacher certification has been carried out with the hope that certified teachers are teachers who are professional in carrying out their duties, especially in terms of carrying out learning activities in schools. As a professional teacher, we always try to improve professionalism that makes the teacher in question have competence in the field of teaching assignments he does. This statement, as stated by Supardi (2019) teacher competence is a combination of knowledge, skills, values and attitudes that are reflected in the thinking and acting activities of a teacher in carrying out teaching tasks at school[27].

However, it is very unfortunate that the results of the research show that there are some teachers who do not feel the need to develop themselves so that the intended teacher truly

reflects a professional teacher. Even though as stated further by Supardi (2019) that the level of mastery of teacher competence will determine the quality and the teacher himself in developing his profession. With this view it means that by carrying out certification for teachers, their responsibility has ended that they have been certified. Certified teachers are qualified teachers in their learning process. Teachers are also required to develop themselves to improve their professional work in carrying out teaching assignments in schools[27].

Such as the findings of research results, where there were a number of teachers who felt that their teaching abilities had not developed, there were even a number of informants from students who provided information that there were a number of teachers who were not good at teaching, which was ironic. Certified teachers are declared as professional teachers who have competence in the field of learning they do.

When viewed from the teacher's teaching performance, it can be said that teachers at SMK N 1 Bitung already have teacher certificates but cannot be categorized as professional teachers. This statement is based on the opinion of Mardapi et al. (2000) that competence is a combination of knowledge, abilities, and the application of these two things in carrying out teaching tasks in schools. This view emphasizes that it is not enough for professional teachers to have adequate knowledge in their field of expertise and have abilities in that field[28]. A person is said to have competence because with that knowledge he is able to apply that knowledge and ability to students.

Even teachers who are referred to as professionals must always develop their professionalism continuously because, as Supardi (2019) someone who has a professional position must have special skills. A teacher who said that with teacher certification he did not feel any development or change in terms of how to teach is a teacher who never develops his abilities[27].

The results of the study also show that there are senior teachers who have been certified instead of improving the quality of the learning process through the completeness of learning tools, but reducing their busyness and no longer making preparations through the completeness of learning tools. With the excuse that because they are old, they no longer make learning tools, it will cause jealousy with other teachers who are not yet certified, who are always demanded about the completeness of learning tools even though they are not yet certified. Implementation of tasks that are not good, namely the implementation of learning processes that are not qualified, also contradicts the opinion of Armstrong in Darma and Wulandari (2022) which says that competence refers to the behavioral dimension of a behavioral role that is needed by someone to be able to carry out work satisfactorily[29]. Work that causes boredom in students, let alone makes students in an unpleasant learning process environment, is a process of carrying out unsatisfactory work carried out by a teacher who is referred to as a professional teacher because he already has teacher certification. Teachers who do not prepare well before entering class to teach cannot fulfill the demands to erode negative impressions as Asmani (2009:17) says the importance of teacher professionalism to erode negative impressions that lead to teachers. Teachers who are not well prepared to teach, is unable to prove himself as a reformer who is dynamic, responsive, and progressive, even productive and competitive[30]. Teachers who feel that they are old and no longer need to prepare learning materials are one of the cases encountered at SMK N 1 Bitung. Preparation of learning tools must be done by all teachers regardless of age limit. Moreover, the intended teacher is a certified teacher which in the context of teacher certification can be said to be a professional teacher. As a professional, he must be able to carry out a quality learning process which is marked, among others, through the completeness of learning tools. This statement is supported by Supardi (2019) that the level of

mastery of teacher competence will determine the quality of learning in schools and teachers themselves in developing their profession and participating in or carrying out tasks or activities that can support increasing teacher competence.

Factors that cause the low performance of certified teachers

Researchers found that there were several factors that influenced the performance of certified teachers who were very low, namely:

1. Low ability (knowledge) and skills.

Competence is knowledge, skills and basic values that are reflected in the habits of thinking and acting. The habit of thinking and acting consistently and continuously enables a person to become competent in the sense of having basic knowledge, skills and values to do something. Meanwhile, knowledge is knowledge possessed by individuals in the field of work, in this case the individual is a teacher as a professional. Ability is an individual capacity to perform various tasks in a job. In implementing the Education Unit Level Curriculum (KTSP), ability is needed to support the knowledge possessed by a teacher. This is very visible from the teaching and learning activities which are still monotonous with no changes and there are still book notes until they are finished, and there are also teachers who have not made learning devices and apply learning models that are appropriate to the material.

Because it is very necessary for certified teachers to increase their knowledge and skills in the teaching and learning process.

2. Lack of motivation from superiors.

Motivation is the willingness to expend a high level of effort for a goal conditioned by the ability of that effort to meet some individual needs. Where the motivation of school principals, supervisors is not optimal and less assertive in giving sanctions to certified teachers who do not carry out their duties properly.

3. Performance evaluation: Lack of control or supervision by the principal, Lack of courage of the principal in taking strict action against teachers who break the rules, lack of training in making learning tools and not mastering information technology.

This evaluation was carried out to find out clearly whether it is true that the performance of certified teachers at SMK N 1 Bitung is low? Because from the findings of researchers in the field where the performance of certified teachers is low due to a lack of evaluation from superiors, both principals and supervisors, meanwhile, evaluation is a process that determines the extent to which educational goals can be achieved. Evaluation is providing information to make decisions. Recently, a number of consensuses have been reached between evaluators about the meaning of evaluation, including the assessment of benefits or use. In conclusion, what is meant by evaluation is a systematic or regular assessment of the benefits of several objects. The object here is in the form of students or students or teachers/lecturers, the others can be in the form of partner institutional projects or programs. Furthermore Farida explained that evaluation can have two functions, namely a formative function, evaluation can be used for improvement and development of activities currently running (programs, people, products, and so on). The summative function, evaluation is used for accountability, information, selection or continuation. So the evaluation should help the development, implementation, needs of a program, program improvement, accountability, selection, motivation, increase knowledge and support from those involved. A good evaluation is one that has a positive impact on program development. So if the Principal evaluates the teacher, the results will bring good/positive changes to the teacher, school and students. Whereas what happened at SMK N 1 Bitung has not run optimally in evaluating teacher performance.

According to the journal, to be professional, a teacher is required to have five things: First, the teacher has a commitment to students and the learning process. This means that the teacher's highest commitment is to the interests of students. Second, the teacher masters in depth the material/subject he teaches and how to teach it to students. For teachers, these are two things that cannot be separated. Third, the teacher is responsible for monitoring student learning outcomes through various evaluation techniques, starting from observing student behavior to learning achievement tests. Fourth, the teacher is able to think systematically about what to do, and learn from the experience. That is, there must always be time for the teacher to reflect and correct what he is doing. To be able to learn from experience, he must know what is right and wrong, as well as the good and bad impacts on student learning. Fifth, teachers should be part of the learning community within their professional environment, for example in Indonesia, PGRI and other professional organizations.

Because of that it is very important that continuous evaluation is carried out by the principal and supervisor at SMK N 1 Bitung so that we can know clearly whether the performance of the certified teacher has increased or not.

Efforts made towards the expected performance of certified teachers

Based on several indicators and phenomena that occur in everyday life at SMK N 1 Bitung, the performance of teachers who are certified at SMK N 1 Bitung can be studied through several approaches to leadership. The trait approach of a good teacher is a teacher who has certain salient traits such as being healthy, strong, confident, good at teaching, excelling in working techniques, and confident in learning goals. In other words, an effective teacher is a teacher who has strengths and perfection in himself. From the findings in this study it appears that the certified teacher does not show any signs of superiority from a personal perspective. This is marked by the existence of several complaints and statements from a number of teachers who have not been certified and students at SMK N 1 Bitung.

However, the superiority of the teacher's personal nature is not the only factor that determines success in the educational process. From the behavioral approach it is known that success and failure in the educational process are determined by the way the leader behaves and behaves. The attitude and behavior of the leader in carrying out his duties can be seen from the way of giving assignments, making decisions, communicating, giving encouragement, enforcing discipline, leading meetings and supervising subordinates.

In addition, a school principal in applying a leadership style needs to pay attention to the situation or environment in which he works. These situational factors can include the relationship between the leader and the members, task structure, and the position of power of the leader as well as the level of maturity of its members. However, how the leadership style is applied ultimately depends on the ability or skills of the leader concerned.

For this reason, in the context of improvement efforts, it is hoped that the Head of SMK N 1 Bitung should a) Be firm in admonishing and providing coaching, and continuous evaluation and giving sanctions to certified teachers who are lazy to teach; b) Conduct training in making learning devices and being able to master information technology.

E. Conclusion

Based on the findings and discussion in this research concerning the performance problem of certified teachers at SMK N 1 Bitung, the following conclusions can be drawn:

1. The performance of certified teachers is still low both in terms of discipline, namely being late, leaving early, being lazy to go to class and in teaching skills and making learning tools.

2. Factors that inhibit the low performance of certified teachers, namely: Low ability (knowledge) and skills, Lack of motivation from superiors, Lack of control or supervision by the principal of various teacher activities in school, Lack of courage of the principal in taking strict action against teachers who break the rules, lack of training in making learning tools and not mastering information technology.

3. Efforts made by the school principal towards the expected performance of certified teachers are firm in reprimanding and giving sanctions to certified teachers who are lazy to teach if they do not heed if necessary their status as a teaching profession is removed, hold training in making learning tools and must master information technology and carry out continuous evaluations..

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