



The Impact of PPG Program on the Performance of Pre-Service and In-Service English Teachers based on School Principal Assessment

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Abstract

PPG (Pendidikan Profesi Guru) is an education program to prepare Bachelor graduates to be professional teachers in every subject they carry. PPG program is aimed to solve issues that emerge among teachers and improve their teaching competencies. This research is conducted to obtain information from School Principals in 50 Kota Regency and Payakumbuh City whose English teachers have graduated from the PPG Program at least two years ago (from 2019 backward) regarding the impact of the PPG program on teacher's pedagogical and professional competencies. 21 in-service English teachers and two pre-service English teachers has been involved as the sample of this research. The type of this research is survey research with the quantitative method. The data were collected by using a close-ended and open-ended questionnaire distributed through Google form. The findings of this research show that PPG Program has brought positive impact towards English teachers' performance according to school principals' assessment. The majority of English teacher are considered worthy to sit on the positive scoring criterion. Although the numbers that falls under negative scoring criterion is arguably ignorable, English teachers still encounter the minor issue that may or may not re-emerge throughout the years. The results and findings from this study are expected to improve the process of conducting the PPG program so that later it will be able to produce a better quality of certified teachers. Furthermore, the Ministry of Education and Culture as the one in charge of PPG program to improve and create a better education system in PPG program.

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INTRODUCTION

Teachers play important roles in our life. Despite their primary role which is to deliver classroom instruction that helps the student to learn, a good teacher

should help their students to become a good human being in society and good citizen of the country. For that particular reason, being a teacher is a job that has to be taken seriously. In USA, a teacher's certificate is treated as if it were a driving license. Without it, teachers would not be allowed to teach in public school. In order to obtain Initial Teaching Credential in Washington D.C., teachers are required to submit certain documents; Program admission verification form, Identity History Summary Check (IHSC), Bachelor's degree, passing test scores for the applicable basic skills and subject content exam required for the teaching area of the credential, DC LEA request form. (Office of the State Superintendent of Education, n.d.)

As a teacher, staying up-to-date is crucial. Teachers have to renew their knowledge and improve their teaching skills to find a way to teach different generations with a different characteristic that they might not be familiar with. Therefore, teachers have to be certified by participating in the teacher certification program which, in Indonesia, is held by Indonesian Ministry of Research, Technology and Higher Education but implemented by Lembaga Pendidikan Tenaga Kependidikan (LPTK: Educational Institution for Educational Personnel) and the universities having the faculty of teaching science spread throughout Indonesia, one of which is Universitas Negeri Padang (UNP). Universities that are charged with such responsibilities must have an accredited education personnel procurement program as stated in PP Number 74/2008, Article four, Paragraph One.

Teacher certification program in Indonesia (hereafter called PPG program) is an education program to prepare Bachelor graduates to be professional teachers in every subject they carry, including English Language considering it is a crucial subject to fathom. To optimize English teachers' performance, earning the certificate through PPG program should be taken into consideration. Because PPG program is aimed to improve teacher competencies. As stated in Constitution Number 12/2012 concerning Higher Education Article 17 Paragraph One. PPG program is aimed to solve issues that emerge among teachers, such issues are (1) teacher shortage especially in the outermost, frontier, and underdeveloped regions; (2) unbalanced distribution of teachers; (3) teachers with under qualification, (4) teacher with low competence, and (5) mismatch between educational qualifications and the subjects of study (Indonesian Ministry of Research, Technology and Higher Education, 2018).

Teacher competencies, as stated in Constitution Number 14/2005 regarding Teachers and Lecturers are; (1) Pedagogical competence is the teacher's ability to manage student learning; (2) Personality competencies are characteristics that every teacher must have (noble character, wise and dignified, a role model for their students); (3) Social competence is a teacher's ability to communicate and interact effectively and efficiently with students, guardians or parents of students, fellow teachers, and the surrounding community; (4) Professional competence is the ability to master teaching material broadly and deeply.

Certified teachers in schools are expected to fulfill the demands of quality education for the new generations. The 2015 PISA (Program for International Student Assessment) study shows that Indonesia has only been ranked 69 out of 76

countries, as well as the results of the TIMSS study (Trends in International Mathematics and Science Study), also showing Indonesian students ranked 36th out of 49 countries in terms of carrying out scientific procedures. The existence of the PPG program is surely aimed to generate professional future teachers who can produce distinguish, competitive, and high moral standards students. Hopefully, with the positive impacts that certified teachers have brought to the table, Indonesia will earn a higher rank in the upcoming years.

Improving the quality of education is not only the responsibility of certified teachers but also the responsibility of all teaching staff including the principal. The principal is one of the components in education that plays the most important role. The School Principal is responsible for regulating education, school administration, fostering other education personals, utilizing and maintaining facilities and infrastructure as well as supervising at the school he leads (Mulyasa, 2007). The principal holds control of the education system and all educational activities that occur within the school including assessing the performance of certified teachers. One way that principals can use to assess the performance of certified teachers is to use the teacher performance assessment (TPA).

TPA in Indonesia is conducted by the school principal. If the school principal is not able to conduct the assessment due to a large number of teachers, then the school principal has a right to appoint a teacher or coordinator of Continuing Professional Development (CPD). TPA is conducted in the beginning and in the end of the academic year with the following procedures; preparation, implementing, assessing, and reporting (Hariyadi, 2018). Assessments conducted by the principal are very important for achieving educational goals and improving student learning outcomes at the school. Therefore, the assessment conducted by the principal must be accurate so the educational goals can be achieved.

The main objective of PPG program is indubitably to generate professional teacher graduates who are expected to improve the quality of education. However, the teacher certification program which was aimed to improve teachers' competencies turned out to be not as expected. Some teachers who have passed the PPG program do not show a significant increase incompetency. According to Baedhowi and Hartoyo (2009), The motivation of teachers to take part in the PPG program was generally related to the financial aspect. Teachers tend to submit low-quality and/or unauthentic portfolios during Pemberian Sertifikasi Pendidik melalui Portfolio (PSPF: Teacher Certificate Awarding Through Portfolio) to achieve a teaching certificate as soon as possible. Related to Baedhowi's findings, Brotosedjati (2012) stated that teachers who earn their certificate through Pendidikan dan Latihan Profesi Guru (PLPG: Teacher Profession Training) achieve better performance in teaching compared to those who earn theirs through Pemberian Sertifikasi Pendidik secara Langsung (PSPL: Direct Teacher Certificate Awarding) or PSPF. The issue that seems to raise in 2009 have not resolved for three years. In 2017, Fuad found another issue that seems to emerge among certified teachers which was the incapability to utilize technology. Furthermore, Safitri (2020) found that there were a lot of teachers who did not meet the qualification of certified teacher. One of the factors is most certified teachers are elderly and having difficulties in utilizing technologies, facilities and

infrastructures. Another issue that seems to have not met the remedy for three years eventually led us to the concerning question of “What went wrong?”

Based on the background of the problem above, the researcher will conduct a research to find out whether PPG program has any impacts on pre-service and in-service English teachers. However, this current study is different in the method of data collection. The data will be collected through the teacher’s performance assessment sheet as the instrument. The findings of this study are expected to be taken as the information and the grounds to evaluate the process of organizing PPG program at UNP.

RESEARCH METHOD

This study aims to analyze the impact of PPG program towards pre-service and in-service English teachers’ performance based on the assessment conducted by the principal. Therefore, in this research, the researcher used Survey Research with Quantitative Method. The population in this research are the school principals of high schools in 50 Kota Regency and Payakumbuh City whose English teachers have graduated from the PPG Program at least two years ago (from 2019 backward). 21 in-service English teachers and two pre-service English teachers has been involved as the sample of this research.

To obtain the data for this research, a questionnaire will be used as the instrument. The questionnaire is based on Universitas Pendidikan Ganesha PPG Program’s TPA. The instrument is grouped into two categories; pedagogical and professional competencies whereas pedagogical competencies consist of 28 questions while professional competencies consist of 13 questions. The researcher has also prepared five open-ended questions as an effort to strengthen the questionnaire. By using this questionnaire, the researcher aimed to obtain information regarding English teachers’ performances in preparing lesson plans, classroom management, and evaluating learning outcomes. Then, the researcher used Microsoft Excel to analyze the data. The data were analyzed using the following formula:

$$P = \frac{Ts}{Ms} \times 100$$

Explanation:

P: Percentage rate

Ts: Total Score

Ms: Max Score

Table 1. Likert Scale

Category	Scale
Not good	1
Below Average	2
Good	3
Very Good	4

The questionnaire was given to 23 school principals supervising junior, senior and vocational high schools by using Google Form. The school principals filled

out the questionnaire from the 10th of March 2021 until 29th of March 2021. 23 of the school principals supervise schools in West Sumatra; 15 of them from 50 Kota District, five from Payakumbuh City, one from Agam District, one from Solok District, and the last one from Muaro Jambi which completed the total of 23 school principals. These 23 school principals supervise different school level and categories as follows. 18 school principals supervise senior high schools, three school principals supervise vocational high schools and two school principals supervise junior high schools. 22 school principals assessed pre-service English teachers, but the other two assessed in-service English teachers.

RESULT AND DISCUSSION

The analysis and findings of the data will be discussed in two parts: a.) the impacts of PPG program on in-service and pre-service secondary school English teacher’s pedagogical competencies based on school principals’ assessment, b.) the impacts of PPG program on in-service and pre-service secondary school English teacher’s professional competencies based on school principals’ assessment.

1) The impacts of the PPG program on English teacher’s pedagogical competencies

The school principals were asked to fill in a questionnaire which was aimed to assess both pedagogical and professional competencies. The data collected were classified into its own respective category. By using a scoring criterion scale from 1 to 4, where 4 would mean that the assessed English teachers have performed very well on either pedagogical or professional competencies and 1 would grade in very opposite way. The percentages have been counted to measure the impact of PPG Program on the in-service and pre-service English teachers’ performance on in-service and pre-service secondary school English teacher’s pedagogical competencies as provided in Table 2 below.

Table 2. English Teacher Pedagogical competencies

Pedagogical Competencies									
No.	Questions	Categories of Responses							
		Very good (4)	%	Good (3)	%	Bad (2)	%	Very bad (1)	%
1	English teacher presents research-based learning resources	8	35%	12	52%	3	13%	0	0%
2	English teacher relates material to real life	10	43%	13	57%	0	0%	0	0%
3	English teacher adapts the strategies and models to the learning objectives	12	52%	11	48%	0	0%	0	0%
4	English teacher adjusts the tools and media with the model and learning	5	22%	18	78%	0	0%	0	0%

	objectives								
5	English teacher conducts an initial assessment, uses the right method, instruments which capable of exploring initial abilities, and it is used in the learning process	8	35%	15	65%	0	0%	0	0%
6	English teacher assesses the learning process, uses appropriate methods and instruments, and has utilized information technology as a medium in conducting web-based assessments	9	39%	14	61%	0	0%	0	0%
7	English teachers have learning outcomes assessment instruments that include knowledge, skills, and attitudes	11	48%	12	52%	0	0%	0	0%
8	English teacher manages the class	10	43%	13	57%	0	0%	0	0%
9	English teacher motivates the students	13	57%	10	43%	0	0%	0	0%
10	English teacher conducted apperception	9	39%	14	61%	0	0%	0	0%
11	English teacher conveys the learning objectives or indicators of competency achievement	9	39%	14	61%	0	0%	0	0%
12	English teacher conveys the importance of the competencies to be achieved	12	52%	11	48%	0	0%	0	0%
13	English teacher conveys an outline of the learning activities	10	43%	13	57%	0	0%	0	0%
14	English teacher checks students' initial ability	11	48%	12	52%	0	0%	0	0%
15	English teacher shows the correct	11	48%	12	52%	0	0%	0	0%

	understanding of the material								
16	English teacher demonstrates skills properly	10	43%	13	57%	0	0%	0	0%
17	English teacher shows positive behaviours towards learning material	11	48%	12	52%	0	0%	0	0%
18	English teacher presents learning materials sequentially	11	48%	12	52%	0	0%	0	0%
19	English teacher presents learning materials in an integrated manner	9	39%	14	61%	0	0%	0	0%
20	English teacher shows the relevance of learning materials to real life	11	48%	12	52%	0	0%	0	0%
21	English teacher provides learning that combines knowledge of teaching materials, pedagogy, and technology (TPACK) and other relevant approaches	4	17%	19	83%	0	0%	0	0%
22	English teacher presents the learning steps according to the syntax of the model or the chosen method/strategy	10	43%	13	57%	0	0%	0	0%
23	English teacher conducts assessment for learning and/or assessment as learning	7	30%	16	70%	0	0%	0	0%
24	English teacher concludes the learning outcomes	11	48%	12	52%	0	0%	0	0%
25	English teacher evaluates learning outcomes	14	61%	9	39%	0	0%	0	0%
26	English teachers reflect on the learning process with students	10	43%	13	57%	0	0%	0	0%
27	English teacher gives a follow-up task after the learning activity	10	43%	13	57%	0	0%	0	0%
28	English teacher demonstrates skills in using learning media	9	39%	14	61%	0	0%	0	0%
	Average	9,82	42,70%	13,07	56,83%	0,11	0,5%	0	0%

According to the assessment made by the principals towards the impact of PPG Program on the in-service and pre-service English teacher pedagogical performances, there is barely a percent that falls into “bad” and “very bad” criterion. The highest percentage of negative response comes from the very first question. Three school principals agreed that PPG Program impacted badly on English teacher when it comes to presenting research-based learning sources. On average, all we have is 0.5% of unachieved pedagogical competencies. When compared to the highest percentage on average, the positive impact that PPG Program has brought to the table should be identifiable.

If the negative scoring criterion; bad and very bad, were ignored due to the very low percentage on average, we should be able to analyze the area where PPG Program shine the most. By looking at the highest percentage of the positive scoring criterion; Very good and good, at the very least we would be able to keep track of the very successful progress and that are less so from PPG Program.

The lowest percentage of the very good criterion comes from the 21st question regarding Technological Pedagogical Content Knowledge (TPACK) which hits as low as 17%. This particular data might relate to a statement made by Safitri in her research on 2020 whereas she found that it is considerably hard for a certified teacher to grasp upon technologies, facilities and infrastructure. However, Safitri also stated that the reason behind this flaw is the fact that most certified teachers in her study is an elderly. In contrast to this issue, the participants that have been assessed by school principals mostly have started teaching from 2010. There are roughly 21% of the assessed English teachers who have started teaching before 2010 which mean we are safe to assume that 79% of the assessed English teachers are considerably young since they began their career on 2010 and the following years up to 2019. Although it is slightly concerning that the researcher found the lowest “very good” percentage happen to relates to utilizing technologies, it would be too fast to conclude that PPG Program has not made any positive progress upon grasping technologies. We should keep in mind that 83% still deserve to be considered in good scoring criteria.

Overall, the numbers have shown that PPG Program has improve English teachers’ pedagogical competencies overtime. Barely any percentage shows up on the negative scoring criterion whilst on average, approximately 99% appears to sit on the positive scoring criterion. The result even manages to reach 61% on very good criteria regarding learning outcomes evaluation by teacher which arguably one of the most important part from post-classroom activities. Based upon the answers that school principals have provided in the open-ended questions, English teachers use the evaluation result for educational purposes such as: To determine learning strategies and report learning outcomes, measuring the achievement of learning objectives, remedial, etc. (see appendix 2).

2. The impacts of PPG program on English teacher’s professional competencies.

Professional competency is strongly related to teachers’ pedagogical competencies. To oversimplify, professional competencies is the foundation of teaching. For instance, poorly designed indicators may result in ineffective learning

activities thus, learning objectives would not be achieved. The following questionnaires will measure the impact of PPG Program towards teachers' professional competencies based on school principals' assessment. Therefore, this questionnaire contains questions related to teachers' technical abilities that will support their role and impacted directly on teachers' performance.

Table 3. English Teacher Professional Competencies

Professional Competencies									
No.	Questions	Categories of Responses							
		Very good (4)	%	Good (3)	%	Very bad (2)	%	Bad (1)	%
1	English teacher describes core competencies (KI) and basic competencies (KD) on indicators	10	43%	13	57%	0	0%	0	0%
2	English teacher adjusts the indicators with core competencies (KI) and basic competencies (KD)	11	48%	12	52%	0	0%	0	0%
3	English teacher formulates learning indicators to the internalization and actualization of disciplined, cooperative, and productive attitudes in accordance with the development of science and technology	7	30%	16	70%	0	0%	0	0%
4	English teacher formulates learning achievement indicators to a level above the minimum criterion	11	48%	12	52%	0	0%	0	0%
5	English teacher formulates learning achievement indicators covering all aspects of skills up to the level of communicating	12	52%	11	48%	0	0%	0	0%
6	English teacher formulates all learning achievement indicators that are specific, using operational verbs, easy to observe and measure.	9	39%	14	61%	0	0%	0	0%
7	English teacher formulates learning objectives that include aspects of audience, behaviours, condition, and degree (ABCD)	13	57%	10	43%	0	0%	0	0%
8	English teachers formulate learning objectives that implement HOTS/literacy/4C	11	48%	12	52%	0	0%	0	0%

9	English teachers adjust teaching materials with basic competencies and indicators based on TPACK (technological pedagogical and content knowledge).	6	26%	17	74%	0	0%	0	0%
10	English teachers have the ability to describe the scope of the material correctly.	11	48%	12	52%	0	0%	0	0%
11	English teacher develops material in a logical order	16	70%	7	30%	0	0%	0	0%
12	English teachers develop materials in an integrated manner (linked to each other)	6	26%	17	74%	0	0%	0	0%
13	English teachers use a variety of learning resources	9	39%	14	61%	0	0%	0	0%
	Average	10,15	44%	12,85	56%	0	0%	0	0%

Based on the data collected, it is a relief to see that an absolute 0% has fall under the negative scoring criterion and approximately 50% is sitting under the positive scoring criterion. Absolutely no school principals agreed that their English teachers have been underperforming in regards of professional competencies. Therefore, once again the researcher will have to cherry-pick and raise our standards upon this issue.

Once again, the researcher found that the lowest percentage that falls under the very good scoring criterion is related to technology or TPACK meaning that there is still an issue that emerges when it comes to the integration of technologies in teaching (question no. 9). As we discussed earlier, age is not the causing factors of this issue. It is possible that school principals agreed that there is a small issue regarding a disintegration of technologies in teaching due to the lack of infrastructure that they possess in their school. For instance, there is a wide gap between the number of teachers and the number of projectors that a school possessed. Not only visual technologies, but most schools were also lacking in audio technologies as well, such as speakers. This issue also relates to question number three where English teachers are expected to formulate learning indicators in accordance with the development of science and technology. English teachers seem to do slightly better in formulating learning indicators related to the development of science and technology. Question number three sits in a slightly higher position in comparison to question number nine with 30% of school principals agreed that their English teachers have been doing very well. However due to the lack of infrastructures, the actualization of this learning indicators might be harder to execute when they do not possess the technologies to work with at the first place.

According to answers provided in the open-ended questions, most teachers seem to use pictures, tape recorder, power point and video as a media of learning (see appendix 2). If the lack of infrastructure provided by the school is truly the cause of this re-emerging issue, then technological difficulties faced by English teachers are

understandable. Especially because most school principals that participated in this research manage schools that located in the sub-urban area.

Other slightly concerning aspect that attracts our attention appears in question number 12; one of the lowest very good percentage. There are only six (26%) school principals that agreed their English teacher is doing a very good job when it comes to developing materials in an integrated manner. This result is in contrast with the result that the researcher has in question number 11; the highest overall percentage, where 16 (70%) school principals agreed that their English teachers have been doing very good when it comes to developing materials in a logical order. Therefore, the researcher come to a conclusion where English teachers are very much able to develop materials in a logical order but they are having a minor difficulty in integrating one material to another.

It is still worth to mention that a higher percentage that falls under good scoring criterion in comparison to very good scoring criterion, does not necessarily mean that PPG Program is unsuccessful. On average, the researcher found that 44% percent falls under very good, 56% is considered to sit on good and 0% sits on both negative scoring criterion. Overall, the researcher still has a positive final result that may contradict the previous studies that have been conducted upon this issue

Discussion

Based on the findings of this research, PPG Program has brought positive impact towards English teachers' performance according to school principals' assessment. The majority of English teacher are considered worthy to sit on the positive scoring criterion. Although the numbers that fall under negative scoring criterion is arguably ignorable, English teachers still encounter minor issue that may or may not re-emerge throughout the years.

This research might relate to Safitri's (2020) findings that state teachers are having difficulties upon utilizing technologies and infrastructure due to elderly age. Although we are safe to assume that age is not the causing factors that raise this particular issue since the majority of English teachers who have been assessed by the school principals in this research have started teaching in 2010, the researcher may conclude that English teachers are still facing minor difficulties in utilizing technologies and infrastructures. Whether it is due to the lack of infrastructure that a school possessed or teachers' inability to integrate technologies with teaching itself. Nonetheless, the researcher is still able to emphasize that PPG Program has made positive progress regarding this particular issue in one year.

This research may also contradict Baedhowi and Hartoyo's (2009) findings which claim PPG Programs have failed to improve teacher performances. Surely, financial aspect could still be the one leading motivation for teachers to participate in PPG Program, however, looking at the average of the data will allow us to understand that teachers have been pouring their heart and soul into improving their performance for a better education. Both pedagogical and professional competencies have shown positive progress throughout the years and so is PPG Program.

Furthermore, the result of this research seems to agree with Andriani's findings in 2020 where she found that PPG program has a significant impact on teacher performance especially in making lesson plans, preparing instructional media

and planning learning methods. We should be able to notice this positive impact from table 4.2 where the researcher manages to attain a lot of high percentage on a few numbers. For a start, 70% of English teachers in this research are very capable of developing material in logical order. Then question number five and number seven invigorate this point even further whereas more than 50% of school principal in this research agreed that their English teacher proficient when it comes to making lesson plans and planning learning methods.

However, the methodological choices in this research were constrained by the current pandemic situation that is going on around the world which restrain us from being able to observe the classroom activities in action. In order to avoid bias, the researcher decided to include a set of open-ended questions into the questionnaire. The answers from the open-ended questions have revealed the various teaching method that English teachers use in order to achieve the objectives in learning. Therefore, it may allow us to validate the score that has been given in the questionnaire.

CONCLUSION

According to school principals' assessment towards the impact of PPG Program on in-service and pre-service English teachers' performance, the researcher may conclude that PPG Program has brought the satisfying result. Even for English teachers who lives in sub-urban area and may suffer from financial difficulties, they still taking PPG Program seriously for the knowledge that PPG Program provides and not mainly for financial as shown in the positive result of the data. Although the ability to utilize technologies and infrastructure is still slightly concerning, English teachers have managed to minimize the one particular issue and improve from time to time. If the numbers do not lie, then we might be looking at the bright future ahead of us.

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