

# Certified and Uncertified English Teachers Regarding Their Teaching Readiness in Bone Regency: Teachers and Students' Perception-Based

<sup>1\*</sup> Gunawan, <sup>2</sup> Syarifuddin

<sup>1, 2</sup>, STKIP Muhammadiyah Bone, Indonesia

<sup>1</sup> [gunawajps@gmail.com](mailto:gunawajps@gmail.com), <sup>2</sup> [Syarifuddinwtp01@gmail.com](mailto:Syarifuddinwtp01@gmail.com)

## Abstract

The objective of this research is to find out (1) the perception of the students and teachers in teaching readiness of certified and uncertified English teacher in Bone Regency, and (2) What are the aspects that make the teaching readiness of certified and uncertified English teacher different in Bone Regency. By conducting this research, the researcher explores the data from the students' and teachers' opinions. And the study aims to know the students and teachers' perception in teaching readiness of certified and uncertified English teacher in Bone Regency and the great differences between certified and uncertified English teachers. The method used in this research is descriptive qualitative design. The population of this research consisted of certified and uncertified English teachers and the students in Bone regency. The sample in this research consisted of 8 certified teachers and 8 non-certified teachers and 80 students. The data collected through observation checklist, questioner, and interview. Observation is to find out the data and to support the result analysis of the questionnaires. The interview is intended to support the data gained in the observation. The result of the research showed that certified and uncertified English teachers were different in teaching readiness. Based on the calculation showed that the mean score of the students' perception toward Certificated English Teacher Questionnaire (CET) in teaching readiness is 73.46. And the Non-Certificated English Teacher Questionnaire (NCET) is 66.82%. It indicates that the students' had a Good perception of the Certificated English Teacher Questionnaire (CET) in teaching readiness. And students' had Good enough perception toward Non-Certificated English Teacher (NCET) in teaching readiness. The research results show that there are many aspects that made the teaching readiness of certified and uncertified English teachers different. Those were motivation, teaching experience, classroom situation, professionalism, and teacher welfare.

**Keywords:** *Certified, English Teachers, Teaching Readiness*

## Introduction

Education is one of the most important things in human life. This means that every human being has the right to receive and hope to always develop in education. Generally, education has the meaning of a life process in developing individuals to live and carry on life. Education is the fundamental thing for creating human Superior resources.

The great main of education in school. Schools are alternative educational service institutions. an institution certainly has a vision, mission, goals, and functions for carrying out the mission, realizing the vision, achieving goals, and carrying out the school's function

requires professional staff, organizational work procedures, and supporting resources both financially and non-financially.

The teacher is one important factor in the education of the school. Therefore, increasing the quality of education is also improves the teacher's quality and performance. According to Law Number, 14 the year 2005 define a teacher as "a professional educator with the main tasks are educating, teaching, guiding, directing, training, judging and evaluating the students in early childhood informal education". The professional teacher also becomes one of the most important factors in increasing education quality and creating good human resources. The teacher interacts directly with the students in the teaching and learning process. The most important duty of the teacher is to educate and teach the students. As a teacher, the teacher conveys knowledge and skills to students by using certain ways so that knowledge or skills can belong to students.

Teachers play an important role in education, especially those held in schools. teachers also greatly determine the success of students at school, especially in the teaching and learning process at school. The teacher is one component that influences the creation of quality education processes and outcomes. therefore, any efforts made to improve the quality of education will not make a significant contribution without the support of qualified and professional teachers. The performance of teachers in schools has an important role in achieving the goals. Performance issues are under the spotlight of various parties, because of performance the government will be felt by the society and the teacher's performance will be felt by students or parents.

Realizing the important role of teachers in education, various efforts improvement of teacher quality has been carried out by the government, including teacher certification program. Through that program, it is expected to be able to increase the teacher's performance and quality. Certification is the process of giving a certificate as the recognition given to teachers and lecturers as professionals.

Teacher certification is a mandate of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Based on article 61 states that certificates can be in the form of diplomas and competency certificates, but not a certificate obtained through a scientific meeting like seminars, workshops. Competency certificate obtained from the organizer education and training institutions pass the competency test held by an accredited educational unit or certification board.

The teacher certificate is giving according to the Law of Republik Indonesia Number 20 the Year 2003 about National Education System (SISDIKNAS), the Law of Republik of Indonesia Number 14 the Year 2005 about Teacher and Lecturer (UUGD), and the rule of the Ministry of National Education Number 18 the Year 2007 about Certification.

The teacher certification program is an attempt by the government to identify qualified teachers. Quality teachers that are proven by the result certification are used as the basis for providing professional allowances. The teacher obtaining a professional allowance is categorized as a professional teacher. This matter which will differentiate the performance of certified and non-certified teachers. It is expected that the certified teacher performance allowance will increase the quality of education.

## Teacher Certification Program

Teacher certification is the process of improving the quality and competency of the teacher. Teacher certification also involves the teacher's competency test who wants to gain recognition and or improve their competence according to the chosen profession. National Commission on Educational Services (NCES) in Mulyasa (2007) said, "*certification is a procedure whereby the states evaluates and reviews a teacher candidate's credentials and provides him or her a license to teach*". In this case, certification is interpreted as a procedure to determine whether a candidate teacher deserves the permission and authority to teach.

According to Law Number 14, the Year 2005, "teacher certification is the process of providing certificates to the teachers and lecturers or formal evidence as a confession given to teachers and lecturers as professionals." Certification is giving a certificate of competency or a letter to acknowledge a person's ability to do a job after graduated in a competency test.

Samani (2012) stated that a teaching certificate is formal evidence of the fulfillment of two requirements: minimum academic qualifications and mastery competence. Teacher certification can be defined as the process of giving recognition to a person who has the competence to implement education services on a particular education unit after graduating in a competency test held by a certification institution.

### The Purposes and Benefits

Teacher certification is the process of improving the quality and competency of the teacher. Teacher certification also involves the teacher's competency test who wants to gain recognition and or improve their competence according to the chosen profession. National Commission on Educational Services (NCES) in Mulyasa (2007) said, "*certification is a procedure whereby the states evaluate and reviews a teacher candidate's credentials and provides him or her a license to teach*". In this case, certification is interpreted as a procedure to determine whether a candidate teacher deserves the permission and authority to teach.

According to Law Number, 14 the Year 2005, "teacher certification is the process of providing certificates to the teachers and lecturers or formal evidence as a confession given to teachers and lecturers as professionals". Certification is giving a certificate of competency or a letter as an acknowledgment of a person's ability to do a job after graduated in a competency test.

Samani (2012) stated that a teaching certificate is formal evidence of the fulfillment of two requirements: minimum academic qualifications and mastery competence. Teacher certification can be defined as the process of giving recognition to a person with the competence to implement education services on a certain education unit after graduating in a competency test held by a certification institution.

Teacher certification is the process of giving certificates to the teachers who have met the requirements. Teacher certification aims to increase the quality of teachers following their teaching competence. According to *Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan* (2007), certification aims to:

1. Determine the teachers' feasibility in implementing the tasks as professional educators;
2. Improve processes and learning outcomes;
3. Improve the teachers' professionalism;
4. Improve the status of teachers in the context of creating national education quality.

Besides, according to Wibowo in Wahyudi (2008) added five benefits of a teacher certification program are:

1. Protect the teaching profession from the incompetent practice that can undermine the image of the teaching profession.
2. Protect the society from the education practice that is not qualified and unprofessional.
3. Protect *Lembaga Penyelenggaraan Pendidikan Tenaga Kependidikan* (LPTK) from the desire of the internal and external pressure which deviate from the provisions that applied.
4. Building a good public perception of the teaching profession.
5. Providing solutions to improve the quality of education.

## Teaching Readiness

Teachers' teaching readiness is basically the practice of the teachers in implementing teaching in a certain way that is more effective and efficient (Budiman, 2008). Good in Jusoh (2012) added teachers' readiness and suitable teaching approaches had a highly significant relationship to the levels of student motivation, academic achievement and overall perception on the effectiveness of the lessons. Teaching readiness is a point of maturity or circumstances needed by the teacher to do some activities that organize a good environment and assigning the teacher as facilitator to help the students in learning, and that actions are engaged with a specific purpose.

Ursilah (2008) in her research about vocational school teachers' readiness in implementing school-based curriculum (KTSP) claimed the teaching readiness is a teaching strategy as an act of the teacher in implementing teaching planning. It means that a teaching readiness is the teachers' efforts in using some teaching variables that can influence the students in order to achieve the objective of the lesson. Besides, Haris (2012) stated teachers' teaching readiness include:

- 1) Planning a lesson plan (RPP), in the form of implementation of activities or teaching and learning process and strategies or teaching method.
- 2) Personal readiness which include physical readiness, mental readiness, and basic competence.
- 3) Teacher mastery which include mastering teaching materials, teachers' ability to diagnose the students' behaviour, teachers' ability to implement the teaching process, and teachers' ability to measures the students' learning outcomes.
- 4) Using teaching approach such as the use of props and practice module or a certain way that is more effective and efficient.

Concerning the background above, the writers mainly aims at finding out;

1. The perception of the students in teaching readiness of certified and uncertified English teacher in Bone Regency.
2. The aspects that make the teaching readiness of certified and uncertified English teacher different in Bone Regency.

## Method

The method used in this research is descriptive qualitative design. The population of this research consisted of certified and uncertified English teachers and the students in Bone regency. The sample in this research consisted of 8 certified teachers and 8 non-certified

teachers and 80 students. The data collected through observation checklist, questioner, and interview. Observation is to find out the data and to support the result analysis of the questionnaires. The interview is intended to support the data gained in the observation.

## Instrument

The data collected through observation checklist, questioner, and interview. Observation is to find out the data and to support the result analysis of the questionnaires. The interview is intended to support the data gained in the observation.

## Data Analysis Procedure

Determined the research population by looking for the data from Departement of Education in Bone regency which is a list of junior high school English teachers who has been certified and not certified. Determined the research sample by selecting 8 certified English teachers and 8 uncertified English teachers along with their students. Then distributed the questionnaire to be filled out by the respondents. And doing classroom observation when the teachers are teaching in the class.

## Results

The data analysis results of the Certificated English Teacher Questionnaire theoretically have a range of 0-100, it means that the lowest score is 0 and the highest score is 100. However, empirically, it was found that students had the lowest score of 75.00, the highest score of 90.63, the average was 81.64, the standard deviation was 5.132, and the total score was 653.13.

*Table 1. Score Distribution of Certificated English Teacher in teaching readiness*

Interval	Classification	Frequency	Percentage
86 – 100	Very good	1	12.5
70 – 85	Good	7	87.5
55 – 69	Good enough	0	0
< 55%	Poor	0	0
Total		8	100

Based on Table 4.1, it can be seen that the score of the Certificated English Teacher in the Poor category is 0%, good enough is 0%, good is 87.5%, and very good is 12.5%.

In addition, seeing the score of all respondents is 653.13, and the maximum total score of 8 respondents is 800, so that when included in the acquisition score as follows:

$$\frac{\text{total Score of Responden} \times 100\%}{\text{maximal score}} = \frac{653.13 \times 100\%}{800} = 81.64\%$$

It can be concluded that the Certificated English Teacher category in teaching readiness is a **good category**.

The data analysis results of the Non-Certificated English Teacher (NCET) Questionnaire theoretically have a range of 0-100. It means that the lowest score is 0 and the highest score is 100. However, empirically, it was found that students had the lowest score of 68.75, the highest score of 85.94, the average was 74.02, the standard deviation was 5.84, and the total score was 592.19.

*Table 2. Score Distribution of Non-Certificated English Teacher (NCET) in teaching readiness*

Interval	Category	Frequency	Percentage
86% – 100%	Very good	0	0
70% – 85%	Good	5	62.5
55% – 69%	Good enough	3	37.5
< 55%	Poor	0	0
Jumlah		8	100

Based on Table 4.5, it can be seen that the score of the Non-Certificated English Teacher in the Poor category is 0%, Good enough is 37.5%, good is 62.5%, and none very good.

In addition, seeing the acquisition score of all respondents is 592.19, and the maximum total score of 8 respondents is 800, so that when included in the acquisition score as follows:

$$\frac{\text{total Score of Responden} \times 100\%}{\text{maximal score}} = \frac{592.19 \times 100\%}{800} = 74.02\%$$

It can be concluded that the category of the non Certificated English Teacher in teaching readiness is **good category**.

*Table 3. Scoring of students' questionnaire for Certificated English Teacher Questionnaire (CET) in teaching readiness.*

Interval	Category	Frequency	Percentage
86% – 100%	Very good	7	9
70% – 85%	Good	45	56
55% – 69%	Good enough	25	31
< 55%	Poor	3	4
Total		80	100

That result indicates that 7 (9%) out of 80 students chose “very good”, 45(56%) chose “good”, 25 (31%) chose “Good enough”, and 3 (4%) chose “poor”. It means that most of the students had a Good perception toward the Certificated English Teacher Questionnaire (CET) in teaching readiness.

### ***The mean score of students' questionnaires for Certificated English Teacher Questionnaire (CET)***

From 80 students' total score of the questionnaire was 2821 and the total number of items is 12 for the questionnaire. Thus, the mean score:

$$\frac{\text{total Score of Responden} \times 100\%}{\text{maximal score}} = \frac{2821 \times 100\%}{80 \times 12 \times 4} = 73.46\%$$

The calculation above shows that the mean score of the students' perception toward Certificated English Teacher Questionnaire (CET) in teaching readiness is 73.46. It indicates that the students' had a Good perception toward the Certificated English Teacher Questionnaire (CET) in teaching readiness.

*Table 4. Scoring of students' questionnaire for Non Certificated English Teacher Questionnaire (CET) in teaching readiness.*

Interval	Category	Frequency	Percentage
86% – 100%	Very good	0	0
70% – 85%	Good	33	41
55% – 69%	Good enough	36	45
< 55%	Poor	11	14
<b>Jumlah</b>		80	100

That result indicates that 0 (90) out of 80 students chose “very good”, 33(41%) chose “good”, 36 (45%) chose “Good enough”, and 11 (14%) chose “poor”. It means that most of the students had Good enough perception toward Non-Certificated English Teacher Questionnaire (CET) in teaching readiness.

### **The mean score of students' questionnaires for Non-Certificated English Teacher Questionnaire (NCET)**

From 80 students' total score of the questionnaire was 2566 and total number of items is 12 for the questionnaire. Thus, the mean score:

$$\frac{\text{total Score of Responden} \times 100\%}{\text{maximal score}} = \frac{2566 \times 100\%}{80 \times 12 \times 4} = 66.82\%$$

The calculation above shows that the mean score of the students' perception toward the Certificated English Teacher Questionnaire (NCET) in teaching readiness is 66.82%. It indicates that the students had a *good enough* perception toward the Non-Certificated English Teacher Questionnaire (NCET) in teaching readiness.

## **Discussion**

Based on the direct observation, the researcher found that the result of the observation checklist focused on planning a lesson, classroom instruction, and assessment. The teacher is the person who feels the most impact from changes in teaching at school. because the teacher is a person who must deliver material to students. The readiness of the teacher in providing subject matter greatly determines the success of learning. in this preparation, both the certified and non-certified teachers made the same preparations.

The readiness of the teacher before teaching in class will be seen when they deliver the material. The teachers who often open books in the class indicate that they are not ready to deliver the material. when the teachers can give the material well, students will appreciate them. otherwise, it will be the other way around. Besides learning the material to be provided, certified and non-certified teachers are helped by the syllabus and lesson plans that have been made.

Although sometimes in practice learning is not by the theory that has been prepared in the lesson plan. The teacher already has a high effort to plan to learn and understand the material and manage the class innovatively and creatively. the point is that the teacher prepares the material more to be taught. and the key is that certified and non-certified teachers understand and master the material and have varied methods of teaching to students.

In terms of teaching implementation in certified and non-certified teachers, they apply good concepts and ideas in the implementation process. based on field observations that certified

and non-certified English teachers teach with various methods so that students don't feel bored and bored, such as the method of lecturing, discussion, playing, and so on.

Certified and non-certified English teachers are expected to be able to protect the profession of a teacher. In terms of learning in the classroom, certified and non-certified teachers are able to use technology such as LCD, teaching applications, and others. Textbooks are an effective source of learning because they serve as material guidelines or support teaching and learning activities such as literature books, student worksheets, and the internet.

The evaluation process in teaching activity is very important and needed to determine the results of the learning process. the evaluation process in teaching is very important and needed to determine the results of the learning process.

The evaluation includes three aspects, namely, cognitive, affective, and psychomotor aspects. The evaluation used by teachers, both certified and non-certified teachers, is when conducting learning interactions in class or outside the classroom, such as when students are active in asking questions.

## **Interview result**

Based on the field observation to know the Certified and non-certified English teachers, the items below are interview results with one of Certified and non-certified English teachers. The researcher found that:

*When The Researcher asked about; Are you required to make a lesson plan for each lesson, why? Mrs. A is non-Certified English teachers CET) said "yah, In fact, it is important to also compile a lesson plan, but sometimes it is burdensome and also makes it difficult. Finally, we are preoccupied with making administration rather than looking for techniques or fostering students to become better. We are shackled by this lesson plan. So sometimes, we get the lesson plans from the internet. And according to Mrs. D is Certified English teachers CET, he said that " In my opinion, that lesson plan is very important because it is a guideline in learning, it means that teaching to students is more focused and structured."*

Based on the teacher's answer above indicated the teacher prepares a lesson plan in advance. why they are required to prepare lesson plans so that they know the material to be taught to students. lest the teacher not understands the material and only read books in front of students, of course, the students will not respect it well. so the teachers have to understand the material deeply. Actually, the teachers will find more chances to be creative in designing what method and techniques which should be taken in order to make the teaching and learning process become enjoyable. In their interviews, they stated that arranging a lesson plan is more important.

The ability of teachers in choosing learning methods and using technology greatly supports the success of learning outcomes. By using a variety of methods in teaching, it can make teaching interesting and not boring, such as using LCDs, laptops, tape recorders, and so on. Of course, if the teacher teaches innovatively, students will be motivated and enthusiastic in receiving lessons. The following is the teacher's narrative about what kind of teaching media are usually used in the learning process and what teaching methods are often applied in the teaching and learning process in the classroom.

*Regarding learning methods, I used various methods, namely lectures, discussions, and games, (CET).*



*.....for the sources that I use, there are many sources of literature books then LKS, where they are combined according to the material.(NCET)*

According to the teacher, students actually tend to prefer to use the game and discussion method. but students who are less prepared become passive, so teachers are required to use other methods so that students are more active. as the following teacher stated ;

*"in fact, the students like more methods such as; discussion and games, but students who were less active tended to be silent and only became a viewer and even less motivated in finding partners". ( CET)*

Based on the Statement above that certified and non-certified English teachers teach using a variety of methods so that students do not get bored and are always enthusiastically active in the learning process. namely the method of discussion, playing, outbound and outclass. Although certification teachers are sometimes different from other teachers, teachers are more serious in teaching and use a variety of methods.

The kinds of evaluation given by the teacher to students is an evaluation of a process and an outcome which covers cognitive, affective, and psychomotor aspects. as the teacher stated by the following statement;

*So that students are active with the material given, I give homework at the end of the lesson. so that when they come home from school and stay at home they are not only playing games but they are more concerned with the assignments given by the teacher. For evaluation or assessment, namely the attitude of following lesson time, daily tests, assignments, mid-semester and end of the semester. (CET).*

*for my evaluation of the value of the active learning process in class. I actively give a plus point, besides that there are also written tests, structured assignments such as homework, and unstructured assignments such as looking for material or articles related to learning materials.(NCET)*

Evaluation is a process of collecting data to determine the extent to which education has been achieved. Based on the above statement, it can be concluded that the evaluation used by certified English teachers and non-certified English teachers is an evaluation that is carried out when the learning process is taking place, active students will get additional grades and usually, students also get direct corrections in class when an error occurs and discussed directly in class.

Diligence in doing assignments and the activeness of students in asking questions when the learning process is a psychomotor value. whereas attitudes and behavior are an assessment of the affective aspect.

Quantitatively, the evaluation results are given in the form of numbers, and qualitatively given verbally and the assessment given must be able to measure the character and values that have been formulated.

## Conclusion

Based on the results of data analysis, especially regarding the discussion as explained, it can be concluded that the students' had a **Good perception** toward Certificated English Teacher (CET) in teaching readiness, and students' had **Good enough** perception toward Non-Certificated English Teacher (NCET) in teaching readiness. The result of the research shows that there are many aspects that made the teaching readiness of certified and uncertified

English teachers different. Those were motivation, teaching experience, classroom situation, professionalism, and teacher welfare.

## References

- Alfian, A., Suraya, E., & Yusraini, Y. (2011). Dampak Sertifikasi Guru terhadap Peningkatan Mutu Proses Pembelajaran: Studi Kasus di MAN Model Jambi. *Media Akademika*, 26(2).
- Arikunto, S. (1995). *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Brown, H. D. (2001). *Teaching by Principle: an Interactive Approach to Language Padagogy*, San Francisco State University.
- Buang, N. A., Bahari, M. (2011). Conceptualizing Teachers' Readiness: What's there for Mastery Learning. *Social Science*, 6(5), 361-367.
- Departemen Pendidikan Nasional. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Jakarta: Biro Hukum dan Organisasi Sekretariat Jenderal Departemen Pendidikan Nasional.
- Direktorat Jenderal Pendidikan Tinggi. (2007). *Pedoman Sertifikasi Guru Dalam Jabatan*. Jakarta.
- Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan. (2007). *Tanya Jawab tentang Sertifikasi Guru*. Jakarta: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Education Research: Competencies for Analysis and Application*. Tenth Edition. Colombus, Ohio: Pearson Education, Inc.
- Haris, A. (2012). *Kesiapan Mengajar Guru*. <http://eprints.uny.ac.id/8230/3/bab-2-06502241010.pdf>. retrieved on January 27<sup>th</sup> 2020
- Mulyasa, E. (2007). *Standar Kompetensi dan Sertifikas Guru*. Bandung: Remaja Rosdakarya
- Jusoh, R. (2012). Effects of Teacher's Readiness in Teaching and Learning of Entrepreneurship Education in Primary School. *International Interdisciplinary Journal of Education*, 1(7).
- Rusman, R. (2013). *Model – Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta. PT. Raja Grafindo Persada.
- Richards, J. C., & Rodgers, T. S. (1993). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Samani, M. (2012). *Sertifikasi Guru dalam Jabatan*. <http://muchlassamani.blogspot.co.id/2012/12/sertifikasi-guru-dalam-jabatan-6.html>. retrieved on January 26<sup>th</sup> 2020
- Ursilah, U. (2008). *Kesiapan Guru SMK Negeri 2 Cirebon Dalam Pelaksanaan Kurikulum Tingkat Satuan Pendidikan*. Universitas Negeri Yogyakarta
- Wahyudi, I. (2012). *Mengejar Profesionalisme Guru*. Jakarta: Prestasi Pustaka Publisher.