

# Chandrawaty-The Differences Kindergarten Teacher Professionalism Between Certified And Uncertified (Research In Cisata, 2016)

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## THE DIFFERENCES KINDERGARTEN TEACHER PROFESSIONALISM BETWEEN CERTIFIED AND UNCERTIFIED (Research in Cisata, 2016)

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### ABSTRACT

This study aims to determine professionalism differences between certified and uncertified kindergarten teacher. The total population in the study was 46 certified teachers and 46 non-certified teachers in Menes Sub-district. The writer selected the population by using purposive sampling techniques. This study used an ex-post facto. Based on the interpretation category scores revealed by Riduwan, the finding shows that the certified kindergarten teacher meets the category which is 4773% while the result of the professionalism of teachers who uncertified is 4226%. The Hypothesis testing used was t-test. The finding shows that  $t = 71,373$  and  $table = 2,368$  thus  $t = 71,373 > table = 2,368$  and it can be concluded that there are differences in the professionalism of kindergarten teachers who are certified and uncertified.

Keywords: teacher professionalism, certification

### BACKGROUND

Kindergarten is one of formal education level. Educational institutions have a great responsibility to develop the ability and skills of students. But, the problems arises when Indonesian teachers do not teach maximal so that the output from teaching and learning process is not good.

Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture Sumarna Surapranata said that there are 166,770 teachers who have not been certified because of several factors. For instance, they have not met the basic requirements; take a diploma of four (IV) or Bachelor degree (S1). "Those who have not certified because they have not completed diploma and strata one education," said Sumarna. It is said, according to the main data of education (*dapodik*) the total number of teachers there are 3,015,315 people consisting of 721,124 non-permanent teachers (GTT) who have not been eligible and 2,294,1091 teachers of civil servants and permanent foundation teachers who have been recorded feasible. Educators or teachers are said to be professional if they already have good teaching quality. Being a teacher may be everyone can, but being a teacher who has expertise in educating or teaching needs adequate education, training and flight hours. To become a teacher with qualified teachers must have adequate intellectual ability, ability in transferring knowledge, understanding the concept of child development or child psychology, and creative in educating. Based on data from the Teachers Association of the Republic of Indonesia (PGRI), there are currently 1.6 million teachers from a total of 3 million teachers who have not been able to certificate educators. If until the end of December 2015 or 1 January 2016 the teachers have not been certified or have educator certificates, they are in danger of not teaching. Reported earlier, Head of Human Resources Development Agency for Education and Culture and Education Quality Improvement Kemendikbud, Syawal Gultom said according to the Law of Teachers and Lecturers, all teachers who have not S1 should complete their education, if not they are forbidden to teach, this for teacher competence index is clear. Teachers who are not certified and not S1, according to the provisions of the law are prohibited from teaching. But, we must be careful to implement this because it can lead to the lack of teachers. One example is in Pandeglang-Banten area, especially in District of Menes, not all kindergarten teachers have certification. Should not teachers who have not certified is also motivated to continue a minimum education diploma (D IV), so they are not threatened not to teach. In addition to certification can get professional tunjangan, they will also get a useful knowledge for teaching capital and have the ability to educate their students in a professional manner. Therefore, the researcher is interested to conduct a research about the difference of professionalism of certified teacher with uncertified in Kecamatan Menes Pandeglang-Banten.

## Problem Formulation

Based on the above description of the problem, it can be stated the formulation of the problem of "Is There a Difference of Professionalism of Certified Kindergarten Teens with Uncertified in Kecamatan Menes".

## Research Objectives

Based on the problems that have been described above, the research aims to determine empirical data on the Differences of Professionalism of Certified Kindergarten Teens with Uncertified in Menes Sub-district.

## THEORETICAL STUDY

### A. Theory Description

#### 1. Master

Education is the most important thing for every human being, from the human being is still aged until they are adults, and the teacher is the most meritorious and the most important in the world of education. According to Umbo Tagela and Sumardjono Padmomartono (2014):

"Teachers are all people who are authorized and responsible for the education of students, individually and classically, both at school and outside school. The teacher here includes all pre-school teachers (Kindergarten) to the professors in higher education, who are civil servants and private employees. "

According to <sup>1</sup>Amzah B. Uno (2014) interpreted that the <sup>1</sup>teacher is a person who has the responsibility, and the teacher is a person who has the ability in teaching his students well so as to achieve the desired educational goals. According to some <sup>1</sup>experts above can be concluded that the teacher is a person who has the responsibility to educate and a <sup>1</sup>teacher is a person who has the ability in the field such as teaching, guiding and managing the class well so that the creation of learning fun.

#### 2. Teacher's Duty

The task of the teacher as a profession involves educating in the sense of <sup>3</sup>continuing and developing the value of life. Teaching means continuing and developing science and technology, while training means developing skills to learners. The task of the teacher in the humanitarian field includes that teachers in schools should be able to become second parents, can understand learners with development tasks ranging from as being played (Homoludens), as a creature of adolescent / work (Homopither), and as thinking beings / adult (Homosapiens ). Assisting learners in transforming themselves as an attitude-building effort and assisting participants in self-identification of the participants themselves.

#### 3. Teacher Professionalism

As an educator, teachers are required for professionals. They must be responsible for their profession. They are educators who must have a professional soul in him. According to Agus F. Tamyong (2010: 15)

"A professional teacher is a person who has special skills and expertise in the field of teacher training so that he is able to perform duties and functions as a teacher with maximum ability. Or in other words, professional gruru is a well-educated and well trained person, and has a rich knowledge in his field. "

According <sup>4</sup>Kunandar (2007) that professional teachers have responsibility to learners in the learning process. Professional teachers should be able to prepare teaching materials to be given to learners. And teachers should always know how to give the best teaching both learners.

#### 4. Certification

Certification is a reward for educators or teachers who have expertise and already have certain requirements so that teachers can have certification. According to Martinis Yamis (2006) "Certification is the process of providing educator certificates for teachers and lecturers or formal proofs as recognition given to teachers and lecturers as professionals.

Furthermore, according to E Mulyasa (2010) that teacher certification is a written proof that has been given to educators or teachers who have qualified competencies that must be owned by every educator or teacher. Meanwhile, according to Marselus R. Payong (2011: 68)

"Certification is the process of granting certificates to a particular object (person, item, or organization) that signifies that the object is worthy of criteria, or a certain standard. Certification is a form of quality assurance (quality assurance) to the user of the object, so that users do not feel harmed ".

According to some experts above can be concluded that the certification of teachers is granting an apprentice to a person educator or teacher who has expertise or already meet the standards of teacher competence.

#### 1 RESEARCH METHODOLOGY

The method used in the study is to use questionnaires or questionnaires that will be given to kindergarten teachers in District Menes. The total population in the study was 46 certified teachers and 46 non-certified teachers in Menes Sub-district. The technique used in sampling is using purposive sampling. The number of teachers sampled is 46 certified teachers and 46 non-certified teachers spread over 20 schools. Data Collection Techniques 1) Conceptual Definition Professionalism teacher of an educator who must be professional in carrying out his work and must have a very high responsibility for his students. They have a pretty heavy task that is to educate and educate the children of the nation and of course they must have the ability and: knowledge is very broad. 2) Operational Definition: The professionalism of the teacher is the teacher who has the competence, namely: a) Competence Personality, b) Pedagogical Competence, c) Professional Competence, d) Social Competence. Types of Instruments made for this research are questionnaires.

#### RESEARCH RESULT AND DISCUSSION

##### Research Results

Table 4.1  
*Homogeneity Test Result Calculation*  
*Teachers Data Certified and Uncertified*

N	Dk	F <sub>hitung</sub>	F <sub>table</sub>	Kriteria	Conclusion
N=certification 30	29	1,64	1,86	$t_{hitung} < t_{table}$	$H_0$ accepted (homogenous)
Not certified = 30	29	1,64	1,86	$t_{hitung} < t_{table}$	$H_0$ accepted (homogeneous)

Table 4.2  
*Te Test Results Teacher Professionalism*  
*Decision Criteria*

Kriteria	$\bar{X}$	$t_{hitung}$	$t_{0,99 (142)}$	Conclusion
Certified	140,5	71,373	2,368	Differently very significant
Not Certified	125,8			

## Discussion

Based on result of hypothesis test known that there is difference of kindergarten professionalism certified with uncertified. The average score of professionalism of certified kindergarten teachers with non-certified ones is different. Different scores indicate higher professionalism score of certified Kindergarten teachers than the professionalism of pre-certified kindergarten teachers, this is due to several factors influencing it, such factors include uncertified teachers not included in the criteria and not yet eligible to obtain Educator certificate. Ha analysis of professionalism data of the kindergarten teacher of yaifikasi with which certification shows  $t_{hitung} = 71,373 > t_{table} = 2,368$ . These results indicate a difference between the professionalism of certified and non-certified kindergarten teachers. These results show that the impact of the certification itself. Teachers who are certified will be better professionalism than teachers who have not certified. This is in line with the purpose of certification by the Government to improve the professionalism of teachers in teaching and educating the nation's children in Indonesia.

## CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

### A. Conclusion

Based on the results of research and data analysis it can be concluded that there is a difference of professionalism of kindergarten teachers between certified teachers compared to the professionalism of uncertified kindergarten teachers, the impact of certification on professionalism attitude of kindergarten teachers in Menes sub-district, and certified teacher professionalism higher than professionalism of teachers That is not certified.

### B. Implications

Research has been done to prove that there is a significant difference between certified teachers and teachers who are not certified, so that when teachers are certified then they will have a high professionalism of teachers. Teachers who have not certified is feared will affect the outcome or the learning process itself. It is feared that they will teach as and as they please Not in accordance with existing regulations. Seeing this situation needs to be done to improve the professionalism of teachers who have not certified.

### C. Advice

Based on the conclusions and implications described above, several suggestions are proposed as follows:

- Teachers who have not certified must follow the criteria set by the Government so that teachers who have not certified can get the certification
2. Teachers who will pass the certification process always apply the principles, namely *adanaya* openness, honesty, accountability and objectivity. Thus, the certification process must be completely assured by the facts and there is no cheating.
3. Teachers who have not certified are advised to attend professional trainings

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