

The Importance of Government Policy Regarding Teacher Recruitment to Increase Motivation for Professionalism, Competence and Effectiveness of Certification Programs

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ABSTRACT

Teacher recruitment carried out aims to find teachers who have the potential and ability as well as quality so that they can improve the quality of education in schools. Quality education will greatly require qualified teachers, because teachers are the spearhead of the success of an education. In connection with this, to be a teacher requires high motivation which is more than just motivation to fulfill basic needs. Besides motivation, another thing that is absolutely necessary for a teacher is good teacher education or preparation in the field of education, so that teachers have adequate professionalism and competence in carrying out their duties consisting of: pedagogical competencies, professional competencies, social competencies and personality competencies, so that teachers have good performance and are able to face various challenges that arise in the implementation of their professional duties. However, a number of questions related to the teacher emerged, namely how to prepare the teacher to be able to provide the provision of competencies that the teacher must have? What is the expected teacher performance? and will the certification program be effective and succeed in spurring teacher performance in carrying out their duties? The answer can be discussed in this paper which concludes that the certification program can be an effective program if: 1). Certified teachers have gotten good preparation so they have the competence as expected. 2). The teacher has satisfaction in fulfilling his physiological needs. But if the needs of the teacher as a creature are only dominated by physiological needs, all other needs will be empty or pushed backward (Maslow, 1943).

Keywords: Government Policy; Motivation; Professionalism; Competence; Certification

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Introduction

Education is an absolute thing that must be passed by every individual in his life, because through education someone can realize himself reaching a certain level of maturity (Makmun, 2007). Education as stated in Article 1 Paragraph 1 of Laws of the republic Indonesia No.20 of 2003 is a "conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own processes to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country". The purpose of education itself according to Laws of -

the republic Indonesia No.20 of 2003 about the National Education System is the development of potential students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So that the realization of this requires qualified educators or teachers who will bring students to the achievement of these things.

Government policy regarding teacher recruitment is a management activity that seeks to obtain one or more

prospective employees who really have the potential to occupy certain positions in an institution, especially schools. Teacher recruitment carried out aims to find teachers who have the potential and ability as well as quality so that they can improve the quality of education in schools.

Being an educator or teacher in educational institutions at various levels, from Early Childhood Education (PAUD) to high school is not an easy thing, because the teacher will be faced with various challenges, such as: language differences, culture, children's abilities, and salary inadequate, and other problems (Parkay & Stanford, 2011), so that being a teacher requires high and strong reasons and motivation in order to provide the best education for students where those motivations can come from within the teacher. itself called intrinsic motivation or from outside the individual itself called extrinsic motivation. As Makmun (2007) said that motivation is: 1) A power (power) or power (force) or power (energy) or 2) a complex state (a complex state) and 3. preparedness (preparatory set) in the individual (organisms) to move (to move, motion, motive) towards certain goals, both consciously and unconsciously, so that a strong motivation from a teacher will provide strength for the teacher with or unwittingly ready to educate his students into a generation of superior quality .

Besides motivation, there is another thing that is needed by someone to become a teacher, namely competence, which is mentioned in Law No. RI. 14 (2005) concerning teachers and lecturers, Article 1 paragraph 1, that: competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers and lecturers in carrying out their professional duties. While in Article 10 Paragraph 1, it is stated that the competencies in question are pedagogic competencies, personality competencies, social competencies and professional competencies. The four competencies will greatly determine the performance of a teacher, because it can be ascertained that the more fulfilled the expected competencies, the better the performance produced by a teacher.

In fulfilling and testing each of these competencies the government has established a teacher certification program that has a goal: determining the feasibility of the teacher in carrying out his duties as an agent of learning and increasing the professional ability of the teacher. The program is accompanied by the provision of appropriate professional allowances for educators, so that teachers are able to work with professionals in carrying out their duties to educate their students without being burdened by financial problems.

However, all these government efforts will be in vain if they are not accompanied by satisfaction and strong motivation from the teacher to improve their performance, so that education will not produce the generation as desired.

In connection with these matters, it will describe and provide an understanding of the importance of government policies on teacher recruitment, welfare, professionalism and competence of teachers in entering the world of teaching or educating, thus making certification programs held by the government as effective programs to make education capable of producing generations a strong and strong nation.

Literature review

Government Policy on Teachers Recruitment

Government policies for recruiting teachers are based on Law No. 14 of 2005 concerning Teachers and Lecturers, and Government Regulation No.74 of 2008 concerning teachers has outlined that the provision of teachers is the authority of educational personnel education institutions (Teacher Training Professionals material, 2012: 6) educational institutions this is mandated by the Laws and Government regulations (PP) to organize teacher procurement programs at formal ECD, basic education, and secondary education levels. For teacher recruitment must have undergraduate (S1) or diploma four (D-IV) qualifications, educator certificates are obtained from professional education carried out objectively, transparently and accountably, written examinations are carried out comprehensively.

Teachers Motivation

Motivation as mentioned above is a power to do or do something. Whereas Wlodkowski (1978) briefly defines motivation as the cause of human behavior. So for a teacher, motivation is the strength or encouragement in the behavior of the teacher or carrying out teaching assignments. Motivation itself is divided into two types, namely: 1) intrinsic motivation, which is motivation that appears with influence from within the individual, such as: needs, goals, attitudes and abilities. 2) extrinsic motivation, is an influence from outside the individual to do something, such as: salary, job security, fellow worker relations, supervision, praise and challenges of the job (Gomes, 2003; Suryandharu, 2019).

Professionalism and Teacher Professionalism

The teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by anyone outside the education field. Although in reality there are still things beyond the education field. Professionals and professionals are two words that have different meanings. Profession refers to a behavior of good or bad individuals in a work that is regulated in a code of ethics. While the professional word refers to the basic skills and understanding of individuals related to work that can only be done by those who are specifically prepared for the job.

Professional teachers will be reflected in the attitude of responsibility in carrying out their duties. Darmadi (2009) suggests that professional teachers do not only assume responsibility for themselves but also have responsibility in other matters, namely social, intellectual, moral and spiritual responsibility. Social responsibility is realized through the ability of teachers to interact with their social environment and self-understanding that the teacher is an inseparable part of the social environment of the community. Intellectual responsibility is realized through the ability of teachers to master the knowledge and skills that can support themselves in carrying out their duties. Moral and spiritual responsibility is manifested in the appearance of religious teacher behavior and always keeps itself from deviating from the values and norms of religion

and the community in its environment, this will make the teacher a role model for both students and the community in the environment around the teacher.

Competencies Teachers Must Have

Teacher competency consists of pedagogic competence, personality competence, social competence and professional competence. The meaning of pedagogic competence is the ability to prepare, carry out learning and assessment processes, while personality competence in the form of the ability to display personality that can be a role model for students, and society. While social competence is the ability to associate and communicate with children, parents, peers, and society, and professional competence is the ability that is concerned with mastering learning material widely and deeply which includes mastering the substance of the contents of the curriculum and scientific material that overshadow (Mulyasa, E, 2012).

Provisions regarding the scope of each of these competencies have been stipulated by the government in Regulation of the Minister of National Education of the Republic of Indonesia, No. 16 of 2007 (PERMENDIKNAS No. 16 of 2007) as outlined as follows:

Table 1. Type of Competences

No.	Types of Competence	Master Core Competencies
1.	Pedagogic Competence	Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects. Mastering learning theory and educational learning principles. Develop curriculum related to the field of development that is supported. Organizing educational development activities. Utilizing information and communication technology for the benefit of organizing educational development activities. Facilitating the development of potential students to actualize their various potentials. Communicate effectively, empathically and politely with students. Organizing assessment and evaluation of learning processes and results. Utilizing the results of assessment and evaluation for the benefit of learning. Reflective take action to improve the quality of learning.
2.	Personality Competence	Acting in accordance with Indonesian religious, legal, social and cultural norms. Showing yourself as an honest, noble person and role model for students and society. Showing yourself as a strong, stable, mature, wise and authoritative person. Demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence. Uphold the code of ethics of the teaching profession
3.	Social Competence	Be inclusive, act objectively, and not discriminate because of consideration of gender, race, physical condition, family background, and socio-economic status. Communicate effectively, empathically, and one with fellow educators, education staff, parents, and the community. Adapt in place of duty in all regions of the Republic of Indonesia that have socio-cultural diversity. Communicate with the profession's own community and other professions verbally and in writing or other forms.
4.	Professional Competence	Mastering the material, structure, concepts, and patterns of thought that support the subjects taught. Mastering the competency standards and basic competencies of the subjects / fields of development that

	are being taught. Develop creative learning materials that are capable. Develop professionalism on an ongoing basis by taking reflective action. Use information and communication technology to communicate and develop themselves.
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Teacher Certification Programs

The teacher is the spearhead of education, in the hands of the teacher lies the success of an education, as the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, Article 1, paragraph 1 & 10, stipulates that: teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic and secondary education, and to carry out their duties, a teacher should have competence which is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties, consisting of pedagogical competencies, personality competence, social competence and professional competence (UURI No.14 of 2005 Article 10 Paragraph 1).

In order to fulfill the mandate of the law, the Indonesian government established a certification program for teachers in positions governed by Regulations of the Minister of Education and Culture of the Republic of Indonesia, No. 18 of 2007 PERMENDIKNAS R.I No. 18 of 2007 concerning teacher certification in office, which says that teacher certification in office is the process of giving certificates to teachers in office (Article 1, paragraph 1), while in article 2 paragraph 1 it is determined that the process is through competency tests that include pedagogical competencies, personality, social and professional. The competency test carried out has several benefits for improving the quality of education, as follows: 1).

Mulyasa (2011) states that teacher certification is a fulfillment of the need to improve teacher professional competence. The purpose of teacher certification according to Wibowo in Mulyasa (2011) is to: protect the profession of educators and education personnel, protect the public from incompetent practices, help and protect educational institutions, build a public image of the profession of educators and education personnel and to provide solution in improving the quality of education and education personnel. Besides the objectives, certification itself also provides several benefits, namely: quality control and education quality assurance.

So far, certification programs in Indonesia have been carried out for teachers in positions, which are regulated in Regulations of the Minister of Education and Culture of the Republic of Indonesia, No. 62 of 2013 (PERMENDIKBUD R.I No. 62 of 2013) carried out through channels: 1) Teacher Professional Education and Training Program (PLPG) is training for teachers who have taken competency tests to improve their professional abilities; 2) Teacher Professional Education (PPG) in the form of additional education for teachers who have just received the teaching decree above in 2007; 3) The Education Undergraduate Program with Additional Authority (SKKT) from the designated university is in the form of a program aimed at

produce teachers and prospective teachers who have excellence in competence

as a professional teacher with additional authority teaching subjects

others outside the main authority (Undergraduate program with additional authority, 2012). If a teacher succeeds in getting an educator's certificate, he means he has sufficient competence as a teacher.

Teacher Performance

A person's performance can be improved if there is a match between work and expertise. A person's performance will be greatly influenced by job satisfaction, namely the individual's feelings towards his work which gives inner satisfaction to someone until his job is liked and done well.

Performance is not static, but dynamic and changing depending on the influence of both internal factors and external factors of the teacher. The factors that influence teacher performance according to Saondi and Suherman (2010) are as follows: 1). Personality and dedication where personality is the whole of the individual including the physical and psychological elements, while dedication is how the teacher carries out his duties and responsibilities as an embodiment of his personality. 2). Professional development that emphasizes mastery of knowledge or management skills and strategies for implementation. 3). Teaching ability. 4). Communication is used to understand and exchange verbal and nonverbal messages between senders and recipients of information to change

behavior. 5). Relationships with the community in the form of a process of communication between the school and the community to improve the understanding of the community about educational needs and activities to encourage community interest and cooperation in improving and developing schools. 6). Discipline is obedience and accuracy in a rule that is done consciously without the impulse of compulsion of the other party. 7). Welfare. 8). The work climate in the form of reciprocal relationships between personal, social and cultural factors that influence individual and group attitudes in the school environment is reflected in harmonious and conducive working relationships.

Discussion

Relationship between Government Policy concerning Teacher Recruitment, Motivation of Professionalism, Competence, Teacher Performance and Effectiveness of Certification Programs

Government policy in teacher recruitment carried out aims to find teachers who have the potential and ability as well as quality so that they can improve the quality of education in schools. The pattern or recruitment method used for the implementation of new teacher recruitment is always the same and its implementation is tailored to the needs, apart from the problem of teacher preparation that seems to be inadequate in Indonesia, we can return it to the motivation of a teacher, because if someone has more motivation high to be a teacher, then he will try to improve his own competencies and skills in teaching, especially with the certification program set by the government, as Makmun (2007) states that the dynamics of the process of human behavior will take place in a cycle (Cyclical) that can be described as follows:

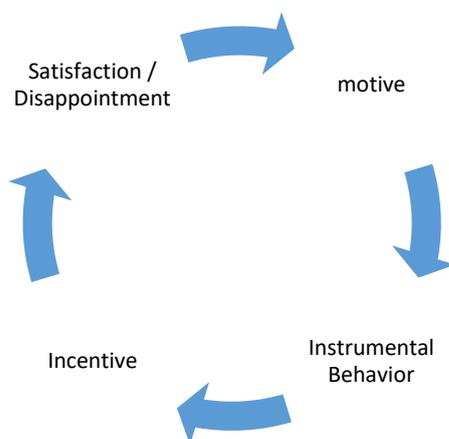


Figure 1. Circle of Motivation

When looking at the motivational circle, we can conclude that the certification program which is at the same time able to improve the teacher's financial capacity is an incentive given by the government to teacher work as a means of fulfilling the physiological needs of the teacher, although all are repeated again in the level of teacher satisfaction and ability to use these incentives in order to generate stronger motivation to improve its performance in fulfilling the demands of its professional duties even to have and fulfill a higher level of need, so that the certification program becomes an effective program in improving teacher performance. If you look at the theories and facts about motivation and their effects on teacher performance, you can clearly see the effect of motivation on the effectiveness of the teacher certification program, because high motivation for obtaining certification will lead to mastery of teacher competencies, and the ideal competence through certification programs will be bring good performance to the teacher.

Conclusion

A qualified teacher is not easy, because besides a teacher is required to behave and behave well as an example, master the ability to teach, mastery of methods and knowledge about psychology and the development of students who are educated, teachers are also required to be able to communicate, interact and establish good relations with children, parents, community and colleagues.

Teacher recruitment carried out aims to find teachers who have the potential and ability as well as quality so that they can improve the quality of education in schools. The recruitment pattern or method used for the implementation of new teacher recruitment is always the same and the implementation is adjusted to the needs.

Education as a means of forming personalities, knowledge and skills, requires a qualified teacher, who has the competencies needed in educating, all of which will be obtained through educational preparation. Besides that, another thing that is needed from the figure of a teacher is high motivation both intrinsic motivation that comes from within the individual teacher and extrinsic motivation that comes from outside the individual teacher itself.

In determining the eligibility of teachers to teach the government has established a teacher certification program that is carried out through teacher competency tests to provide competency standards for teachers who teach. This is accompanied by the

provision of professional allowances as incentives to meet the physiological needs of teachers who should be used as extrinsic motivation for teachers to explore intrinsic motivation related to their teaching assignments, so that teachers produce good performance and have the power to be able to face challenges—challenges he will encounter when carrying out his teaching duties. So motivation is very important and influences the effectiveness of the certification program and job satisfaction has a positive effect on teacher performance.

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