

Certified Teacher Performance Contribution in Increasing the Quality of School Exam Outcomes National Standard in High School in Banten Province

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Abstract: Improving the quality of school examination results involves various aspects, including students, teachers, schools, and the education system. Certified teachers are teachers who have attended certification programs offered by the government or educational institutions. This certification confirms that the teacher meets specific standards of knowledge, skills, and professional competence in the field of education. This study aims to understand and analyze the contribution of certified teachers in improving the quality of national standardized school exam results in class XII high school students in Banten Province. The research method uses a quantitative descriptive approach with data analysis using descriptive statistics. The instruments used in this study were the researchers, who acted as "*human instruments*" to obtain the data needed. The researchers used observation guidelines, interview guidelines, and questionnaires aimed at the respective data sources of all high school principals in Banten Province. From the results of the research and discussion, the contribution of certified teachers in improving the quality of national standardized school exam results in class XII high school students in Banten Province is 36%. In contrast, the rest comes from other factors.

Keywords: Certified Teacher, Quality, School Examination Results

Introduction

Education is an essential element in life, an open system surrounding society. This makes it impossible for education to isolate itself from its environment. Education is the responsibility of the government, schools, parents, and society. Matters regarding education affect people's assessment of education which can be used as feedback and put pressure on education (Smp et al. 2019: 6).

Educational assessment standards regulate the criteria regarding the scope of the assessment, the purpose of the assessment, the benefits of the assessment, the principles of assessment, the assessment mechanism, the assessment procedure, and the instruments for assessing student learning outcomes which are used as a basis for providing an assessment of student learning outcomes at the primary and secondary education levels. medium. Assessment of learning outcomes by educators is carried out in the form of tests, observations, assignments, and other necessary forms. Assessment of learning outcomes by educational units is carried out in the form of school/madrasah exams. Assessment of learning outcomes by educational units determines graduation from academic units. The assessment of learning outcomes by the Government is carried out in the form of a National Examination and other necessary forms (Ministry of Education 2020:6).

Improving the quality of school examination results involves various aspects, including students, teachers, schools, and the education system. Certified teachers have attended certification programs offered by the government or educational institutions. This certification confirms that the teacher meets specific standards of knowledge, skills, and professional competence in the field of education. (Prasetyo & Pratomo, 2021: 4) The National Standardized School Examination (NSSE) measures student competency achievements carried out by the Education Unit concerning Graduate Competency Standards to obtain recognition for learning achievements. The implementation of NSSE aims to measure the achievement of student learning outcomes while in primary and secondary schools.

In the National School Examination, the boundary value that separates students who pass and do not pass is called the graduation limit. A person is said to have passed if he has passed the limit value in the form of a boundary value between students who have mastered specific competencies and those who have not mastered certain competencies (Prasetya and Kusumawati 2022:4).

This study aims to analyze the contribution of certified teachers in improving the quality of national standardized school exam results in class XII high school students in Banten province. The data obtained from the survey results of school exam scores and interviews with principals/deputy principals for senior and vocational high school will be used as a basis for analysis to identify the factors that play a role in improving the quality of school exam results. Thus, this research is expected to provide a deeper understanding of the role or contribution of certified teachers in improving the quality of school exam results at the secondary education level. Through this research, it is hoped that it can make a real contribution to improving the quality of better

school exam results and providing helpful guidance for education practitioners in improving school exam results.

Theoretical Review

Education Quality

Quality is the advantage of a product over other products (Fadhli 2017:2) . Quality improvement is an institution's effort to compete with other institutions. Quality is a structured process to improve an output produced by an institution (Aziz Amrullah 2015:2) . Quality is the characteristic features of an institution which is a product of an output that can be sold to others. Quality provides customer satisfaction and fulfills customer expectations so that customers can provide information related to output (Umam 2018:6) . Quality is a structured process to improve the outputs carried out by institutions or agencies.

The quality of education is the output or product of an education. Measuring the quality of education can be seen as the number of students who excel in both academic and non-academic achievements and graduates who are relevant to the goals (Aziz Amrullah 2015:2) . The quality of education can be achieved by creating a good school environment collaboration with parents, government officials, and business people to provide opportunities and hopes for the future of students. Quality education is education that can meet students' expectations and society's needs.

Improving the quality of education includes the development of human resources and national character. Improving the quality of education is a development target in the field of national education. The world of national education needs to be designed to give birth to a generation with advantages in the current era of globalization. One of the improvements in the quality of education is Freedom to Learn (Baro'ah 2020:2) . Merdeka Learning is a new policy initiated by Mr. Minister Nadiem Makarim several years ago. Freedom of learning was born from the many problems in the world of education, especially in students' character. The Merdeka Learning concept focuses on learning and school programs being carried out for the benefit of students.

Quality of School Examination Results

The National Education Standards Agency officially abolished Standard Operating Procedures for implementing the National Standardized School Examination (NSSE). The abolition of NSSE is a mandate from the Minister of Education and Culture, Mr. Nadiem Makarim, as stated in the Minister of Education and Culture Regulation Number 43 of 2019 concerning the Implementation of Examinations held by the National Education and Examination Units. This means that the preparation of the questions and the organizers of the NSSE is left entirely to the school. Even though schools are free to administer exams, it is the duty of the local government, through Education and Culture, to monitor and evaluate that the exams administered by the school are quality exams (Baro'ah 2020:5).

According to the Regulation of the Director General of Elementary and Secondary Education of the Ministry of Education and Culture Number: 08/D/HK/2017 concerning Standard Operational Procedures for National Standardized School Examinations 9 SOP (NSSE) in Elementary and Middle Education in the academic year 2016/2017. NSSE is an activity for measuring student competency outcomes carried out by the Education Unit concerning Graduate Competency Standards to gain recognition for learning achievement (Permendiknas, 2016: 2). The term 'national standard' in NSSE is meant: (1) NSSE questions are prepared based on nationally applicable grids. The grids are developed based on Content Standards, which are reduced to essential competencies by the applied curriculum; (2) The NSSE questions have questions from the center as much as 20-25 percent, except for the subjects specified in the NSSE SOP; and (3) NSSE is carried out concerning the NSSE Standard Operational Procedure (SOP) set by the NESA (National Education Standards Agency, 2018:4). In Permendiknas Number 82 of 2008, it is stated that NSSE is an activity for measuring and evaluating the competence of students nationally. The results of the NSSE are used as one of the considerations for mapping the quality of education, the basis for selection to enter the next level of education, and as a determinant of student graduation from educational settings. By the POS, Central Level NSSE organizers organize NSSE, Provincial Level NSSE Organizers, District/City Level NSSE Organizers, and School/Madrasah Level NSSE Organizers. Each organizer's elements, duties, and responsibilities are contained in the 2007 NSSE POS. The POS explains the duties and responsibilities of each NSSE organizer (Prasetyo and Pratomo 2021).

In addition, according to Government Regulation (2005), the results of implementing national standard exams can be used as one of the considerations for (1) Mapping the quality of educational programs and units; (2) Basis for selection to enter the next level of education; (3) Determination of student graduation from programs and academic units; and (5) Guiding and providing assistance to academic units to improve the quality of education (Mahmuzah et al. 2019:4).

Contribution of Certified Teachers in Improving the Quality of Senior High School NSSE Outcomes

Teachers are one of the main components that occupy a central and very strategic position in the education system in Indonesia. Teachers are the dominant factor in improving the quality and quality of education because teachers are an integral part of the education system, are directly involved in the learning process, and play a direct role in teaching and educating. Once the importance of the teacher component is very decisive for the implementation of quality education, then only with the performance of high quality, professional, and practical personality learning activities can take place smoothly and with quality. Given the importance of the teacher's position in the learning process, it is only natural that the phenomenon of low quality of education will point to teacher performance as the basis for errors or suspected teacher performance as the cause of the low quality of education in Indonesia (Suheri, Suja'i, A., Y., and Sunaryo 2021:5).

Teachers play an essential role in the world of education. One of the teacher's performances is to have teacher certification, a form of recognition that a teacher has the competence to carry out professional duties in teaching in education services. The causes of decreased teacher performance are the lack of teacher motivation in updating their knowledge, refusal to attend seminars or scientific meetings, teacher salaries that are on average small, which causes teachers to do side jobs, and the ability and willingness of teachers to design learning that is not optimal. With certification, it is hoped that teachers can improve their performance in teaching, considering that teacher performance is an essential input in the education administration (Monika 2022:5).

Teacher certification, in addition to improving the quality of teachers as educators in all aspects, can also support and influence the quality of learning. Therefore, to achieve this goal, the implementation of certification for teachers as educators will strive for the performance capabilities possessed by educators, in this case, teachers who have completed carrying out certification training, so that the output or output of the training is expected as well as what is obtained in training. It can be carried out to improve the quality of learning, especially in senior high schools.

The certification to be carried out should pay attention to the criteria and requirements that the teacher must meet. Only teachers who meet specific requirements and criteria may take the competency test to obtain a certificate. Certificates are given only to teachers who meet the requirements and criteria and pass the selection transparently and accountable. Theoretically, a certification process that is carried out correctly will contribute positively to the quality of education (Alfath and Huliatusunisa 2021:2). In line with research (Wijaya et al. 2021: 3) that certification is given to teachers as a form of effort to increase teacher competence and professionalism in realizing quality education.

Research Methods

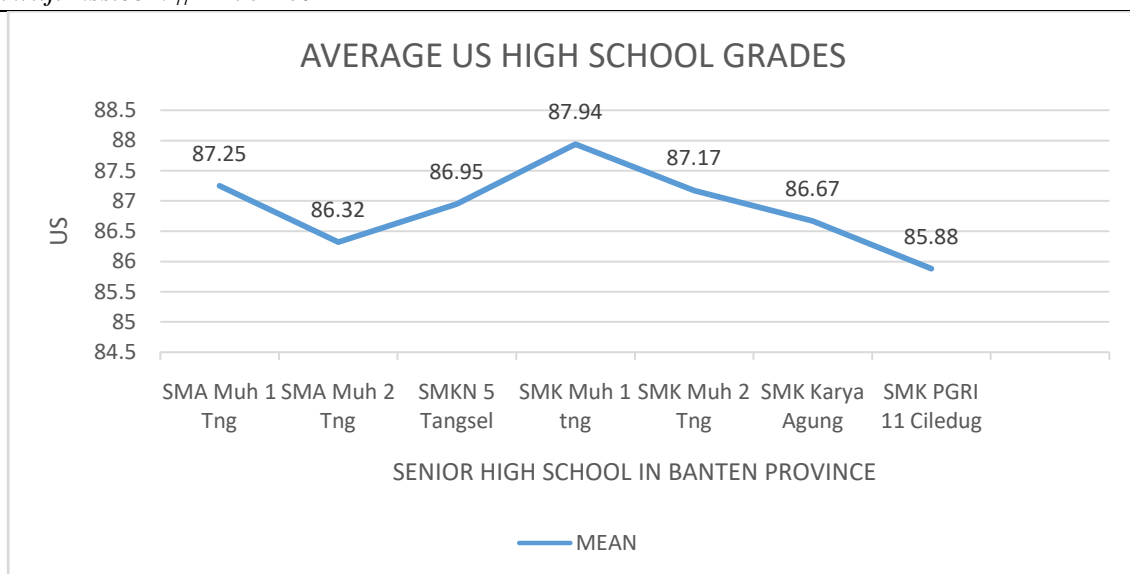
The research method used in this research is to combine qualitative and quantitative research methodologies. Research on the contribution of certified teachers in improving the quality of National Standardized School Examination results in high schools uses quantitative and qualitative methods. Quantitative research methods involve collecting and analyzing numerical data related to the report card on the quality of education and the improvement of the quality of education. The independent variable is the role or contribution of the certified teacher, while the dependent variable is the result of NSSE. Operational definitions for the variables in this study are 1) Certified Teacher Contribution Variable, namely how much it contributes to improving the quality of school exam results; 2) School Examination Score Variables are divided into each interval.

The population in this study is secondary education in Banten province. Determination of the sample purposively and determined seven senior and vocational schools, namely SMA Muhammadiyah 1 Tangerang, SMA Muhammadiyah 2 Tangerang, SMKN 5 South Tangerang, Muhammadiyah 1 SMK Tangerang, Muhammadiyah 2 Tangerang SMK, Karya Agung SMK and PGRI 11 SMK Ciledug. Data collection is by a predetermined research design, using questionnaires and other measurement instruments to collect numerical data about the studied variables. Once the data is collected, perform statistical analysis to answer the research questions. Quantitative data analysis using descriptive statistical formulas.

Research Results and Discussion

Concerning the Contribution of Certified Teachers in Improving the Quality of National Standard School Examination Results for Class XII High School Students in Banten Province

Based on the data obtained from the respondents, in absolute terms, the value obtained is average in each school, as visualized in Graph 1 below.



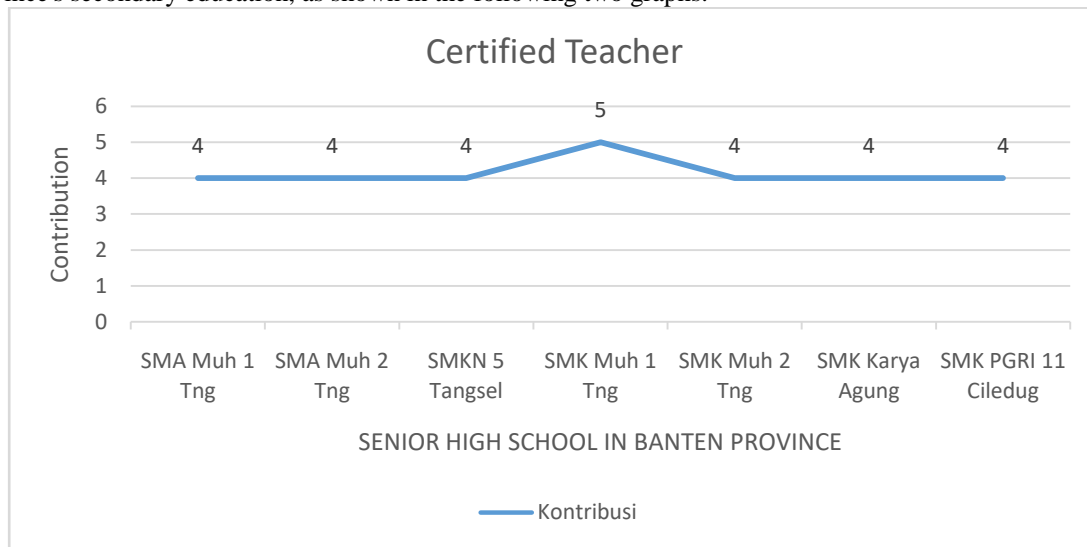
Note SMA (SENIOR HIGH SCHOOL) AND SMK (SENIOR HIGH VOCASIONAL SCHOOL)
 Graph 1: National Standard School Examination Results for Class XII High School Students in Banten Province in 2023

Based on the national standard school exam scores, as shown in graph one, it can be seen that the average national standard school exam results for class XII high school students in Banten province in 2023 are 86.88. To improve the quality of senior high school and vocational exam results, several steps can be taken: 1) Provision of Comprehensive Material: Schools can ensure that the curriculum includes relevant and comprehensive material per established standards. Identifying weaknesses in students' understanding and providing appropriate teaching is essential; 2) Improvement of Teaching Quality: Teachers need opportunities to develop their teaching skills through training and professional development. They can learn about innovative teaching methods, effective evaluation strategies, and approaches that motivate students; 3) Use of Educational Technology: Technology integration in the learning process can help increase student engagement and facilitate better understanding. Using online learning platforms, digital resources, and educational applications can make learning more exciting and interactive; 4) Student Monitoring and Evaluation: An effective monitoring and evaluation system is essential to identify student progress and provide constructive feedback. Formative and summative exams can be used as evaluation tools, and the results must be analyzed carefully to identify weaknesses needing to be corrected; 5) Guidance and Counseling Program: Students need sound guidance and counseling in the teaching-learning process. This program can help students overcome learning difficulties, motivate them, and assist them in making career decisions. 6) Collaboration with Parents and Communities: Involving parents and the community in student education is crucial. Schools can hold meetings with parents, involve them in school activities, and work with local communities to provide additional support and resources for students; 7) Relevant Vocational Training: For students attending vocational education, it is essential to provide training relevant to the demands industry. Collaboration with companies and industrial institutions can help identify training needs and adopt appropriate curricula; 7) Development of 21st-Century Skills: Apart from academic knowledge, students also need to be developed 21st-century skills, such as communication skills, creativity, problem-solving, teamwork, and critical thinking. Learning that focuses on developing these skills can help students be ready to face future challenges; 8) Encouraging Student Participation: Encouraging active participation of students in the learning process can increase their involvement. Collaborative learning methods, group discussions, team-based projects, and extracurricular activities can motivate students and encourage more profound understanding.

By implementing these steps consistently and involving various stakeholders, the quality of national standard exam results at Senior High Schools and Vocational High Schools can be continuously and sustainably improved.

Human resource teachers are given authority as professional educators who have a central and very strategic role in process activities that have the primary goal of liberating humans from stupidity; therefore, so that teacher performance can be guaranteed at a professional level, the government provides competency certificates as professional education that has a leading role in improving the quality of education.

The following is a visualization of the research results on certified teachers' contribution to Banten Province's secondary education, as shown in the following two graphs.



Note SMA (SENIOR HIGH SCHOOL) AND SMK (SENIOR HIGH VOCASIONAL SCHOOL)
 Figure 2 Graph of Certified Teacher Contributions for 2023

Based on the data shown in Graph Two, certified teachers in Senior High Schools and Vocational High Schools contribute very well. Five (1 – 5).

Furthermore, from the average absolute value of the national standard school exam results (86.88) and the absolute number of certified teacher contributions (4.143), the researcher conducted a descriptive statistical test aimed at knowing the objective relationship between certified teacher contributions and national standard school exam results as visualized in the table the following one.

Table 1
 Certified Teacher Contribution Correlation Test in Improvement
 Quality of National Standard School Exam Results
correlations

		X	Y
X	Pearson Correlation	1	.694
	Sig. (2-tailed)		.084
	The sum of Squares and Cross-products	.857	1,057
	Covariances	.143	.176
	N	7	7
Y	Pearson Correlation	.694	1
	Sig. (2-tailed)	.084	
	The sum of Squares and Cross-products	1,057	2,707
	Covariances	.176	.451
	N	7	7

Based on the Pearson correlation test results, certified teachers contribute 0.694 percent in improving the quality of national standardized school exam results at Senior High Schools and Vocational High Schools in Banten Province.

This study's results are similar to Bontoro and Jasmina's (2021: 14), which states that there is a positive relationship between the professional allowance of a certified teacher and the results of the computer-based national exam for state junior high school students. Thus the results of the study explain and state that salary Certified teachers can increase the productivity of teacher performance, which will ultimately improve the quality of education in general.

Conclusion

Based on the discussion of research results, **the Contribution of Certified Teachers in Improving the Quality of National Standard School Examination Results at Senior High Schools in Banten Province can contribute** 0.694 percent. This will provide a sense of calm in carrying out their primary duties as a teacher who carries out learning and guidance, as well as facilitating the needs of other students.

It is hoped that the results of this study can provide recommendations to all parties, especially to policymakers in the education sector, especially those who are directly involved in the educational process activities in senior high schools, that the central and very strategic role of teachers, especially certified teachers, is so crucial in improving the quality of results. Education in particular and the quality of education in general.

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