Comparative Study of the Contribution or Certified Teachers and Non-Certified Teachers in the Quality of Education in Banten Province

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ABSTRACT: The teacher certification policy in Indonesia aims to improve teacher competence and professionalism, so that it is expected to have a positive impact on the quality of learning and student achievement. This study is expected to contribute to a deeper understanding of how teacher qualifications affect student learning outcomes and contribute to efforts to reduce the gap in the quality of education. The objects of this study are certified teachers, non-certified teachers, and the quality of education. The subjects of this study were teachers who were already certified educators and teachers who were not yet certified educators in 7 Public Junior High Schools in Serang City. Respondents in this study were 56 respondents, the research approach was quantitative with Product Moment. Data were collected using a research questionnaire on respondents with samples taken from the entire population used as respondents. The research instrument used a questionnaire. The data analysis technique used was the Product Moment analysis technique with the SPSS analysis tool. The results of this study show evidence that certified teachers and non-certified teachers have a positive and significant influence on the quality of education. But not only certified teachers and non-certified teachers, because the quality of education has several factors.

KEYWORD: Certified Teachers, Non-Certified Teachers, and Quality of Education

INTRODUCTION

Improving the quality of human resources consists of improving the quality of education, which includes all aspects of ability, personality, and responsibility as citizens. This encourages the government to continue to improve and perfect education at all levels. To improve the quality of education, of course, it cannot be separated from the teaching and learning process as the main activity in schools. This also means that schools must have the ability to mobilize resources, communicate effectively, solve school problems, be flexible and anticipatory, work together and cooperate, and meet individual needs. (Febriyanni et al., 2022:122)

Studies conducted in various contries show that the quality of the teaching profession is the most important component in improving the quality of education. After more than 15 years, the teacher certification program in our country has not been evaluated using a national scale method. Diki Maulansyah et al., (2023:33) and also the quality of teaching is also a determining factor in the success of the learning process and student achievement in schools. One of the efforts to improve the quality of education is through improving the quality of teachers, with quality teachers of course the progress of education in Indonesia will increase. (Nawawi, 2022:324)

The enactment of Law Number 14 of 2005 concerning Teachers and Lecturers (UU GD) and Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) is one of the strategic policies currently being implemented to improve the quality of education. With the issuance of these regulations, there is new hope to improve and enhance the quality of education in this country. In particular, these regulations draw attention to the government's political desire to improve the quality of educators as part of improving the quality of national education, especially at the elementary and secondary education levels. (Yasin, 2022:61)

One aspect that is often associated with the quality of teaching is teacher qualifications, one of which is measured through the ownership of a teacher certificate that affects certification income as one of the indicators used to measure a teacher's competence. The teacher certification policy in Indonesia aims to improve teacher competence and professionalism, so that it is

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expected to have a positive impact on the quality of learning and student achievement. Haslina et al., (2020:1803) Thus, it is hoped that a more comprehensive picture can be obtained regarding the factors that contribute to students' success or failure in achieving optimal learning achievement.

This study aims to test the hypothesis that there is a significant relationship between teacher certification status (certified and non-certified) and school exam scores at Public Junior High Schools in Serang City in 2023. This study specifically aims to examine the effect to teacher certification status on student learning achievement, by measuring the difference in school exam scores in 2023. This study is expected to contribute to the development of more effective education policies, especially related to teacher certification programs. To obtain valid data from this study, the researcher used the pearson product moment quantitative method, pearson correlation analysis or also know as product moment correlation is an analysis to measure the closeness of a linear relationship between two variabels that have a normal data distribution. (El-Hashash & Shiekh, 2022:37)

Thus, this study is expected to contribute to a deeper understanding of how teacher qualifications affect student learning outcomes and contribute to efforts to reduce the gap in the quality of education in Indonesia. In addition, this study is also an effort to evaluate the effectiveness of the policy by comparing the learning achievements of students taught by certified and non-certified teachers. The result of the study are expected to provide input for policy makers and authorities in improving teacher certification programs and formulating more targeted policies to improve the quality of education in Indonesia. Which of course will also have an impact on the progress of the nation, because the progress and decline of a nation is certainly based on quality education and competent educators.

THEORETICAL FRAMEWORK
Quality of Education

Quality is conformity with what is required or standardized, simply a product is said to be of quality or high quality if the product is in accordance with the predetermined quality standards, which include raw materials, production processes and finished products. According to Rohman & Fanani, (2017:2) because the concept of quality or quality is relative and depends on the individual's point of view, based on various expert views, it can be concluded that quality is something that is in accordance with standards or requirements that can meet needs or provide satisfaction to customers, which is achieved through good management.

The definition of Educational Quality is the ability or competence of educational institutions in utilizing and processing educational resources, which are used to improve students' learning abilities as optimally as possible. (Rohman & Fanani, 2017:3)

The quality of education in Indonesia is still low, although the expansion of access to education for the community is considered to have increased quite significantly. Indonesia has currently designed a 15-year education reform program since 2002. The quality of education in Indonesia is said to be still low because it is reflected in the ranking as the highest compared to other countries, namely regarding illiteracy cases. 15% of 15-year-old children are illiterate, compared to other countries where only less than 10% are illiterate. In terms of access to education, the number of students who are now able to attend school has increased quite significantly. This increase in access is carried out by increasing financing, increasing the participation of local actors in education governance, increasing accountability and teacher quality, to ensuring student readiness, but these results have not been able to improve the quality of education in Indonesia. Therefore, the government needs to expand access to education that is more equitable and in accordance with international education standards. (Diki Maulansyah et al., 2023:34)

The quality of education can be measured in terms of input, process, output and there are several characteristics in terms of the quality of education, namely: (1) Performance, (2) Reasonable time, (3) Reliable, (4) Humane relationships, (5) Easy to use, (6) Consistency, (7) Certain standards, (8) Uniform, and (9) Consistent.

Performance related to the functional aspects of the school consisting of teacher performance in teaching, teachers who are one of the actors in school activities, and therefore are required to know their workplace. Teachers need to understand the factors that are ongoing and do not support the teaching and learning process. Reasonable time is in accordance with what is covered starting and ending learning on time. Reliable is the age of service that lasts long enough, which includes excellent service provided by the school which makes the principle so that the party served feels happy and satisfied with the service provided so that they become good and loyal customers. Humane relationships, namely supporting high moral values and professionalism. This can be achieved if healthy communication is established. Because from that communication, a friendly and harmonious atmosphere can be obtained, and can even reconcile two conflicting parties. Easy to use, namely the facilities and infrastructure used, for example school rules are easy to apply, library books are easy to borrow and return on time. And there is also one more, namely Accuracy, namely accuracy in service according to what is desired. In Law Number 20 of 2003 concerning the National

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Education System, Article 50 paragraph 2 explains that: "The government determines national policies and national education standards to guarantee the quality of national education."

Quality education is education that is able to produce graduates who have abilities or competencies, both academic competencies and honesty competencies that are based on personal and social competencies and noble moral values.

Definition of Certified Teacher

In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that certification is the process of granting teacher certificates for teachers and lecturers. A teacher certificate is formal evidence as a professional, while teacher certification is a process of granting recognition that someone has the competence to carry out educational services at a particular educational unit after passing a competency test organized by a certification institution (Majid, 2018:4). Thus, the teacher certification process is a competency test designed to measure the extent of an individual's mastery of competencies which then becomes the basis for granting a teacher certificate.

Teacher certification is one of the government's efforts to ensure the competence and quality of educators through programs that standardize the pedagogical, professional, social and personality abilities of teachers. (Majid, 2018:5)

Definition of Non-Certified Teachers

Non-certified teachers are teachers who have not gone through a formal certification process, to obtain official recognition of their competence and expertise in the field of Education. Without a teacher's certificate, they have not received legality as professional teachers based on standards set by the government. Even so, non-certified teachers can have sufficient teaching experience and adequate skills, but have not been tested through formal competency test procedures such as those carried out in certification.

Typically, non-certified teachers may be involved in development or training programs to prepare them for the future certification process, so that they can meet the pedagogical, professional, social, and personality standards according to the criteria for certified teachers.

Non-certified teachers often face challenges in achieving competency standards set in certification programs, especially related to pedagogical skills and understanding of effective learning methods. This has an impact on the quality of education produced, where non-certified teachers may require more effort to achieve results comparable to certified teachers (Setya Mustafa & Winarno, 2019:1365). In addition, non-certified teachers often have limited access to training and ongoing professional development, which can ultimately hinder the development of their competencies.

The Concept of Certified Teachers and Non-Certified Teachers

Certified teachers are teachers who have taken and passed the certification test, which is a formal recognition process for a teacher's competence according to national standards. This certification includes mastery of core competencies such as pedagogical, professional, social, and personality, which are very important in delivering quality education (Djalali, 2024:254). Non-certified teachers, on the other hand, are teachers who have not gone through the official certification process and may not have received formal recognition for their professional competence, although some of them have experience and abilities comparable to certified teachers.

RESEARCH METHOD

This study aims to test whether there is a relationship between certified teachers and non-certified teachers in the quality of education. This tudy began by reviewing existing theories and knowledge that caused the problem. The problem was tasted to determine acceptance or rejection based on data obtained from the field. The data obtained from the field in the form of certified teacher scores and non-certified teacher scores, and educational quality scores in the form of quantitative numbers were analyzed statistically and the results were describe. In this study, samples were taken from 35 certified teachers and 35 teachers who were not yet certified from the research location, namely seven State Junior High Schools in Serang City, Banten.

RESEARCH OF RESULTS

The data normality test uses the Kolmogrov Smirnov Technique (K-S test) because the research respondents are more than 35, namely 35 respondents. The normality test is carried out with the aim of assessing the distribution of residual data on variabels X1 and X2 with Y, whether the data distribution is normally distributed or not. The author can interpret that the unstandardized value (residual value) Asymp. Sig (2-tailed) is 0.200 which means it is greater than the significant value of 0.05, so it can be said that the research data is normally distributed.

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One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,74110685
Most Extreme Differences	Absolute	,110
	Positive	,110
	Negative	-,089
Test Statistic		,110
Asymp. Sig. (2-tailed)[c]		,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.	,343
	99% Confidence Interval — Lower Bound	,331
	Upper Bound	,356

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The homogeneity test aims to determine whether the variances of two or more distributions are the same in the research variabels. The author interprets that the variable (X1) certified teachers has a significance value of 0.524 > 0.05, which means that the data distribution is homogeneous or there is no heteroscedasiticity. Furthermore, the variable (X2) non-certified teachers has a significance value of 0.640 > 0.05, which means that the data distribution is homogeneous or there is no heteroscedasticity. Next, the variable (Y) quality of education from student grades has a significance of 0.604 > 0.05, which means that the data distribution is homogeneous or there is no heterooscedasticity.

Table 1. Hmogenity test result

Tests of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Guru Sertifikat	,410	1	68	,524
Guru Non Sertifikat	,221	1	68	,640
Mutu Pendidikan	,271	1	68	,604

The linearity test aims to determine the form of the relationship between the independent variable and the dependent variable, the linearity test here means that there is a relationship like a straight line. Researchers can conclude that the relationship between the certified teacher variable and the education quality variable has a sig deviation from linearity of 0.194 > 0.05, so it can be interpreted that there is a linear relationship. Next, the relationship between the non-certified teacher variable and the education quality variable has a sig deviation from linearity of 0.538 > 0.05, so it can be interpreted that there is a linear relationship.

Table 2. Linierity test result

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Quality of education or Teacher is Certified	Between Groups	(Combined)	53,221	14	3,802	1,415	,233
		Linearity	,145	1	,145	,054	,819
		Deviation from Linearity	53,077	13	4,083	1,519	,194
	Within Groups		53,750	20	2,687		
	Total		106,971	34			

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ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Quality of education or Teacher is not yet Certified	Between Groups	(Combined)	43,855	15	2,924	,880	,594
		Linearity	,087	1	,087	,026	,873
		Deviation from Linearity	43,767	14	3,126	,941	==,538==
	Within Groups		63,117	19	3,322		
	Total		106,971	34			

The multicollinearity test aims to test whether the regression model finds a correlation between independent variabels. The results of the multicollinearity test for the tolerance value of 0.114 and the VIF value of 8.801, which means that both indicate the occurrence of multicollinearity.

Partial testing is used to test the significance of the partial correlation coefficient or the relationship of each independent variable, namely X1 with variable Y and X2 with variebal Y. this pearson correlation test aims to determine the closeness of the relationship and the type of relationship whether it is positive or negative between the independent and dependent variabels which are expressed by the correlation coefficient. The first hypothesis test, to analyze the relationship between certified teachers and the quality of education, the significance value is 0.000 < 0.05 which means that work certified teacher and the quality if education are correlated. Pearson correlation in the analysis has a positive value, the calculated rvalue is 0.584 > rtable 0.325, thus there is a relationship between certified teachers and the quality of education.

Table 3. Correlation test result for Teacher is certified

Correlations		Guru Sertifikat	Mutu Pendidikan
Teacher is Certified	Correlation	1	,584[**]
	Significance (2-tailed)	.	,000
	df	80	80
Quality of education	Correlation	,584[**]	1
	Significance (2-tailed)	,000	.
	df	80	80
a. Cells contain zero-order (Pearson) correlations.			

Decision making refers to the correlation coefficient interpretation guidelines, then the correlation of certified teachers and the quality of education of 0.584 can be categorized at the level of strong relationship. The results of the correlation test showing a positive relationship between certified teachers and the quality of education can be interpreted that the increasing performance of certified teachers will also increase the quality of education.

The second hypothesis test, namely to test the relationship between non-certified teachers and the quality of education, the significance value of 0.000 < 0.05 which means that the results between the variabels of non-certified teachers and the quality of education are correlated, and the calculated rvalue of 0.495 > rtable 0.325, it can be concluded that there is a relationship between non-certified teachers and the quality of education. The results of the pearson correlation in the analysis are positive, so it can be interpreted that the relationship between the two variables is positive, thus there is a relationship between non-certified teachers and the quality of education.

Table 4. Correlation test result for Teacher is not Certified

Correlations		Guru Non Sertifikat	Mutu Pendidikan
Teacher are not yet certified	Correlation	1	,495
	Significance (2-tailed)		,000

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	df	80	80
Quality of education	Correlation	,495	1
	Significance (2-tailed)	,000	.
	df	80	80
a. Cells contain zero-order (Pearson) correlations.			

Multiple or simultaneous correlation test aim to determine the level of closeness of the relationship between certified teachers and non-certified teachers simultaneously with the quality of education. The third hypothesis test, namely to test the relationship between certifird teachers and non-certified teachers simultaneously with the quality of education, the significance value of F change 0.000 < 0.05 which means that the relationship between certified teachers and non-certified teachers simultaneously with the quality of education is significantly correlated simultaneously, and the rvalue of 0.701 refers to the guidelines for interpreting the correlation coefficient at a strong relationship level. The results of the correlation test showing a positive relationship between certified teachers and non-certified teachers with the quality of education can be interpreted that if the performance of certified teachers is equally high, then the quality of education will also be higher.

Table 5. Together with certified teacher and teacher who have not been certified Correlation test result for

Model Summary									
Mo del	R	R Squ are	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,701ᵃ	,492	,478	4,016	,492	37,215	2	77	,000
a. Predictors: (Constant), Guru Non Sertifikat, Guru Sertifikat									

Significance provides an overview of how the research results have a chance to be correct. The researcher chose a significance of 0.05, which means that the researcher determined that the research results have a 95% chance of being correct and a 5% chance of being wrong. The significance value of the relationship between certified teachers and the quality of education shows a value of 0.000. This value is smaller than 0.05. According to the decision-making criteria, if the significance <0.05 means that there is a significant correlation between certified teachers and the quality of education. The significance value of the relationship between non-certified teachers and the quality of education shows a value of 0.000. The value is smaller than 0.05. According to the decision-making criteria, if the significance <0.05 means that there is a significant correlation between non-certified teachers and the quality of education. Together, the relationship between certified teachers and non-certified teachers and the quality of education has a significant relationship. This conclusion can be proven from data that shows the significance/probability value of the relationship between certified teachers and non-certified teachers and the quality of education, which is 0.000. In accordance with the criteria, if the significance figure of the research results is less than 0.05, and there is a simultaneous correlation of 0.701, it can be interpreted that the relationship between certified teachers and non-certified teachers together with the quality of education is significant and has a strong relationship.

CONCLUSSION

The results of the correlation test which show a positive relationship between certified teachers and non-certified teachers with the quality of education can be interpreted that if the performance of certified teachers and non-certified teachers is equally high, then the quality of education will also be higher. Partial sera where the relationship between certified teachers and improving the quality of education is 0.580, while the relationship between uncertified teachers and improving the quality of education is 0.495. If interpreted, even though the difference in the relationship is relatively small, namely 0.089 (nine percent), it can be stated that certified teachers play a greater or higher role in improving the quality of education at State Junior High Schools in the City of Serang, Banten.

However, from the results of simultaneous or joint statistical tests, it was found that the relationship between certified teachers and those who have not been certified has a relationship of 0.701 with a relationship strength level of 0.492, this condition is very strategic, where the more quality the teacher, the better the quality of education. in a country, therefore a certified teacher is an acknowledgment that the teacher can be declared qualified.

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