

# The Influence of Certification and Competence of Teacher toward Esprit de Corps to Improve Teacher Performance

Sri Sukamta<sup>1</sup>, Totok Sumaryanto Florentinus<sup>2</sup>, Titi Prihatin<sup>3</sup>, S. Martono<sup>4</sup>  
{ssukamta2014@students.unnes.ac.id<sup>1</sup>}

Graduate School, Universitas Negeri Semarang, Indonesia<sup>1,2,3,4</sup>

**Abstract.** Low teacher performance is influenced by teacher certification and teacher competence, but are not too significant. Significant influence on the increase in teacher performance is the Esprit de Corps possessed by each teacher. The existence of intervening Esprit de Corps that are able to significantly improve teacher performance is evidence that certification and competence possessed by teachers do not directly affect teacher performance. But there must be a sense of Esprit de Corps that belongs to every teacher. This study determine the effect of certification and teacher competency on Esprit de Corps to improve teacher performance. The research methodology used in this research is descriptive research method and literature review. The result of the research from this study state that teacher certification and teacher competence have a direct relationship to the Esprit de Corps so it can be concluded that teacher competence have an influence on the Esprit de Corps. Based on the result of the study, it is recommended that the Esprit de Corps be more concerned in the teacher certification factor and teacher competency, so that teacher performance which is influenced by these two factors can increase.

**Keywords:** Teacher Performance, Teacher Certification, Teacher Competence, Esprit de Corps

## 1. Introduction

One of the fundamental factors that determine the achievement of educational goals is the teacher. The role of a teacher is very influential for every success of the learning process [1]. The teacher is the most important factor in increasing the effectiveness of education [2]. The teacher is one of the determinants of the high and low quality of educational outcomes. The teacher is also a human figure who occupies a position in playing an important role in education. The teacher is the most influential component in creating quality education processes and outcomes. According to [3] concluded that the general denominator in school improvement and student success is the teacher. Teacher performance is one of the important components that influence the education quality improvement [4]. Therefore, any improvement efforts made to improve student performance are inseparable from teacher performance. Quality education can be realized if the teacher works professionally [5], [6].

According to [7] and [8] performance can be said to be result of a particular process carried out by all organizational component towards certain sources used. According to [9] performance appraisal is an important factor for a company or organization to find out how

well a company or organization performs over a period of time. According to [10] measuring the performance of a teacher is one of the basic strategic management of human resources in the field of education. Teacher performance measurement is a sense of responsibility to carry out the mandate, the profession it carries, and a sense of moral responsibility on his shoulders. All of that can be seen in his compliance and loyalty in carrying out his teacher's duties in the classroom and his educational assignment beyond the classroom. To determine the level of teacher performance, the government conducts data collection on the performance of principals and teachers nationally.

Based on data from the Center for Education and Culture Statistics in 2016, it was explained that the performance of the KSG in the Basic Education Sector calculated from 5 types of HR indicators amounted to 77.69 including the less. However, the performance of the KS in the Basic Education Sector amounting to 85.43 including middle school is greater than the performance of the Basic Education Sector's teacher at 76.43 including less. When detailed according to the education unit, the SKG performance of the ES, SS, JHS and VS is 76.37, 74.96, 79.86, respectively, including the less category, while the KSG performance of HS is 81.16 including the less category. when observed from the KS performance, only SS and VS of 73.97 and 71.41 are included in the category of less, JHS at 80.31 includes less category, while ES and HS respectively 88.00 and 86.17 including middle category. Furthermore, the performance of elementary school teachers, SS, JHS, and VS were 74.83, 74.59, 78.55, and 77.12 including the less category, while the high school teacher's performance of 80.84 was included in the pre-primary category. It can be concluded, that the performance of teachers in 2016 nationally is included in the less category.

Teacher performance is influenced by various factors. The factors include certification and teacher competence. Individual teacher factors are also very important, because as good as any curriculum, if it is not accompanied by qualified teachers, then everything will be in vain [11]. One of the qualified teachers can be produced by training using modules, in order to improve the teacher's competency [12]. This shows that the teacher's moral condition as an individual factor is very important in realizing optimal teacher performance.

Based on the above factors, there are factors of renewal in their influence on teacher performance. New factors that influence teacher performance are moral values or esprit de corps. Philosophically, esprit de corps can be defined as a loyalty and attachment to the group identified. In addition to loyalty and attachment, the spirit of the corps can also realize an individual's sense of commitment [13]. Thus, it can be synthesized that the esprit de corps is a personal power that forms a person can be trusted by other parties so that the individual will be able to achieve the goals that have been set effectively, with indicators: honest, responsible, trustworthy, loyal or obedient on the rules, and benefits others [13]. According to [14] said "Factor analysis procedures indicated that the Teacher Morale Survey does measure three components of morale, belongingness, identification, and rationality". The procedure of factor analysis shows that the teacher survey (esprit de corps) does measure three moral components, namely, a sense of belonging, identification, and rationality. In writing [15] says that moral (esprit de corps) is defined as principles, teachings, or behavior, mental and emotional conditions (such as enthusiasm, self-confidence, or loyalty) of an individual or group relating to a function or task in hand, a sense of general purpose with respect to the group, or the level of individual psychological well-being based on factors such as a sense of purpose and confidence in the future. Based on the explanation above, it can be concluded that there is a relationship between the esprit de corps and performance. In the other words, the higher esprit de corps the teacher has, the higher the quality of his performance.

This study aims to determine the effect of certification and teacher competency on esprit de corps to improve teacher performance. It is hoped that the result of this study will benefit the community generally and researcher especially. The result of this study can be used as reference material for subsequent studies.

## 2. Methods

The research methodology used in this research is descriptive research method and literature review. According to [16] descriptive research methodology is the most basic research methodology for describing or defining existing phenomena, both phenomena that are natural or human engineering. In this study, descriptive research methodology was more directed at qualitative studies, because this study paid more attention to the characteristics, quality and relevance of activities. While the literature review is a comprehensive review of research studies and theoretical arguments about several phenomena [17]. According to [18] the literature review is the basis of appropriate research, because knowledge of the other's contributions in the researcher's prospective field study is very important.

This study describes and illustrates the effect of certification and teacher competence on esprit de corps to improve teacher performance. The description research method uses a type of case study on teacher performance. Case studies are methods for collecting and analyzing data regarding a case [16]. Case studies in this research are based on literature reviews that have been reviewed by researchers. The researcher reviews various kinds of literature relevant to the research theme.

This research is a type of research with a conceptual model, according to [19] the conceptual research model has functions namely:

- The first function of the conceptual model is to link research with the existing body of literature. With the help of a conceptual model, a researcher can show in what way he views his research phenomena.
- The second function is that building a model can help in structuring problems, identifying relevant factors and then providing connections that make it easier to map and frame problems. If done correctly, the model is an honest representation of the phenomenon being studied.
- The third and final function of the conceptual model relates it to system theory.

According to [20] in his article entitled "Conceptual Manuscript Outline" there are several stages in carrying out research with a conceptual model, namely:

- Perform a literature review to get as much as possible external and internal influences.
- Reflective analysis to add influence not found in the literature.
- Analysis of influence; grouping into the factors mentioned.
- Integration of factors onto a conceptual model that shows external and internal factors.
- Analysis of the role of instructional and technological design in the overall model, and inclusion in revised numbers. Development of recommendations for practice.

### 3. Results and Discussion

The renewal in this study is the existence of intervening esprit de corps which are thought to have a strong correlation with teacher performance. The factors that influence the performance of the teacher turned out to have a direct relationship to the esprit de corps. The factors are teacher certification and teacher competence.

Teacher certification is the process of giving certificates to teachers who have met the teacher's professional standards. The government hopes that from this certification program that has issued quite a lot of budget, teacher performance will increase so that in the end, the quality of education will increase as well. This is in accordance with the statement from [21] "Many governments have used certification to improve educational quality, and numerous individual teachers have signed up for certification programs believing that they would provide opportunities for career development", and article 42 paragraph 1 of Law Number 20 of 2003 "Educators must have minimum qualifications and certification in accordance with the level of authority of teaching, physically and mentally healthy, and have the ability to realize national; education goals". Teacher Certification Policy through Regulation of the National Education Minister No 18/2007 is one of the efforts of the Ministry of National Education (Depdiknas) in order to improve the quality and professionalism of teachers so that learning in school becomes excellent. The objectives of the certification are (1) to determine the feasibility of the teacher in carrying out his duties as a professional educator, (2) to improve the learning process and result, (3) to improve teacher dignity; in order to realize quality national education. After running for almost three years, the process of implementing teacher certification that has been going on since 2006-2008 has not escaped problems in the field. Among these are the overly heavy requirements for portfolio document collection. In the Regulation of the National Education Minister Number 18/2007, where in the office it is stated that certification for teachers in position is carried out through competency testing in the form of portfolio assessments or document assessment that reflect teacher competency by including 10 components.

According to [22], [23] and [24] conclude that certification influences teacher performance by seeing an increase in teacher performance after the teacher has passed certification becomes more diligent, more disciplined and always tries in all ways so that the value obtained by students can increase. These indicators are included in the esprit de corps characteristics. In other words, certification influences teacher performance through intervening of esprit de corps.

The next factor that affects teacher performance is teacher competence. The correlation of competencies in education shows the rational actions to achieve a goal that is in accordance with the expected conditions [25]. According to [26] and [27] concluded that professional competence possessed by a teacher greatly determines the role of the teacher in realizing the quality of learning and improving student learning outcomes. Teacher competency is the ability of a teacher to carry out obligations responsibly and properly [28]. According to Law number 14 of 2005 concerning Teacher and Lecturers, teachers are required to have academic qualifications, competencies and educator certificates, be physically and mentally healthy and meet other qualifications required by the place of education in place, and have the ability to realize national education goals. Competency assessment is needed to determine the recognition of the teacher's professional abilities. Form of assessment in the form of academic qualifications. Competency assessment can also be in the form of perceptions from superiors, colleagues of oneself about ownership of pedagogic, professional, social and personality competencies. Competence is the main characteristic possesses by individuals in every field of

profession that can help them, and abilities of individual members of the organization that can be used to produce professional services [29], [30]. Competence shows the quality of a person [31]. So the higher the teacher's professional competence, the higher the performance produced.

The weakness of the study [29] is that professional competence does not directly affect teacher performance but affects skills, innovativeness and ability. Where's one's ability is moral (esprit de corps), in other words the esprit de corps is intervening between professional competence and one's performance.

Based on the above factors, there are factors of renewal in their influence on teacher performance. New factors that influence teacher performance are moral values or esprit de corps. Philosophically, the esprit de corps can be defined as a loyalty attachment to the group identified. In addition to loyalty attachment, the spirit of the corps can also realize an individual's sense of commitment. Thus, it can be synthesized that the esprit the corps is a personal power that forms a person can be trusted by other parties so that the individual will be able to achieve the goals that have been set effectively, with indicators: honest, responsible, trustworthy, loyal or obedient on the rules, and benefits others [13]. According to [14] said "Factor analysis procedures indicated that the Teacher Morale Survey does measure three component of morale, belongingness, identification, and rationality". The procedure of factor analysis shows that the teacher survey (esprit de corps) does measure three moral components, namely, a sense of belonging, identification, and rationality. In writing [15] says that moral (esprit de corps) is defined as principles, teachings, or behavior, mental and emotional conditions (such as enthusiasm, self-confidence, or loyalty) of an individual or group relating to a function or task in hand, a sense of general purpose with respect to the group, or the level of individual psychological well-being based on factors such as a sense of purpose and confidence in the future.

It can be concluded that the factor of teacher certification and teacher competence has an influence on the esprit de corps.

#### **4. Conclusion**

Low teacher performance is influenced by several factors, including teacher certification and teacher competence. These factors influence the increase in teacher performance, but their contribution is not too significant. Teacher certification and teacher competence only contribute little in influencing teacher performance. Significant influence on increasing the actual performance of teachers is the esprit de corps possessed by each teacher. Esprit de corps can be said as a factor that directly affects the increase in teacher performance. The existence of intervening esprit de corps that are able to significantly improve teacher performance is evidence that certification and competencies possessed by teachers do not directly affect teacher performance. But there must be a sense of esprit de corps that belongs to every teacher. Teacher certification and teacher competence have a direct relationship to the esprit de corps so that it can be concluded that teacher certification and teacher competence have an influence on the esprit de corps.

Based on the result of the study, it is recommended that the esprit de corps be more concerned in the teacher certification factor and teacher competency, so that teacher performance which is influenced by these two factors can increase.

## References

- [1] J. Jones, M. Jenkin, and S. Lord, "Developing Effective Teacher Performance," 2006.
- [2] M. Barber and M. Mourshed, "How the world's best-performing school systems come out on top," 2007.
- [3] J. H. Stronge, T. J. Ward, and L. W. Grant, "What makes good teachers good?: A cross-case analysis of the connection between teacher effectiveness and student achievement," *J. Teach. Educ.*, 2011.
- [4] Sugi, A. Slamet, and S. Martono, "The effect of authentic leadership, organizational justice, and achievement motivation on teachers' performance in vocational high school seventeen Temanggung," in *AIP Conference Proceedings* 1941, 020037, 2018.
- [5] M. F. Rozi, T. Prihatin, and T. Suminar, "Faktor Determinan Kinerja Guru SMA," *Educ. Manag.*, vol. 5, no. 2, pp. 138–147, 2016.
- [6] Muhajirin, T. Prihatin, and A. Yusuf, "Pengaruh Supervisi Akademik dan Partisipasi Guru pada MGMP Melalui Motivasi Kerja Terhadap Profesionalisme Guru SMA / MA," *Educ. Manag.*, vol. 6, no. 2, pp. 170–177, 2017.
- [7] S. Martono, "Strategi peningkatan kinerja program studi melalui optimalisasi peran pimpinan," *J. Din. Manaj.*, 2013.
- [8] J. D. Setyawan, T. Sumaryanto, and Murwatiningsih, "Gaya Kepemimpinan Otokratif Manajemen Sekolah dalam Mendukung Kinerja Guru SMK Pancasila di Kota Purwodadi," *Educ. Manag.*, vol. 6, no. 2, pp. 189–195, 2017.
- [9] E. M. Hartuti and A. Slamet, "Analisis Kinerja Manajemen Rumah Sakit Umum Bina Kasih Ambarawa Dengan Pendekatan Balanced Scorecard," *Manag. Anal. J.*, vol. 6, no. 4, pp. 398–409, 2017.
- [10] A. Milanowski, "Strategic measures of teacher performance," *Phi Delta Kappan*, 2011.
- [11] E. Mulyasa, *Standar Kompetensi Guru dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya, 2007.
- [12] T. Rochana, M. Rachman, A. Slamet, and A. Rifai, "The Effectiveness of Management Model for Multicultural-Based Sociology Training to Enhance Teachers' Professional Competence," in *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 2018, vol. 247, pp. 547–549.
- [13] R. Grosz, "Esprit de Corps (The Value of Morale)," *Internet J. Allied Heal. Sci. Pract.*, vol. 6, no. 4, 2008.
- [14] A. S. Brion, "Teacher Morale," *Graduate School College of Education, Pennsylvania State University*, 2015.
- [15] Merriam Webster Dictionary, "Merriam Webster Dictionary," <https://www.merriam-webster.com/dictionary/morale>, 2012. .
- [16] N. S. Sukmadinata, *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya, 2009.
- [17] M. Allen, "Literature Review, The," in *The SAGE Encyclopedia of Communication Research Methods*, 2017.
- [18] D. Reardon, "The Literature Review," in *Doing Your Undergraduate Project*, 1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications, Ltd., 2011, pp. 149–178.
- [19] J. Jonker and B. W. Pennink, *The essence of research methodology: A concise guide for master and PhD students in management science*. 2009.
- [20] M. Marek, "Conceptual Manuscript Outline," [https://www.researchgate.net/publication/277890968\\_Conceptual\\_Paper\\_Outline](https://www.researchgate.net/publication/277890968_Conceptual_Paper_Outline), 2015. .
- [21] T.-H. Choi, "Teacher change from a short-term certification programme and its comparison with that of a comparable long-term programme," *Int. J. Comp. Educ. Dev.*, 2017.
- [22] L. Gustina, "Pengaruh Sertifikasi Guru Terhadap Kinerja Guru (Studi pada Guru Tertsifikasi di SD Negeri 2 Tanjung Senang, Kelurahan Tanjung Senang, Kecamatan Tanjung Senang, Bandar Lampung)," *Jurusan Sosiologi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Lampung*, 2016.
- [23] P. A. Purnamawati, "Hubungan Sertifikasi dengan Kinerja Guru Sekolah Dasar Se-Kecamatan

- Moyudan Kabupaten Sleman Yogyakarta,” Yogyakarta: Program Sarjana UNY, 2012.
- [24] S. Lestari, “Pengaruh Sertifikasi Guru Terhadap Kinerja Guru MTs N Mlinjon Filial Trucuk Klaten,” Jurusan Kependidikan Islam, Fakultas Tarbiyah, Universitas Islam Negeri Sunan Kalijaga, 2010.
- [25] Z. Abidin, T. Prihatin, and H. Yanto, “Pengaruh Variabel Determinan Terhadap Kompetensi Guru Sekolah Menengah Kejuruan,” *J. Penelit. Tindakan Sekol. dan Kepengawasan*, vol. 2, no. 1, pp. 51–59, 2015.
- [26] A. Sulthoni, Haryono, and Fakhruddin, “Pengembangan Model Supervisi Klinis Dengan Pendekatan Lesson Study Untuk Meningkatkan Kompetensi Profesional Guru Bahasa Inggris SMA Negeri Di Kabupaten Cilacap,” *J. Educ. Eval.*, vol. 3, no. 1, pp. 7–17, 2014.
- [27] H. Sujatmiko, T. Sumaryanto, and Kardoyo, “Implementasi Model ‘ ITBT ’ Sebagai Strategi Peningkatan Kompetensi Paedagogik Guru SMK,” *J. Penelit. Tindakan Sekol. dan Kepengawasan*, vol. 2, no. 1, pp. 67–74, 2015.
- [28] U. Usman, *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya, 2011.
- [29] J. Fitz-enz and B. Davison, *How To Measure Human Resources Management Edisi Ketiga*. Jakarta: Kencana, 2011.
- [30] Wibowo, *Manajemen Kinerja Edisi Ketiga*. Jakarta: Penerbit Rajawali Pers, 2010.
- [31] B. Oliver, “Defining Competence: The Case Of Teaching,” *J. Teach. Phys. Educ.*, vol. 1, no. 9, pp. 184–188, 1990.