

The Effect of Certified Teacher Ability in Improving the Learning Ability of Grade V Students of SD Negeri Wayura

Friskianto Nggego^{1*}, Yusdin B.M. Gagaramusu², Arif Firmansyah³

¹²³ Tadulako University

friskiantonggego@gmail.com, yusdin@untad.ac.id, arif_firmansyah@untad.ac.id

Abstract: This study aims to determine the impact of certified teacher ability on the improvement of learning abilities of fifth-grade students at SD Negeri Wayura. This is a quantitative study using a survey method. The study was conducted in the fifth grade of SD Negeri Wayura. The sample size for this study is 10, comprising 9 students and 1 teacher. The data collection technique used in this study was a questionnaire. The results of the first hypothesis test with a partial test (T-test) showed $T_{\text{calculated}} = -2.444 > T_{\text{table}} = 2.365$ with a significance of $0.045 < 0.05$, indicating that H_0 is rejected and H_a is accepted. Based on the explanation above, it can be concluded that there is an influence of certified teacher competence on the improvement of the learning abilities of fifth-grade students at SD Negeri Wayura. Furthermore, the results of the second test, which is the coefficient of determination (R Square), is 0.678 (67.8%). This figure means that the influence of certified teacher competence on the improvement of students' learning abilities is 67.8%. Based on the analysis conducted, it can be concluded that there is an influence of certified teacher competence on the improvement of the learning abilities of fifth-grade students at SD Negeri Wayura.

Keyword : *Certified Teacher Ability, Student Learning Ability, SDN Waruya*

Article info: Submitted 18 April 2024 | Revised 15 May 2024 | Accepted 27 June 2024

Copyright © 2024, Author.



This is an open-access article under the CC BY 4.0

How to Cite : Nggego, F., B.M. Gagaramusu, Y., & Firmansyah, A. (2024). The Effect of Certified Teacher Ability in Improving the Learning Ability of Grade V Students of SD Negeri Wayura. *Journal of Asian Primary Education (JoAPE)*, 1(1), 76-87. <https://doi.org/10.59966/joape.v1i1.1187>

Introduction

Education is a conscious effort that can be deliberately designed to achieve predetermined goals, as outlined in the national education objectives, which aim to enlighten the life of the nation. Early childhood education is an effort aimed at nurturing children from birth to the age of six, carried out by providing educational stimuli to support the development of both physical and mental growth so that children are prepared to enter further education. (Andriyaningrum et al., 2023)

According to Sholawati (2019), education encompasses all efforts, influences, protection, and assistance provided to children. The assistance given to children here refers to an individual's effort to teach or develop material intelligence, character, social behavior, ways of interacting with others, and emotional regulation in the child so that the child can behave in accordance with the rules present in their social environment.

Essentially, education is not solely about theoretical matters; educators' efforts to educate students must also be responsible for the students' morals and aligned with well-planned management or strategies as a foundation for building students' character. Education can take place within a social environment and does not necessarily require a

broad social context. (Bahri, 2022)

Education is fundamentally a conscious effort to nurture and develop the potential of human resources in students by facilitating learning activities. The thinking ability possessed by humans is a crucial asset. Based on this, humans have developed over the centuries and continue to have broad opportunities to enrich themselves and achieve higher cultural levels. Each individual also undergoes many changes and developments in various aspects of life. This development is made possible by the ability to learn, experiencing changes from birth until old age. However, not all changes experienced by young children and adolescents result from good learning processes and education. (Sanda, Tandi & Firmansyah, 2019)

Teachers are one of the crucial components in the teaching and learning process. A teacher plays a role in the effort to shape human resources with potential in the field of development. A professional teacher is required to be able to act as a good manager, capable of conducting all stages of activities and the learning process with effective management so that the desired learning objectives can be achieved with satisfactory results. (Hamid, 2017)

Efforts to improve the quality of education are primarily focused on enhancing the quality of teachers. In education, teachers play a key role in the success of students and in shaping and developing their character. As professional educators, teachers must enhance their knowledge, attitudes, and skills to address various issues, such as those in the economic field. Teachers are responsible for teaching, educating, and training to shape students' character to be faithful, moral, and useful for the future of the nation. (Sirait et al., 2023)

The government has a program called teacher certification to ensure that teachers meet the qualifications required to play their crucial role in helping students learn and achieve national educational goals. It also serves to protect educators from unethical educational practices that could harm the reputation of teachers. One of the initiatives taken by the government to improve teacher welfare and create high-quality and competent education now and in the future is by employing teachers who have obtained their educator certification through the teacher certification program. Teacher certification aims to enhance the learning process and outcomes, teacher welfare, and teachers' eligibility for professional teaching duties. (Zulfahmi et al., 2022)

Based on observations at SD Negeri Wayura, Wayura Village, Pamona Tenggara District, Poso Regency, the abilities demonstrated by students taught by uncertified teachers are lower compared to those taught by certified teachers. This can be seen from the comparison of the average semester scores. In the fourth grade, with a homeroom teacher who was not certified, students achieved an average semester score of 7.6%. In the fifth grade, with a certified homeroom teacher, the average semester score increased to 8.5%.

According to Waito, based on the study, it shows that teachers who have been certified show a better work ethic and a positive influence on students in the classroom. The obstacles faced in teacher certification are the age factor and economic factors, where the age limit has been passed to register in the education and training of educators, there are some teachers who are not financially able to register for education and training of education personnel because the cost is quite expensive. Teacher development programs are one way that can be used as an instrument to cut the chain of causes of low quality of school graduates. The development of the teaching profession will be seen when as a teacher is qualified to be called a professional teacher. The influence of certified teachers on student learning achievement is one of the government's efforts to improve the quality of education. (Jamaliah & Cahyaningsih, 2020)

Based on the explanation above, the researcher is interested in conducting a study titled "the effect of the ability of certified teachers in improving the learning abilities of class v students at SD Negeri Wayura."

Methodology

The research conducted in this study uses a quantitative approach. This type of research is field research, where data is collected directly from respondents using a questionnaire.

The research was conducted from February 15 to February 22, 2024. Data collection techniques involved distributing questionnaires and documentation, with the data obtained being primary data. The measurement scale used was a Likert scale ranging from 1 to 5. Data analysis was performed using IBM SPSS Statistics 23. The instruments used were validated with the help of a validator lecturer and were tested at an elementary school.

This study aims to determine whether there is an effect of variable X (independent) on variable Y (dependent).

Result and Discussion

1. Result

a. Validity and Reliability Testing

The requirements for data analysis include performing validity and reliability tests. Statement validation uses correlation coefficients. If the calculated value (r_{hitung}) is greater than the table value (r_{tabel}), then the items in the questionnaire are said to be significantly correlated with the overall score obtained, meaning that the items in the questionnaire can be considered valid (Hakim, Mustika, & Yuliani, 2021).

Of the 20 statements for variable X, 14 statements are valid and 6 are invalid. For the 20 statements on variable Y, 12 statements are valid and 8 are invalid. After conducting the validity test, the researchers performed reliability testing by examining the Cronbach's Alpha value. The Cronbach's Alpha calculation is accepted if the calculated value (R_{hitung}) is greater than the table value (R_{tabel}) at a 5% significance level.

The data test results show that $R_{hitung} > R_{tabel}$ at 5%. Therefore, all questionnaire statements are declared reliable. Below are the results of the reliability test for Variable X (Certified Teacher Competence) and Variable Y (Student Learning Ability). In the Cronbach's Alpha value of variable X, a value of $0.922 > 0.666$ was obtained, and the Cronbach's Alpha value of the Y variable was $0.900 > 0.666$. From these two values, it can be concluded that all statements are said to be reliable.

b. Data Description

The following data description includes information on the mean, median, mode, and standard deviation for each research variable. For a detailed description of each variable, see below.

Based on the data on certified teacher competence, the calculations using IBM SPSS Statistics 23 show a central tendency with a mean (M) of 61.33, a median (Me) of 61.00, a variance of 44.500, a range of 17, a standard deviation of 6.671,

a minimum value of 52, and a maximum value of 69. The analysis results for certified teacher competence are summarized in the table below:

Table 3: Statistical data for variable X

Statistics on Certified Teacher Abilities	
Mean	61.33
Median	61.00
Std. Deviation	6.671
Variance	44.500
Range	17
Minimum	52
Maximum	69

Based on the data on student learning abilities, calculations using SPSS version 23 for Windows show a central tendency with a mean (M) of 53.44, a median (Me) of 56.00, a variance of 41.528, a range of 18, a standard deviation of 6.444, a minimum value of 42, and a maximum value of 60. The analysis results of student learning abilities are summarized in the table below:

Table 4: Statistical data for variable Y

Statistics on Student Learning Abilities	
Mean	53.44
Median	56.00
Std. Deviation	6.444
Variance	41.528
Range	18
Minimum	42
Maximum	60

c. Normality Test

The normality test is conducted to determine whether the regression model follows a normal distribution. The criterion is at a 5% significance level (0.05). Data is considered normally distributed when the obtained significance value is greater than 0.05.

Data from fifth-grade students and teachers at SD Negeri Wayura were analyzed for normality using the Shapiro-Wilk test with the help of IBM SPSS Statistics 23. The results of the normality test for certified teacher competence can be seen in the table below.

Table 5: Results of the Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kemampuan Guru yang Bersertifikasi	.175	9	.200*	.902	9	.261
Kemampuan Belajar Siswa	.262	9	.075	.841	9	.059

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the test results above, the significance value for certified teacher competence is 0.261. Since the significance value of $0.261 > 0.05$, the assumption of normality for certified teacher competence is met. For the variable of student learning abilities, the significance value is 0.058. Since the significance value of $0.058 > 0.05$, the assumption of normality for student learning abilities is also met.

d. Linearity Test

The linearity test is used to examine whether there is a linear relationship between variable X and variable Y. The test is conducted with a significance level of 0.05. The following are the results of the linearity test using IBM SPSS Statistics 23:

Table 6: Results of the Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kemampuan Belajar Siswa * Kemampuan Guru yang Bersertifikasi	Between Groups	(Combined)	234.222	7	33.460	.341	.869
		Linearity	152.934	1	152.934	1.561	.430
		Deviation from Linearity	81.288	6	13.548	.138	.964
	Within Groups		98.000	1	98.000		
Total			332.222	8			

Based on the results of the linearity test above, the significance value for Deviation from Linearity is 0.964. It can be concluded that there is a linear relationship between variable X (Certified Teacher Competence) and variable Y (Student Learning Ability) because Deviation from Linearity ($0.964 > 0.05$) > significance level (0.05).

e. Simple Linear Regression Test

The simple linear regression analysis is conducted to assess the extent of the influence of certified teacher competence (X) on student learning ability (Y) in the fifth grade at SD Negeri Wayura.

According to Sugiyono in Fitriyani & Munandar (2020), "Simple linear regression is based on the functional or causal relationship between one independent variable and one dependent variable."

The following are the results of the simple linear regression test using IBM SPSS Statistics 23:

Table 6: Results of the Simple Linear Regression Test

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.644	16.538		5.663	.001
	Kemampuan Guru yang Bersertifikasi	-.655	.268	-.678	-2.444	.045

a. Dependent Variable: Kemampuan Belajar Siswa

It is known that the significance value is $0.045 < 0.05$ and the calculated T value is $-2.444 >$ the table value of 2.365, thus it can be concluded that there is an influence of the independent variable (certified teacher competence) on the dependent variable (student learning ability).

f. Coefficient of Determination Test

The coefficient of determination (r) aims to determine the extent of the impact of the independent variable (certified teacher competence) on the dependent variable (student learning ability). The results of the determination test can be seen in the following table.

Table 7: Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 ^a	.460	.383	5.061

a. Predictors: (Constant), Kemampuan Guru yang Bersertifikasi

From the output results above, it can be seen that the coefficient of determination (R Square) is 0.678 (67.8%). This means that the impact of certified teacher competence on the improvement of student learning ability is 67.8%. Based on the analysis conducted, it can be concluded that there is an effect of certified teacher competence on the improvement of learning abilities in fifth-grade students at SD Negeri Wayura.

2. Discussion

The discussion of this research aims to provide an overview, clarity, and understanding of the results obtained from the study. Based on the research findings and data calculations, it is indicated that there is an impact of certified teacher competence on the improvement of learning abilities in fifth-grade students at SD Negeri Wayura.

The results of this study can be related to the research conducted by Novauli. According to Novauli (2015), becoming a professional teacher involves meeting not just one but four competencies: pedagogical, personal, social, and professional. A professional teacher not only delivers lessons in the classroom but also educates and fosters positive attitudes in their students.

In the Law on Teachers and Lecturers, Chapter II (Competencies and Certification), Article 2 states that "teachers must have academic qualifications, competencies, certification, physical and mental health, and the ability to achieve national education goals." Article 3, Paragraph 2 explains that teacher competencies include pedagogical, personal, social, and professional competencies acquired through professional education (Sulfemi, 2015).

According to UUGD, educators must possess competencies with good academic qualifications. Additionally, competent educators are required to have various specific skills, including performance, strategic, tactical, and technical abilities. These competencies are believed to contribute positively to the success of learning. This means that educator competence is closely related to the success of learning (Sirait, 2021).

The statistical test results (T-test) show a calculated T value of -2.444 and a table T value of 2.365, with a significance level of 0.045. With the criteria that the calculated T value > table T value and if the significance < α (0.05), then H_0 is rejected and H_a is accepted. Therefore, there is a significant effect of certified teacher competence on the improvement of student learning ability in the fifth grade at SD Negeri Wayura.

Furthermore, based on the coefficient of determination test, the R Square value is found to be 0.678 (67.8%). This means that the variable X (certified teacher competence) has an effect on the improvement of variable Y (student learning ability) of 67.8%.

a. Factors Affecting

The following are factors influencing the impact of certified teachers on improving students' learning abilities:

- 1) **Teachers Provide Engaging Learning Situations and Use Technology in Teaching:** Teachers play a crucial role in creating engaging and enjoyable learning conditions. To support this, teachers should also be able to utilize available technology or facilities at the school to make the learning process more attractive. As noted by Meutia et al. (2013: 20) in Akbar (2021), a teacher must possess pedagogical competencies, including the ability to manage, implement, and evaluate the learning process. Data collected shows that about 80% of respondents frequently find teachers providing engaging learning situations, and 91% find that teachers frequently use technology in teaching.
- 2) **Teachers Understand and Master Learning Materials:** Teachers need to master and understand each learning material to be taught. When students face difficulties with the material, teachers should be

able to provide answers or solutions to these issues. According to Haris (2019), the formal education world involves the teaching and learning process, which includes the necessity for teachers to master the subject matter to be delivered to students. The data indicates that approximately 87% of respondents believe teachers are capable of understanding learning materials, and 89% believe teachers master the learning materials.

- 3) **Teachers Communicate Effectively with Educators, Students, and Parents:** Teachers must have both individual and group work skills, including effective communication. This competency is crucial for creating a pleasant environment at school and in the community. Often, teaching failures are due to weak communication systems; hence, teachers need to develop effective communication patterns in the teaching-learning process (Haqi, 2015). According to the data, about 84% of respondents say teachers always communicate well with other educators, students, and parents.
- 4) **Teachers Exhibit a Model Personality:** Teachers should display a personality that serves as a role model for students. A strong and positive personality is essential in developing human resources. As stated by Prasetyo, Marzuki, & Riyanti (2019), a teacher's exemplary behavior directly influences students' character development and has a reciprocal relationship. When a teacher is a good role model, it helps develop good character in students. The data shows that approximately 87% of respondents believe teachers frequently display a good personality and serve as role models for their students.

Conclusion

Based on the data analysis and its interpretation, the study on the impact of certified teachers on improving the learning abilities of fifth-grade students at SD Negeri Wayura can be concluded as follows:

The partial test results of the impact of certified teachers on enhancing students' learning abilities show a significance value of $0.045 < 0.05$ and a t-value of $-2.444 > 2.365$. This indicates that the competence of certified teachers has a positive and significant effect on students' learning abilities. The coefficient of determination (R Square) is 0.678 (67.8%). This means that the effect of certified teachers on students' learning abilities is 67.8%. Based on the analysis, it can be concluded that there is an impact of certified teacher on improving the learning abilities of fifth-grade students at SD Negeri Wayura.

References

- Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23-30. <https://doi.org/10.32832/jpg.v2i1.4099>
- Andriyaningrum, V., Arsanti, M., & Hasanudin, C. (2023, January). Urgensi Pendidikan Anak Usia Dini. In *Prosiding Seminar Nasional Hasil Penelitian, Pengabdian, dan Diseminasi* (Vol. 1, No. 1, pp. 385-388). <http://jurnal.stpi-bim.ac.id/index.php/qurroti/article/view/207>
- Al Hakim, R., Mustika, I., & Yuliani, W. (2021). Validitas dan reliabilitas angket motivasi JOAPE : Journal of Asian Primary Education, 2024, 1(1), x-x

- berprestasi. *FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan*, 4(4), 263-268. <https://doi.org/10.22460/fokus.v4i4.7249>
- Bahri, S. (2022). Manajemen Pendidikan Inklusi di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 94-100. <https://edukatif.org/index.php/edukatif/article/view/1754>
- Fitriyani, I., & Munandar, A. (2020). Analisis Biaya Modal Terhadap Tingkat Pengembalian Investasi Pada PT. Mitra Adiprakasa, Tbk. *Jurnal Akuntansi dan Keuangan*, 7(2), 192-197. <https://pdfs.semanticscholar.org/c71a/7ab5e610034119141468093fbe41a8a01bb0.pdf>
- Haqi, L. (2015). Pengaruh Komunikasi Antara Guru dengan Siswa Terhadap Motivasi Belajar Siswa Kelas V MI Matholi'ul Huda 02 Troso Jepara. *Skripsi Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Walisongo*. <https://core.ac.uk/download/pdf/45434528.pdf>
- Haris, A. (2019). Hubungan Penguasaan Materi Mengajar Guru Dengan Prestasi Belajar Siswa di MTsN Kadur Kecamatan Kadur Kabupaten Pamekasan Tahun 2018. *Al-Ulum Jurnal Pemikiran dan Penelitian ke Islaman*, 6(1), 40-50. <https://doi.org/10.31102/alulum.6.1.2019.40-50>
- Hamid, A. (2017). Guru profesional. *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan*, 17(2), 274-285. <https://ejournal.staialfalahbjb.ac.id/index.php/alfalahjikk/article/view/26>
- INDONESIA, P. R. UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 14 TAHUN 2005 TENTANG GURU DAN DOSEN. <https://peraturan.bpk.go.id/Details/40266/uu-no-14-tahun-2005>
- Jamaliah, M., & Cahyaningsih, U. (2020, November). Pengaruh sertifikasi guru terhadap prestasi belajar siswa. In *Prosiding Seminar Nasional Pendidikan* (Vol. 2, pp. 434-440). <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/352>
- Janna, N. M., & Herianto, H. (2021). Konsep uji validitas dan reliabilitas dengan menggunakan SPSS. <https://osf.io/v9j52>
- Novauli, F. (2015). Kompetensi guru dalam peningkatan prestasi belajar pada SMP Negeri Dalam Kota Banda Aceh. *Jurnal Administrasi Pendidikan*, 3(1), 45-67. <https://media.neliti.com/media/publications/72121-ID-kompetensi-guru-dalam-peningkatan-presta.pdf>
- Prasetyo, D., Marzuki, M., & Riyanti, D. (2019). Pentingnya pendidikan karakter melalui keteladanan guru. *Harmony: Jurnal Pembelajaran IPS Dan PKN*, 4(1), 19-32. <https://journal.unnes.ac.id/sju/harmony/article/view/31153>
- Sanda, A., Tandil, H. Y., & Firmansyah, A. (2019). Hubungan Motivasi Belajar Dengan Hasil Belajar Siswa SDN Lee Kecamatan Mori Atas. *Jurnal Dikdas*, 7(1), 22-31. <https://download.garuda.kemdikbud.go.id/article.php?article=1320002&val=721&title=Hubungan%20Motivasi%20Belajar%20Dengan%20Hasil%20Belajar%200Siswa%20SDN%20Lee%20Kecamatan%20Mori%20Atas>
- Sholawati, S. A. (2019). Manajemen Pembelajaran Pendidikan Inklusi Pada Anak Berkebutuhan Khusus di SDN Kalirungkut-1 Surabaya. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 2(1), 37-53. <https://www.semanticscholar.org/paper/MANAJEMEN-PEMBELAJARAN-PENDIDIKAN-INKLUSI-PADA-ANAK-Sholawati/b20350098dc270e9480b6847b275c1d0ae35ec06>
- Sirait, C. M., Simanjuntak, Y. M., & Naibaho, D. (2023). PENGARUH PROFESIONALISME GURU PAK TERHADAP PERILAKU SISWA. *Jurnal Pendidikan Sosial dan Humaniora*, 2(2), 11350-11359.

<https://publisherqu.com/index.php/pediaqu/article/view/248>

Zulfahmi, Z., Marantika, A., & Zulher, Z. (2022). PENGARUH KOMPETENSI DAN PELATIHAN TERHADAP TINGKAT KELULUSAN SERTIFIKASI GURU DAN DAMPAKNYA PADA KINERJA GURU PADA SMA NEGERI DI BANGKINANG KOTA. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 5(1), 854-872. <https://doi.org/10.36778/jesya.v5i1.655>