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The Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance

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Abstract: This study aimed at determining the influence certified teachers and principal leadership either partially or simultaneously toward teachers' performance in primary school Palembang. The research was conducted in several public primary schools in Gadus, Palembang. The research method was ex post facto with 125 certified teachers while the sample were 56 respondents. The data were collected by using questionnaires and analyzed by using t-test and F-test. The results of this study concluded that there is significant influence of certified teachers and principal leadership either partially or simultaneously toward teachers' performance of primary school in Palembang.

Keywords: Certified Teachers, Principal Leadership, Teachers' Performance

1. Introduction

Education is an important aspect and is the spearhead in order to improve the quality of human resources in order to be able to compete in the midst of competition for increasingly advanced and modern national life. Education is a long-term investment and is the key to a better future in the life of the nation and state. Without adequate and quality education, the Indonesian people will be increasingly left behind with other nations. One important aspect for advancing education is the existence of professional teachers (Kurniawan, 2011: 279).

The teacher is one of the supporting factors for the success of education so that the teacher must have proper qualifications. Teachers who have met the proper qualifications are said to be professionals if they have been certified. Certified teachers are of course competent in terms of experience, skills, and experts in the teaching and learning process in the classroom, so teachers are expected to be able to bring about improvement in the quality of Indonesian education (Ilmi quoted Avionela and Nailul, 2016: 688).

But in reality, certified teachers are still not in line with expectations, this is in line with the results of the survey of the Republic of Indonesia Teachers Association (PGRI) stating that the performance of teachers who have received certification is still not in line with expectations (Dewanto et al., 2016: 2). A similar thing was expressed by Murwati (2013: 3), teachers who had passed the certification did not show significant competence.

According to Suarman and Syahza (2013) concluded that teachers who are certified pedagogical abilities and professional abilities as teachers are not statistically different from teachers who have not been certified. This means that the way teachers teach and prepare in the implementation of the Teaching and Learning Process (PBM) is not yet significantly different. The weakness of certified teachers can be seen from the components that are not mastered, among others: mastering the characteristics of students, mastering learning theory and the principles of educational learning, curriculum development, educational learning activities, and the development of student potential.

The low professionalism of teachers will result in low quality of education in Indonesia. Therefore, through PLPG, efforts to increase competency are sought (Muis, 2015). However, these certified teachers have problems in developing their professionalism due to low achievement motivation, limited time, lack of knowledge and perceptions of government regulations that have not been firm (Kardiyem, 2013). These problems can cause the learning process for students to be ineffective. Whereas basically the certification program aims to improve the quality of education in schools and the quality of students determined by teacher performance.

Teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties and describes the actions displayed by the teacher during the learning process (Supardi 2014: 54). For this reason, teacher performance is related to teacher professionalism in carrying out their duties. Therefore, professional teachers must have four competencies in accordance with Minister of National Education Regulation Number 16 of 2007 concerning qualifications and competencies. The four competencies that must be possessed by the teacher are pedagogic competence, personality competence, professional competence, and social competence. Of the four competencies that must be possessed by the teacher can be a description of the teacher's performance in carrying out their duties (Khasanah et al, 2019; Salwa et al, 2019).

The reality in the field from the results of a survey of researchers on March 30, 2017 in Palembang State Elementary School, one of which is the Public Elementary School in the Gandus Sub-district, the data show that the performance of certified teachers can still be said to be low. Broadly speaking, several factors can be identified as the causes of low teacher performance, including: (1) the teacher's low commitment in educating and teaching, such as planning, implementing and evaluating learning, (2) the teacher's low

commitment to professionally doing professions, and (3) lack of willingness of teachers to improve the professional abilities of subject matter teachers, such as the ability of teaching materials, writing scientific papers in fields of study, developing instructional media, ownership of relevant and adequate reference books, and so on (Andriani et al, 2018; Murtiningsih et al, 2019; Renata et al, 2018).

Not yet optimal performance of teachers in the learning process, allegedly influenced by various factors including teacher certification (Hurmaini, 2011: 502). According to the results of the Istiarini and Sukanti (2012) study, there is a positive and significant effect of teacher certification on the teacher performance of the Sentolo 1 Public High School in Kulon Progo Regency in 2012. In addition, the results of the Siswandari (2013) study show that certified teachers have not shown quality improvement learning in class significantly, this is indicated by several things, among others: the ability to explain material that is still lacking, still lack of ability to use learning technology and less attention to the circumstances of students individually.

Based on the description above, it can be concluded that certified teachers have a positive and significant influence on teacher performance. Thus it can be said that the more positive the teacher has been certified, the higher the teacher's performance. Conversely, if the teacher is certified negative, the teacher's performance will be lower. This is based on Yamin's opinion (Istiarini and Sukanti, 2012) that there are factors that influence teacher performance, one of which is contextual factors (siteional), including pressure and changes in the external environment (teacher certification).

In addition, teacher performance is also influenced by the leadership of the principal. Because the principal is a manager in the school who is tasked with guiding and directing the teacher to achieve school goals. This is in line with Pidart's opinion (Cholil,

2014: 94) stating that the performance of teachers in carrying out their duties is influenced by several factors, namely the principal's leadership, work facilities, expectations, personal trust and motivation.

Teacher's performance will be optimal, if it is integrated with school components, both school principals and adequate work infrastructure. Effective headmaster leadership will be created if the principal has good character, behavior and skills to lead a school organization. In their role as leaders, principals must be able to influence all people involved in the education process, especially teachers, and finally achieve the goals and quality of schools (Sulistiya, 2013: 107).

Regarding the description above, it can be interpreted that teacher performance is inseparable from the influence of the principal's leadership. Because the better the leadership of the principal, the more current the teacher's work in carrying out his duties as an educator. Thus, in his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained.

The results of Sulistiya's study (2013) showed that principals' leadership had a significant effect on teacher performance. So in other words the leadership of the principal is able to explain the size of the teacher's performance. Given the importance of teacher performance in education. The problem in this study is whether there is the influence of certified teachers and principals' leadership both partially and simultaneously on the performance of teachers of Public Elementary Schools in Palembang.

2. Teachers' Certification

Teacher certification is defined as a competency test process which is designed to reveal the mastery of competency as the basis for providing educator certificates. Teacher certification is a procedure used by authorized parties to provide written guarantees that a person has met the

requirements of the competency standard to do teacher professional work (Mulyasa, 2013: 34).

In addition, Muslich (2007: 2), certification is the process of giving educator certificates to teachers who have fulfilled certain requirements, who have academic qualifications, competencies, are physically and mentally healthy and have the ability to realize national education goals, coupled with improved welfare worthy. Furthermore, Suyatno (2008: 2), certification is the process of giving educator certificates to teachers who have met the teacher's professional standards.

According to the Law of the Republic of Indonesia Number 14 of 2005, concerning Teachers and Lecturers, it was stated that certification is the process of providing education certificates for teachers and lecturers. Whereas educator certificates are formal evidence in recognition given to teachers and lecturers as professionals. Then, Kunandar (Murwati, 2013: 14) states that teacher professional certification is the process of giving certificates to teachers who have met the qualification standards and competency standards.

Based on the description above, it can be concluded that teacher certification is a provision of educator certificates to teachers who have fulfilled certain requirements as evidence or recognition of their professional abilities as educators. That is, certified teachers are someone who has met the qualifications or academic requirements and competencies in accordance with certain types and levels of education, and has passed certification by inauguration in the form of an educator certificate (Syafuruddin, 2017: 126).

In addition, Kartono (2016: 223) defines certified teachers as giving recognition by certification bodies to teachers who already have competence or fulfill academic qualifications to carry out education services. Thus, certified teachers can be concluded that someone who has been declared passed by the certification body is proven by the

existence of recognition to teachers who already have competence or fulfill academic qualifications to carry out education services.

The implementation of the certified teacher program aims to: a) determine the feasibility of the teacher in carrying out the task as an agent of learning and realize the goals of national education, b) improve the process and quality of education outcomes, c) improve teacher dignity, and d) improve teacher professionalism (Sunanik, 2015 : 77). In addition, Melati et al. (2013: 74) states that the purpose of teacher certification is to improve teacher competence and teacher welfare.

To get an educator certificate is not as easy as turning over the hands, and requires hard work from the teachers. Teachers' certificates will be obtained by teachers if they truly have competence and professionalism. For teachers who have competence and professionalism, this may not be a complicated problem, but it is just a matter of time. Conversely, teachers who lack competency and professionalism can make this problem difficult when the turn to be certified has arrived. In connection with this, something that is certain is that teachers must prepare themselves as early as possible to be certified, so that good opportunities do not just disappear because there is no adequate preparation. Teachers must be prepared mentally, scientifically, and financially. In connection with preparation in scientific terms, the teacher needs to improve his competence and professionalism (Borang, 2012: 247).

The implementation of teacher certification is carried out with the principles of objectivity, transparency and accountability. Objective is to refer to the process of obtaining educator certificates that are impartial, non-discriminatory, and meet national education standards. Transparent, which refers to the certification process that provides opportunities for education stakeholders to gain access to information about management of education, which as a

system includes input, process, and certification results. Accountable is a certification process that is accountable to education stakeholders financially, financially and academically (Masrurroh, 2010: 38).

According to Muchlis (2007: 11) states that the criteria for teachers who can take certification are teachers who have fulfilled the main requirements, namely having an academic diploma or a minimum S-1 or D-4 academic qualification. Terms that must be owned by the teacher include 1) Working period/teacher teaching experience, 2) Age, 3) Rank/class for civil servants, 4) Teaching burden, 5) Position/additional assignments and 6) Job performance. According to Kalu, et al. (2016), indicators that can be used in measuring certified teacher professionalism are viewed from four pedagogic and professional competencies. Pedagogical competencies include: (a) mastering student characteristics, (b) learning tools, (c) learning activities, (d) communicating with students, and (e) evaluation and evaluation. Professional competencies include: (a) mastery of material, and (b) professional development.

In addition, Muis (2015: 35), concluded that there are several indicators of certified teachers in carrying out learning, among others: 1) preparing learning devices, 2) material provided in accordance with students' daily lives, 3) the use of learning media, and 4) well-dressed, polite behavior, and discipline. This is reflected in teacher competencies, namely pedagogic, professional, and personality competencies. According to the Ministry of Education and Culture (2016: 5), the teacher certification mechanism refers to Minister of Education and Culture Regulation No. 5 of 2012 concerning Certification for Occupational Teachers, certification for teachers in positions to obtain educator certificates is carried out through: (1) competency testing in the form of Education and Teacher Professional Training (PLPG), and (2) Teacher Professional Education (PPG).

3. Principal Leadership

Principal leadership is the ability of a functional teacher to be given the task of leading a school to mobilize all available resources in a school so that it can be maximally utilized to achieve the stated goals (Rachmawati, 2013: 21). Meanwhile, Honey, et al. (2013: 13) states that principals' leadership is a process carried out by someone who has the highest position in the school to influence, encourage, mobilize, and organize people or groups of people to achieve the expected goals in accordance with the vision and mission of the school they lead.

According to Mulyasa (2013: 17) the leadership of the principal is an effort that is done and the results that can be achieved by the principal in implementing school management in order to realize the goals of education effectively and efficiently, productively, and accountably. In addition, Fitriani (2013: 40) states that the leadership of the principal is a form of commitment by members of a profession to always improve and develop their competence in achieving common goals.

Furthermore, Ahmad (2013: 23) principals' leadership can be interpreted as a process of influencing and being influenced between those who lead and are led to achieve a goal. It is different from the opinion of the Department of Education and Culture in Djatmiko (2006: 23) stating that the leadership of the principal is the way or effort of the principal in influencing, encouraging, guiding, directing, and moving teachers, staff, students, parents, and other parties to work/play a role in achieving the stated goals.

Based on the description above, it can be concluded that the principal's leadership is an effort made by someone who has the highest position in the school in influencing, encouraging, guiding, directing, and mobilizing people or groups of people to work/participate in achieving their intended goals. According to the Ministry of National Education in Djatmiko (2006: 23) suggests that there is a leadership component

possessed by the principal, namely (1) has a strong personality. (2) understand the condition of teachers, employees and students well. (3) have a vision and understand the school's mission. (4) decision making ability and (5) communication skills.

Ghodang (2015: 254), operationally, the principal's leadership is the ability to lead education in influencing and motivates employees to achieve the school's aiming with the following indicators: (1) decision making, (2) distributing the work, (3) delegating authority, (4) monitoring and evaluating, and (5) implementing of Special Instructional Aim. That is, operationally the principal's leadership is the ability of leaders to lead an education in influencing and motivating the employee to achieve school goals. The indicators are (1) making decisions, (2) distributing work, (3) delegating authority, (4) monitoring and evaluating, and (5) implementing Special Instructional objectives.

The above, similar to the opinion of Mulyasa (2013: 115) argues that the principal's leadership is operational so it can be explained that the principal as a leader can be analyzed from: (1) personality, (2) knowledge of education staff, (3) knowledge about vision and mission of the school, (4) ability to make decisions, and (5) communication skills. Principal leadership is influenced by several factors, among others: (1) must have knowledge about management, (2) have resilience in carrying out other tasks, and (3) have organizational culture (Ahmad, 2013: 101).

The personality of the principal as a leader will be reflected in the characteristics: (1) honest, (2) self-confidence, (3) responsibility, (4) risk taking, (5) big soul, (6) stable emotions, and (7) exemplary (Mulyasa, 2013: 115). Meanwhile, Ghiselli in Cholil (2014: 94) suggests 6 (six) leadership traits, namely: (a) Ability in his position as supervisor, (b) The need for achievement in work, including the search for responsibility and the desire for success. (c) Intelligence, including policy, creative thinking, and

thinking power, (d) Firmness or ability to make decisions, (e) Self-confidence so that it is able to deal with problems, and (f) Initiatives, or the ability to act is not dependent, develop a series of activities and find new ways or innovations.

The principal's knowledge of the education staff will be seen in: (1) the ability to understand the energy condition, (2) understanding the conditions and characteristics of the students, (3) developing an education personnel development program, (4) receiving input from suggestions from various parties to improve their leadership (Mulyasa, 2013: 115). Understanding of the vision and mission will be reflected in its ability to: (1) develop the school's vision, (2) develop the school's mission, and (3) implement programs to realize the vision and mission into an action (Mulyasa, 2013: 116).

The ability to make decisions will be reflected in its ability to: (1) make decisions with education staff in schools, (2) make decisions for internal interests in schools, and (3) make decisions for external interests in schools (Mulyasa, 2013: 116). Communication skills will be reflected in its ability to: (1) communicate orally and in writing, (2) pour ideas in written form, (3) communicate verbally with students, (4) communicate verbally with parents and the community around the school environment (Mulyasa, 2013: 116).

Principal leadership abilities are the main determinant of teacher empowerment and improvement of learning processes and products. The principal is the person most responsible for the performance of teachers and employees in the school. According to the Ministry of National Education (Djarmiko, 2006: 23), the components of leadership possessed by the principal are (1) having a strong personality. (2) understand the condition of teachers, employees and students well. (3) have a vision and understand the school's mission. (4) decision making ability and (5) communication skills.

According to Kristiawan, et al. (2017: 123) there are ten keys to the success of the principal's leadership which include: (1) complete vision and mission; (2) responsibility; (3) exemplary; (4) empowering staff; (4) listening to others; (6) provide excellent service; (7) developing people; (8) empowering schools; (9) focus on students; and (10) management that prioritizes practice. Principal leadership determines quality, without good leadership the quality improvement process cannot be carried out and realized. This is in line with Heck et al in Mulyasa (2013: 19) that academic achievement can be predicted based on knowledge of the principal's leadership behavior. This can be understood because the principal's leadership process has an influence on the overall performance of the school.

That is, the leadership of a principal will be successful if the principal has five competencies that must be possessed by a principal, namely (1) personality competencies, (2) managerial competencies, (3) entrepreneurial competencies, (4) supervisory competencies and (5) competencies social. Thus, good leadership certainly has an impact on whether or not organizational goals are achieved because leaders have an influence on the performance they have in terms of teacher performance. This is similar to the opinion of Septiana, et al. (2013: 109) which states that principals' leadership has an influence on teacher performance so that teacher performance is inseparable from the influence of the principal's leadership. Because the better the leadership of the principal, the more improve the performance of teachers in carrying out their duties as educators.

The primacy of influence of the principal's leadership not merely in the form of instruction, but rather a motivation or trigger that can inspire teachers and employees, so that initiative and creativity develop optimally to improve their performance (Yudani, 2013: 3). That is, teacher performance cannot be separated

from the influence of the principal's leadership. Because the better the leadership of the principal, the more current the teacher's work in carrying out tasks as educators. Thus, in his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained. Leadership theory in general seeks to explain the factors that allow the emergence of leadership or the nature or talent possessed by a leader.

4. Teacher's Performance

One measure of educational success is teacher performance. Teacher performance is basically the activity of the teacher in carrying out his duties and obligations as a teacher and educator in the school that can describe his work performance in carrying out all of that (Suharsaputra, 2010: 176). In addition, teacher performance can also be interpreted as a condition that shows the ability of a teacher in carrying out his duties and describes the actions displayed by the teacher during the learning process (Supardi 2013: 54). Meanwhile, teacher performance is the work of the teacher in carrying out their duties and obligations with their abilities (Udiyono, 2011: 4). In addition, Rachmawati in Syamra (2016: 261) states that teacher performance is the ability shown by the teacher in carrying out tasks or work achieved in accordance with established standards.

In addition, Jhonson in Nurchanasah (2012: 300), teacher performance is a set of real behaviors shown by a teacher to students. Furthermore, Suharsaputra (2013: 198) states that teacher performance is basically an activity of the teacher in carrying out his duties and obligations as a teacher and educator in the school who can describe his work performance in carrying out all of them.

Meanwhile, Rusman in Hafidulloh (2017: 78), the performance of teachers' plans for learning, doing learning activities and assessing learning outcomes. That is,

teacher performance is a form of behavior of teacher activities in the learning process, namely planning learning, conducting learning activities and conducting assessments. Furthermore Sudarjat et al. (2015: 147), teacher performance is a result, the view of the product of efforts and activities in order to meet the criteria of a job at a particular time span. That is, the performance of the teacher is the result, appearance or product of the effort and activity in order to fulfill the competency or job criteria in a certain time span.

According to Rahman in Ngiode (2016: 132) defines that teacher performance as a set of real behaviors that the teacher shows when the teacher provides learning to students. Meanwhile, according to Baharuddin et al in Ashari et al. (2016: 46) states that teacher performance is the result of work achieved in carrying out professional duties as a teacher by mobilizing all of his potential and abilities according to established work standards.

Based on the description above, it can be concluded that teacher performance is an activity of the teacher in carrying out the duties and obligations as a teacher and educator in the school to achieve a certain goal optimally. In relation to teacher performance in the learning process, the teacher's performance is largely determined by the ability and skills of teaching students. The ability of teachers demanded in Law number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation number 19 of 2005 are teacher competencies including: pedagogic competence, personality competence, professional competence, and social competence.

In relation to these four competencies, according to Hurmaini (2011: 504) states that competencies that are considered very relevant to the performance of teachers in the learning process are pedagogical and professional competencies. Sarimaya (Hurmaini, 2011: 505) explained the two types of teacher competencies. Teacher's

pedagogic potential can be described as follows: (1) understanding of insight or educational foundation, (2) understanding of students, (3) development of curriculum/syllabus, (4) learning design, (5) implementation of educational and dialogical learning, (6) evaluation of learning outcomes; and (7) development of students to actualize their various potentials.

Professional competency is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that overshadow the material, as well as mastery of the structure and methodology of science. Teacher professional competence can be described as follows: (1) scientific/ technological/ art structure and method concepts that overshadow/ coherent with teaching material, (2) existing teaching materials in the school curriculum, (3) the conceptual relationship between related subjects, (4) the application of scientific concepts in everyday life, and (5) professional competence in a global context while preserving national values and culture.

To be able to show good performance, individuals must have the ability to work, high motivation and also the capacity or ability to perform. The capacity in question includes the abilities, talents, skills, training, equipment and technology that can be used for performance (Usman quoted by Barinto, 2012: 204). Teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties in school or madrasa and describes the existence of an action that is displayed by the teacher in conducting learning activities. Therefore, a person's performance is determined by five criteria that determine its performance, this is confirmed by Gomes (2005: 91) there are five criteria for determining a person's performance, namely: 1) self-development; 2) team work; 3) communication; 4) the number of products produced; 5) decisions taken. Teachers as professions need special requirements so that

their performance is high. This is in accordance with the opinion of Usman (2002: 15) which states that given the complex duties and responsibilities of teachers, the profession requires special requirements, including: 1) requires the existence of skills based on deep scientific concepts and theories; 2) emphasizing a skill in a particular field according to the field of profession.

Factors that encourage a teacher to do the work is more enthusiastic so that it will get better achievement. That is, the performance of teachers in carrying out their duties is influenced by several factors both the principal's leadership factors, work facilities and the motivation of the teacher itself. This is in line with the opinion of Pidarta in Cholil (2014: 94) arguing that the performance of teachers in carrying out their duties is influenced by several factors, namely the principal's leadership, work facilities, expectations, personal trust and motivation. Thus, teacher performance is influenced by internal factors and external factors.

Many factors influence teacher performance, both factors originating from within the individual themselves (internal factors) and factors that originate from outside the individual teacher (external factors), among others: professional competency factors, participation in scientific forums, professional development work, leadership, industrial relations, experience, skills, facilities and other facilities. So it can be concluded that teacher performance is not only dominated by one factor, but is an interaction of various factors that influence it (Udiyono, 2011: 4). In addition, according to Rachmawati in Syamra (2016: 262) there are several factors that influence teacher performance, including: a). Personality and dedication, b). Professional development, c). Teaching ability, d). Between relationships and communication, e). Relations with the community, f) Discipline, g) Welfare, h). Work climate.

Furthermore, Risma and Sukanti in Murwati (2013: 17), there are several factors

that influence teacher performance, namely: (1) Personal factors, including elements of knowledge, skills, abilities, self-confidence, motivation and commitment. (2) Leadership factors, has a quality aspect of the manager and the leader team in providing encouragement, encouragement, direction, and support. (3) Team factors, including support and enthusiasm from the team. (4) System factors, including work systems, work facilities and work culture in organization (school), (5) contextual (situational) factors, including pressure and changes in the external environment (teacher certification) and internal (teacher work motivation).

Meanwhile, according to Surya in Hafidulloh (2017: 78), the factors that affect teacher performance: (1) rewards, (2) sense of security, (3) interpersonal relationships, (4) working conditions, (5) opportunities for development and selfimprovement. That is, there are several factors that influence teacher performance, namely: (1) appreciation, (2) security, (3) interpersonal relationships, (4) working conditions, and (5) opportunities for self-development and improvement. In addition, according to Pidarta quoted by Cholil (2014: 94) arguing that the performance of teachers in carrying out their duties is influenced by several factors, namely the principal's leadership, work facilities, expectations, personal trust and motivation. Meanwhile, Mitrani, et al. In Sudriyah and Liana (2015: 15), there are four factors that influence performance, namely: sources of individual motivation, job determination, management style, and organizational climate. In addition, Mathis and Jackson (Ashari, et al., 2016: 46) revealed that there are three factors that influence individual performance, namely (1) the individual's ability to do the job; (2) the level of effort devoted; (3) organizational support.

Teacher's performance will be optimal, if it is integrated with school components, both school principals and adequate work infrastructure. Effective headmaster leadership will be created if the principal has

good character, behavior and skills to lead a school organization. in their role as leaders, principals must be able to influence all people involved in the education process, especially teachers, and finally achieve the goals and quality of schools (Sulistiya, 2013: 107).

Regarding the description above, it can be interpreted that the teacher's performance will be good if the teacher has carried out professional teaching elements. These teaching elements include loyalty and a high commitment to teaching, mastering, and developing learning materials, discipline in teaching and other assignments, creativity in teaching, collaboration with all school members, leadership that is a role model for students, a good personality, honest, and objective in guiding students and responsibility for their duties.

According to Khusnani (2015: 21) states that there are several indicators that can be used in measuring teacher performance, namely: a) arranging learning plans, b) the ability to carry out learning, c) assessing, d) giving feedback, and d) compiling the program remedial. Meanwhile, Hartono and Zubaidah (2017: 74), teacher performance measured using some dimensions, which are: 1) quality, 2) quantity, 3) promptness, and 4) communication. That is, teacher performance is measured using several dimensions, which are: 1) quality, 2) quantity, 3) timeliness, and 4) communication.

Meanwhile, according to Azizah in Muhammadi et al. (2016: 282), teacher performance assessment is measured by referring to several teacher performance indicators, including: (1) being able to make planning, teaching preparation, (2) mastering the material to be taught, (3) mastering learning methods and teaching strategies, (4) giving assignments to students, (5) being able to manage classes, and (6) being able to carry out assessments and evaluations.

In addition, according to Supriatno in Muhammadi (2015: 132) mentions that the aspects that can be used to evaluate job performance or achievements include: 1) the

planning of teaching, 2) delivery, 3) diversification of teaching methods, 4) meet different needs, 5) evaluation and reporting. That is, aspects that can be used to evaluate work performance or achievements include: 1) teaching planning, 2) delivery, 3) diversification of teaching methods, 4) learning interactions, 5) evaluation and reporting.

Teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties in school or madrasa and describes the existence of an action that is displayed by the teacher in conducting learning activities. Therefore, a person's performance is determined by five criteria that determine its performance, this is confirmed by Gomes (2005: 91) there are five criteria for determining a person's performance, namely: 1) self-development; 2) team work; 3) communication; 4) the number of products produced; 5) decisions taken. Teachers as professions need special requirements so that their performance is high. This is in accordance with the opinion of Usman (2002: 15) which states that given the complex duties and responsibilities of teachers, this profession requires special requirements, including 1) demanding skills based on deep scientific concepts and theories; 2) emphasizing a skill in a particular field according to the field of profession.

Teacher performance appraisal has two main functions, namely: (1) to assess the teacher's ability to apply all the competencies and skills needed in the learning process, guiding or implementing additional tasks; (2) to assess the credit numbers obtained by the teacher for learning performance, guidance or implementation of additional tasks relevant to the school's functions that year (Dermawati, 2013: 6). Teacher performance standards relate to the quality of the teacher in carrying out their duties such as: (1) working with students individually, (2) preparation and planning of learning, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) effective

leadership from teachers (Yuliandri, et al., 2016). So to find out whether the performance of a teacher is good or bad, a performance appraisal is necessary (Wibowo, 2014: 187).

To assess teacher performance dimensions can be used, according to Soelaiman (2007: 322) dimensions of performance whose evaluations are carried out by team members in principle so as to include: Timing and timeliness, Interpersonal ability, Group support, planning and coordination. In order for teacher performance performance to be effective, the process must have the following characteristics: a) open, that is, the assessment is not a closed and confidential process but is open and can be known to anyone; b) assessment aimed at improving quality and developing various employee abilities and behaviors, not intended to find fault or blame people; c) collaborative, namely that assessors and those assessed can work together flexibly and can negotiate without threats.

Teacher performance appraisal is carried out by referring to the dimensions of the teacher's main tasks which include activities in planning and implementing learning, evaluating and evaluating including analyzing the results of the assessment and implementing follow-up assessment results (Ashari, et al., 2016: 46). The same thing was expressed by Siagian (2013: 45), performance is influenced by several factors including: work environment, organizational culture, leadership and work motivation, work discipline, salary, job satisfaction and other factors.

According to Usman (2002: 25) to measure teacher performance indicators can be used as material for making research instruments which include: 1) Personality aspects consist of initiative, cooperation, responsibility, obedience and honesty; 2) Technical aspects consist of administration and planning of teaching and learning activities, teaching and learning activities,

assessment of learning outcomes; 3) Methodological aspects consist of teaching preparation, methods and stages of teaching; 4) The development aspect consists of training, seminars, scientific work, program development and instructional media development.

In contrast to Rachmawati's (2013: 121) opinion, there are three indicators of teacher performance assessment including: (1) learning plan (RPP); (2) learning procedures; and (3) interpersonal relationships. Meanwhile, according to Azizah (Nugraheni, et al., 2016: 282), teacher performance assessment is measured by referring to several teacher performance indicators, including: (1) being able to plan, prepare for teaching, (2) master the material to be taught, (3) mastering learning methods and teaching strategies, (4) giving assignments to students, (5) being able to manage classes, and (6) Able to conduct evaluations and evaluations.

5. Research Methods

The purpose of this study was to determine the effect of certified teachers and principals' leadership both partially and simultaneously on the performance of teachers of Public Elementary Schools in Palembang. The place of research was conducted in several Public Elementary Schools in Gadus Palembang District. The research method is ex post facto with a population of 125 certified teachers while for the withdrawal of research samples using proportional random sampling so that a sample of 56 respondents was obtained. Data collection techniques using questionnaires by analyzing data using the t test and F test.

6. Results and Discussion

Effect of Certified Teachers on Teacher Performance

The results of hypothesis testing can be seen in table 1 below.

Table 1. Test of the First Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30,177	8,047		3,750	0,000
Certified Teachers	0,873	0,123	0,695	7,111	0,000

Dependent Variable: Teacher Performance

Hypothesis testing results obtained a probability value (0,000) smaller than the value of α (0.05), besides, for the value of t_{count} of 7.111 is greater than the value of t_{table} (1.675) so it can be concluded that there is an effect of certified teachers on the performance of state elementary school teachers at Palembang. In addition, the level of influence of certified teachers on teacher performance by 48.2%, the remaining 51.8% is influenced by other factors which are not variables in this study. This can be interpreted that teacher certification as an effort to improve teacher quality is expected to

improve the quality of learning and the quality of education in Indonesia on an ongoing basis. Thus it is expected that certified teachers are able to improve the quality of learning so that the educational goals will be achieved optimally.

The results of this study are similar to the research of Istiarini and Sukanti (2012) which shows that there is a positive and significant effect of teacher certification on teacher performance at the Sentolo 1 Public High School in Kulon Progo Regency in 2012. This is similar to the results of Lestari's research (2010) which states that certification

is influential positive for teacher performance. In contrast to the results of Siswandari's research (2013), it was shown that certified teachers had not shown a significant increase in the quality of learning in class, this was indicated by several things, among others: the ability to explain material that was lacking, still lack of ability to use learning technology and not paying attention individual. The results of this study are different from the findings of the findings of Gordon, Kane and Staiger (2006) which state that teacher certification does not have predictive power in improving teacher performance.

Kunandar quoted Muwanti (2013) argues that teacher professional certification is the process of giving certificates to teachers who have met the standards as evidence or recognition of their professional abilities as educators. This program is one of the government's efforts to improve the quality of teachers in Indonesia. This program educates teachers to improve their basic competencies which include pedagogical competence, personality competence, social competence, and professional competence. Teacher competency is a combination of personal, scientific, technological, social, and spiritual abilities in a khafah form the competence of the teacher's professional standards. If the teacher has been able to master various basic competencies that have been asked, then this will have an impact on the increasing performance.

This means that the higher the teacher has a good perception of teacher professional certification, the teacher's performance will

increase, because after getting an educator's certificate, the teacher will continue to try to build the image of the teacher by working seriously, improving self-quality, and being a good role model for students and the surrounding community (Muwanti, 2013).

Based on the description above, it can be concluded that certified teachers have an influence on teacher performance. Thus it can be said that the more positive the teacher has been certified, the higher the teacher's performance. Conversely, if the teacher is certified negative, the teacher's performance will be lower. This is based on Yamin's opinion (Istiarini and Sukanti, 2012) that there are factors that influence teacher performance, one of which is contextual factors (siteional), including pressure and changes in the external environment (teacher certification).

That is, teacher certification is very significant because it affects the performance of teachers, especially elementary school teachers. With the certification, it will make teachers more motivated to develop their abilities. This is due to the recognition, appreciation, experience gained by the teacher during the certification. The higher the quality of teacher certification, the better the teacher's performance. High teacher performance will affect school performance and productivity.

Effect of Principal Leadership on Teacher Performance

The results of hypothesis testing can be seen in table 2 below.

Table 2. Test of the Second Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	40,708	6,595		6,173	0,000
Principal Leadership	0,590	0,083	0,694	7,087	0,000

Dependent Variable: Teacher Performance

Hypothesis testing results obtained a probability value (0,000) smaller than the value of α (0.05), besides, for the value of t_{count} (7.087) greater than the value of t_{table} (1.675) so it can be concluded that H_a is accepted thus there is the influence of principal leadership on the performance of teachers at the State Elementary School in Palembang. In addition, the level of influence of the principal's leadership on teacher performance by 48.2%, the remaining 51.8% is influenced by other factors that are not variables in this study. The results of this study are consistent with Sulistiya's (2013) study. teacher performance. In addition, also agree with the Ngiode (2016) study of the results of his research that the results show that there is a positive and significant influence of the principal's leadership on teacher performance.

Effective headmaster leadership will be created if the principal has good character, behavior and skills to lead a school organization. In their role as leaders, principals must be able to influence all people involved in the education process, especially teachers, and finally achieve the goals and quality of schools (Sulistiya, 2013: 107). This is also confirmed by Lestari (2016: 128) stating that the leadership of the principal is very instrumental in increasing the morale of

the teacher's work in carrying out their duties so that they can create harmonious and pleasant working conditions. Thus the teacher will be more enthusiastic in fostering students both academically and non-academically.

Regarding the description above, it can be interpreted that teacher performance is inseparable from the influence of the principal's leadership. Because the better the leadership of the principal, the more current the teacher's work in carrying out tasks as educators. That is, the leadership of the principal is very instrumental in increasing the enthusiasm of the teacher's work in carrying out their duties so that they can create harmonious and pleasant working conditions. Thus, the leadership of the principal has an influence on teacher performance so that teacher performance cannot be separated from the influence of the principal's leadership. Because the better the leadership of the principal, the more improve the performance of teachers in carrying out their duties as educators.

Effect of Certified Teachers and Principal Leadership on Teacher Performance

The results of hypothesis testing can be seen in table 3 below.

Tabel 3. Simultaneous Test

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1661,907	2	830,954	43,478	0,000^b
	Residual	1012,932	53	19,112		
	Total	2674,839	55			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Principal Leadership, Certified Teachers						

The results of testing the hypothesis obtained a probability value (0,000) smaller than the value of α (0.05), in addition, for the value of F_{count} of 43.478 greater than $F_{(0.05)(2:53)}$ of 7.17 so that H_a is accepted by thus there is the influence of certified teachers and the leadership of principals simultaneously on

the performance of teachers of Public Elementary Schools in Palembang. In addition, the level of influence of certified teachers and principals' leadership together on teacher performance by 62.1%, the remaining 37.9% is influenced by other

factors which do not mean the variables in this study.

The results of this study are similar to the research of Istiarini and Sukanti (2012) which shows that there is a positive and significant effect of teacher certification on teacher performance in the Sentolo 1 Public High School in Kulon Progo Regency in 2012. The results of Sunanik's (2015) conclusions from the research results show The performance of teachers of Durenan 1 Junior High School that has been certified with an average of Very Good proved to be an average performance of 81%, (2) The performance of teachers of Durenan 1 Public High School which has not been certified very well is proven to be 76%, (3) there are differences in teacher performance Durenan 1 Junior High School that has been certified with a non-certified one. Performance differences are caused by experience, employment status and professional development opportunities, (4) Professional Allowance Educators are used for the cost of children's education, savings, fulfillment of basic needs, housing construction, purchase of laptops, purchase of books, and research activities/seminars .

The results of this study are also in line with the research of Sulistiya (2013) which shows that principals' leadership has a significant effect on teacher performance. In addition, also agree with the Ngiode (2016) study of the results of his research that the results show that there is a positive and significant influence of the principal's leadership on teacher performance.

The above shows that teacher performance is influenced by these two factors, namely certification and leadership of the principal. Certified teachers have a positive and significant influence on teacher performance. Thus it can be said that the more positive the teacher has been certified, the higher the teacher's performance. Conversely, if the teacher is certified negative, the teacher's performance will be lower. This is based on Yamin's opinion

(Istiarini and Sukanti, 2012) that there are factors that influence teacher performance, one of which is contextual factors (siteional), including pressure and changes in the external environment (teacher certification).

In addition, teacher performance is also influenced by the leadership of the principal. Because the principal is a manager in the school who is tasked with guiding and directing the teacher to achieve school goals. This is in line with Pidart's opinion (Cholil, 2014: 94) stating that the performance of teachers in carrying out their duties is influenced by several factors, namely the principal's leadership, work facilities, expectations, personal trust and motivation.

Teacher's performance will be optimal, if it is integrated with school components, both school principals and adequate work infrastructure. Effective headmaster leadership will be created if the principal has good character, behavior and skills to lead a school organization. In their role as leaders, principals must be able to influence all people involved in the education process, especially teachers, and finally achieve the goals and quality of schools (Sulistiya, 2013: 107).

Regarding the description above, it can be interpreted that teacher performance is inseparable from the influence of the principal's leadership. Because the better the leadership of the principal, the more current the teacher's work in carrying out his duties as an educator. Thus, in his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained. That is, the leadership of the school principal plays a very important role in the performance of teachers to carry out their duties properly so that the educational goals will be achieved optimally.

7. Conclusion

There is the influence of certified teachers on the performance of teachers of Public Elementary Schools in Palembang. This can be seen from the results of testing the

hypothesis obtained probability value (0,000) smaller than the value of α (0,05) and the value of t_{count} (7,111) is greater than the value of t_{table} (1,675). The influence of certified teachers on teacher performance by 48.2%, the remaining 51.8% is influenced by other factors that are not variables in this study. There is the influence of the principal's leadership on the performance of teachers of the Public Elementary School in Palembang. This can be seen from the results of testing the hypothesis obtained probability value (0,000) smaller than the value of α (0,05) and the value of t_{count} (7,087) is greater than the value of t_{table} (1,675). The influence of the principal's leadership on teacher performance by 48.2%, the remaining 51.8% was influenced by other factors which were not variables in this study. There is the influence of certified teachers and the leadership of principals simultaneously on the performance of teachers of Public Elementary Schools in Palembang. This can be seen from the results of testing the hypothesis that the probability value (0,000) is smaller than the value of α (0,05) and the value of F_{count} (43,478) is greater than F_{table} (7,17). The influence of certified teachers and principals' leadership together on teacher performance is 62.1% and the remaining 37.9% is influenced by other factors which do not mean the variables in this study.

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