

The Effect of Teacher Certification and Work Discipline on the Performance of State Junior High School Teachers in Tebing Tinggi District

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Abstract

This study aims to analyze the influence of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District. The method used in this study is a quantitative method with a survey approach. Data was collected through a questionnaire distributed to teachers who teach at several State Junior High Schools in Tebing Tinggi District. From the statistical results, there is an influence of teacher certification and work discipline simultaneously on the performance of State Junior High School teachers in Tebing Tinggi District from the results of the analysis of values of $F_{\text{hitung}} = 13.587 > F_{\text{table}} = 0.967$ and able to contribute a simultaneous influence of 33.4%. The results of the study show that certification and work discipline have a significant impact on teacher performance. Teachers with certification tend to perform better than teachers who are not certified. In addition, work discipline also plays a vital role in improving teacher performance. Teachers with high work discipline are more effective in carrying out their duties and achieving educational goals. This study concludes that certification and work discipline are essential in improving teacher performance. Therefore, efforts to improve teacher performance should include a broader certification program and an improvement in work discipline through various training and supportive policies.

Keywords: Certification, Teacher Work Discipline, Teacher Performance, Junior High School

1. Introduction

The quality of education in Indonesia greatly determines the pace of development. Therefore, almost all countries in the world are always trying to improve the quality of education to enhance the community's quality of life. This is inseparable from the condition of teachers as one of the elements of education providers. Teachers have a critical and strategic position and role in the overall effort to achieve the quality of education in Indonesia. Darmoko et al. (2017) explained that teachers are a decisive spearhead in the education system, which must receive central, first, and primary attention. Therefore, any improvement efforts made to improve the quality of education will only significantly contribute to the support of professional and qualified teachers (Hafizhah, 2020; Wantiana & Mellisa, 2023). In other words, improving the quality of education must start with teachers

In carrying out their teaching duties, teachers always want to improve their ability to provide services to students, the community, and the environment, primarily where they work. In this task, teachers strive to meet their needs and desires. One is by participating in certification to get more welfare and comfort in carrying out their duties. Formally, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Regulation of the Ministry of Education and Culture Number 54 of 2022 concerning in-service teacher educator certificates state that teachers are professionals. As professionals, teachers must have an academic qualification of S-1 (strata one) or D-4 (diploma four) in a field relevant to their subject and master competencies as learning agents.

The S-1/D-4 academic qualification requirements are fulfilled by the diploma obtained from a higher education institution. In contrast, the relevance requirements are evidenced by the suitability of the field of education owned and the subjects taught at school. Meanwhile, the requirements for mastering competencies as learning agents (including personality, pedagogical, professional, and social competencies) are evidenced by certificates as educators. Dewi et al. (2019) explained that teachers have a position as professionals at the level of primary education, secondary education, and early childhood education in the formal education path that is appointed by government regulations, work or activities carried out by a person and become a source of income for life that requires expertise (Aziizah et al., 2018), proficiency (Putranto et al., 2018), or skills that meet specific quality standards or norms and require professional education (Agustin et al., 2023). Certification allowances are not only intended to improve teachers' welfare but also intended to improve teachers' competence and work commitment (Harapan et al., 2022). The first paradigm assumes that the welfare of teachers needs to be improved so that they can carry out their duties to educate the nation's young generation well (Ristianey et al., 2020).

This is evidenced by relevant previous research, such as the research conducted by Desmaniar et al. (2020), where the results of the research stated that the performance variables of teacher certification in general in the criteria were very high, the variables of teacher certification in the criteria were relatively high. The variables of teacher work motivation were in the high criteria. Based on partial hypothesis testing, the teacher certification variable affects teacher performance, and the work motivation variable also affects teacher performance. Based on simultaneous hypothesis testing, teacher certification, and work motivation variables affect teacher performance.

According to the Regulation of the Ministry of Education and Culture Number 54 of 2022 concerning teacher educator certificates. Thus, certification is the process of granting a certificate of competency or certificate as an acknowledgment of a person's ability to do a job after passing the competency test. This is strengthened by research conducted by Kristian (2019), which, based on the data and analysis results presented, can be concluded that professional allowances significantly affect the performance of State High School teachers in Muara Sugihan District by 25.33%. This means that the professional allowance factor influences 25.33% of the variants in teacher performance at State High Schools in the Muara Sugihan sub-district.

Strengthened by other research, such as those conducted by Lestari, Kristiawan, and Destiniar (2021), which concluded that (1) there is no effect of professional allowances on teacher performance; (2), there is an influence of work motivation on teacher performance; and (3) there is an influence of professional allowances and work motivation on the performance of elementary school teachers in Cluster 1, Sungai Lilin District, Musi Banyuasin Regency. Teacher performance can be improved if professional allowances are provided. Motivation and work significantly affect the performance of State High School teachers in Muara Sugihan District by 46.97%. This means that 46.97% of the variants that occur in the performance of State High School teachers in the Muara Sugihan sub-district are influenced by work motivation factors.

Teacher performance can be improved if work motivation is increased. The study's findings prove that teacher performance is significantly related to professional allowances and work motivation partially or together. In other words, the statistics of professional allowances and work motivation are positive and significant, with the performance of State High School teachers in the Muara Sugihan sub-district by 43.47%. This means teacher performance can be improved through professional allowances and work motivation.

A teacher will only show his professional expertise and skills optimally if the teacher has high work discipline. Work discipline is employees' attitude to behave according to the rules set where they work (Fitriana et al., 2022). This is in line with the opinion of Hapizoh et al. (2020), who stated that improving the quality of teachers through certification programs is an effort to improve the quality of education. The rationale is that if the teacher's competence is good, followed by good income, his performance is hoped to be good (Harapan, 2019; Ristianey et al., 2021). If the teacher's performance is good, the KBM is also good. Good KBM is expected to produce quality education. That thought underlies the idea that teachers need to be certified.

The certification program provides certificates for teachers who have met several requirements to become professional teachers. Teachers who have obtained certificates and professions will get several rights, including professional allowances equivalent to one time of the teacher's basic salary. This certification program is a must for the Indonesian nation in addition to the consequences of the above legal products, but also essentially because of the deep determination of all components of the nation who want to improve the quality of education in this country (Janiah et al., 2021; Slamet et al., 2021). Implementing the teacher/teacher certification test assesses the minimum abilities that teachers must have to carry out their duties well. Darusman et al. (2020), in their research, explained that (1) there is a significant influence of certification on student learning achievement at Lais District High School, Musi Banyuasin Regency; (2) there is a significant influence of teacher performance on student learning achievement at Lais District High School, Musi Banyuasin Regency; (3) There is a significant influence of teacher certification and performance together on student learning achievement at SMA Lais District, Musi Banyuasin Regency.

The performance of State Junior High School teachers in Tebing Tinggi District can be said to have not carried out teaching duties that indicate their professionalism; teachers rarely use the media of teaching aids. Teachers should use teaching aids to convey learning materials so students can absorb learning materials even better. Not all teachers at SMP Negeri Tebing Tinggi District have educator certificates. This is based on the initial data obtained that in Tebing Tinggi District, Empat Lawang Regency, there are 7 (seven) State Junior High Schools, which are as follows: 1) SMP Negeri 1 Tebing Tinggi with a total of 56 teachers. There are 28 certified teachers, while 28 non-certified teachers; 2) SMP Negeri and 2 Tebing Tinggi have 27 teachers. There are 16 certified teachers, 11 non-certified teachers, 3) SMP Negeri, 3 Tebing Tinggi 31 teachers. 11 certified teachers, 20 non-certified teachers, 4) SMP Negeri, and 4 Tebing Tinggi 26 teachers. There are 9 certified teachers, while 17 are non-certified teachers; 5) SMP Negeri and 5 Tebing Tinggi have 44 teachers. There are 17 certified and 27 non-certified teachers; 6) SMP Negeri and 6 Tebing Tinggi have 15 teachers. There are six certified teachers and nine non-certified teachers; 7) SMP Negeri and 7 Tebing Tinggi have 21 teachers. There are four certified teachers, while 17 non-certified teachers are seven people.

Initial data related to certification and work discipline from each state junior high school and information obtained by the researcher showed that the problem is that teachers still need to be certified. They must meet the set requirements because they are not linear from their disciplines (Fransiska et al., 2020; Simamora et al., 2020). In the learning process provided, teacher discipline cannot be said to be not optimal where there are still teachers who often do not carry out their teaching duties, and teachers often arrive late, so this certainly affects the performance of the teachers themselves (Budiyanto et al., 2024; Fudiyah & Harapan, 2021).

Education continues to be required to produce human resources that meet the community's needs and jobs in line with the development of technology and community culture. The government has made efforts to improve teachers' ability, including increasing the qualifications and requirements of higher education levels for teaching staff from early childhood to tertiary level, in addition to other efforts that have been determined in Indonesia

to improve teacher performance competencies, for example, the Teacher Activity Center (PKG), Teacher Working Group (KKG), and Subject Teacher Deliberation (MGMP) which allow teachers to share their experiences in solving problems they face in their teaching activities.

Looking at the problems that exist from the background of the above problems, research on the influence of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District is essential to be carried out because besides the researcher wants to know more about teachers who already have an educator certificate and work discipline on teacher performance whether they contribute to the world of education and based on relevant previous research findings, It is hoped that it can contribute to this research for teachers who have been certified and those who have not and related to the discipline of the teacher itself on teacher performance, especially State Junior High School teachers in Tebing Tinggi District, Empat Lawang Regency.

2. Literature Review

a. Teacher Performance

Teacher performance in this study is based on relevant theories and previous research in order to strengthen the research conducted, as stated by Donni (2014), mentioning performance as a person's achievement in a particular field or expertise in carrying out their duties or, his work delegated from his superiors effectively and efficiently. Furthermore, he revealed that performance is the ability individuals possess to do a job so that they can see their achievements and their work in achieving goals.

Mufizar et al. (2015) explained that teacher performance is to carry out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as work, school administration, and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Cintia (2021) defines performance as a reflection of how a person sets his or her achievement goals. Leniwati and Arafat (2017) describe performance limitations. Performance is a translation from the United Kingdom, *performance* or *job performance*, but it is often abbreviated to *performance* only in English. In Indonesia, performance is also called work achievement. Performance, or work achievement (*performance*), is an expression of ability based on knowledge, attitudes, skills, and motivation to produce something. Work performance is defined as the achievement of specific job requirements, which can finally be directly reflected in the quantity and quality of output. The above definition highlights performance based on the results achieved by a person after doing work (Agustin & Purwanto, 2023).

Furthermore, Darmoko et al. (2017) stated that teacher performance is a learning process as an effort to develop existing activities into better activities so that the educational goals that have been set are well achieved through an activity, learning carried out by teachers by targets and objectives. High performance is a path to meet his needs so that he will follow that path (Afini et al., 2023; Bonar Siagian & M Bambang Purwanto, 2023; Hanadya et al., 2022). Meanwhile, the factor and situation state that performance results from the interaction between motivation and essential ability. If the motivation is high but the essential ability is low, then the performance will be low, and if the ability is high. However, if the motivation is low, the performance will also be low, or vice versa (Aziizah et al., 2018). Furthermore, Ardiana (2017) defines performance as a person's achievement in a particular field or expertise in carrying out their duties or work delegated from their superiors effectively and efficiently.

b. Certification

Certification, according to the Regulation of the Ministry of Education and Culture of Research and Technology Number 54 of 2022 concerning Teachers and Lecturers Article 1 point 11 grants educator certificates for teachers and lecturers. According to Wardani (2015), certification is the process of granting educator certificates to teachers who have met specific requirements, namely having academic qualifications, competence, physical and spiritual health, and the ability to realize national education goals, accompanied by a decent increase in welfare. According to Sarimaya (2018, p.9), the certification program is for teachers who have met several requirements to become professional teachers.

Sari & Aima (2024) is the mastery of teaching and education, along with learning tools carried out systematically, both portfolios and training or PLPG. The purpose of certification is (1) to determine the feasibility of teachers in carrying out their duties, (2) learning processes and outcomes, (3) prosperous teachers, and (4) to improve dignity. Professional competence is assessed as physical evidence of academic qualifications, education and training, teaching experience, learning planning and implementation, academic achievements, and professional development work. The pattern of in-service teacher certification is carried out in two ways: portfolio and training.

According to Law of the Republic of Indonesia Number 19 of 2019 concerning Teachers and Lecturers, there are several articles on certification as follows: 1) Article 1 point 11: certification is the process of granting educator certificates to teachers; 2) Article 8: teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals; 3) Article 11 point 1: educator certificate as in article 8 is given to teachers who have met the requirements; 4) Article 16: Teachers who have an educator certificate receive a professional allowance of one salary, public and private teachers are paid by the government.

It was also explained that the Regulation of the Ministry of Education and Culture Number 54 of 2022 concerning teacher educator certificates in the office states that teachers are professionals. As professionals, teachers must have academic qualifications of S1 (strata one) or D-4 (diploma four) in fields relevant to their teaching subjects and master competencies as learning agents. The fulfillment of the S-1/D-4 academic qualification requirements is evidenced by the diploma obtained from higher education institutions, while the relevance requirements are evidenced by the suitability between the field of education owned and the subjects taught in school (Hapizoh et al., 2020; Hartanti & Yuniarsih, 2018; Wibowo, 2019).

Thus, the author can conclude that certification is the process of granting a certificate of competence or a certificate acknowledging a person's ability to do a job after passing a competency test. Improving teacher competence is one aspect that plays a role in improving teacher performance and motivation to improve the quality of education.

c. Teacher Work Discipline

Purwanto (2022) stated that discipline is a mental attitude expressed by behavioral movements that stem from a person's awareness and willingness to carry out their duties and obligations by applicable regulations and laws. Furthermore, Putra et al. (2013) stated that work discipline is one of the factors that can affect work productivity, while productivity is the success of an organization. Andriani and Agustina (2022) work discipline is an attitude of respect, appreciation, obedience, and obedience to applicable regulations, both written and unwritten, and being able to carry them out and not avoid receiving sanctions if they violate the duties and authority given to them.

Discipline in work will shape one's identity as a person responsible for carrying out duties (Antonius Djula, 2021; Handayani, 2016). In schools, teachers are required to be good role

models for their students; they must be able to set a good example when teaching as a reflection on how to behave well and act. Students are always based on the attitude or behavior of teachers at school because students will usually follow the behavior of their teachers (Pilar et al., 2022).

Teachers' work discipline is closely related to compliance with school regulations. A disciplined attitude encourages a teacher to work in accordance with the applicable provisions and procedures. A teacher who arrives on time and does not leave the class before the end of the lesson is one example of a teacher who has shown his performance (Marsinah et al., 2024).

As in Government Regulation 94 of 2021 concerning Civil Servant Discipline, which requires civil servants to enter work and obey the inworking hours provisions, the article, it is explained what is meant by the obligation to go to work and obey the provisions of working hours is that every civil servant is obliged to come, carry out duties, and go home according to the provisions of working hours and is not in a public place not because of official.

Nuswantoro et al. (2023) explained that they must notify the authorized officials if they cannot attend. Late entry to work and early departure are calculated cumulatively and converted to 7.5 (seven and a half) hours, equal to 1 (one) day of absence from work. Based on the description of the theory above, it can be concluded that discipline is a commitment to a person to himself to carry out his duties with full responsibility, which is shown through a mental attitude expressed by behavioral movements that stem from a person's awareness and willingness to carry out their duties and obligations by applicable regulations and laws.

3. Method

This research was conducted at a State Junior High School in Tebing Tinggi District, Empat Lawang Regency, South Sumatra, for the 2023/2024 school year. The research was carried out for three months and adjusted to the research schedule, namely February 2024 – April 2024. This study uses quantitative research based on the philosophy of positivism, which is used to research certain populations and samples. The research uses *an ex post facto* approach.

The research sample used in this study is related to certified teachers, so the sampling method uses *purposive samples*. Dacholfany et al. (2024) explained that *purposive* sampling is one of the non-random sampling techniques where researchers determine sampling by determining unique characteristics that are by the research objectives so that they are expected to be able to answer research problems, as can be seen in the following table.

Table 1.
Research Population

No	School Name	Certified Teacher
1	SMPN 1 Tebing Tinggi	28
2	SMPN 2 Tebing Tinggi	16
3	SMPN 3 Tebing Tinggi	11
4	SMPN 4 Tebing Tinggi	9
5	SMPN 5 Tebing Tinggi	17
6	SMPN 6 Tebing Tinggi	6
7	SMPN 7 Tebing Tinggi	4
Jumlah		91

(Data Source: Tebing Tinggi District, 2023)

Tabel one described research population of the study where there are seven SMPN in Tebing Tinggi that collected as analysis. Data collection techniques used

questionnaires/questionnaires. Questionnaires were given to each state junior high school teacher in Tebing Tinggi District, which had 91 certified teachers. Documentation, related to documentation techniques, supporting data collected in the form of 1) questionnaire guidelines/questionnaires which include: a) certification questionnaires, b) teacher work discipline questionnaires, c) teacher performance questionnaires/questionnaires; 2) the results of the trial questionnaire; 3) the results of the research questionnaire. In addition, it also includes research photos such as when disseminating questionnaires both when conducting instrument trials and when disseminating actual research questionnaires, letters of introduction for research permits from the Postgraduate Program of PGRI Palembang University, Letters, Introduction to Research Permits from the Four Lawang Regency Education Office, Research Permits from each State Junior High School in Tebing Tinggi District as described at the research site above. This documentation is intended to complete the research data. The data analysis technique in this study uses data analysis techniques, simple correlation, and multiple regression with the help of the *SPSS For Windows* Version 26 program. The stage of implementing the analysis includes (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

4. Results and Discussion

Result

Based on the overall hypothesis test, the hypothesis is proposed that teacher certification and work discipline affect the performance of State Junior High School teachers in Tebing Tinggi District, referring to the following analysis steps.

a. Simultaneous Hypothesis Test Analysis (F-Test)

Based on the test of all hypotheses, simultaneous multiple linear regression analysis using the F-test is used to find out whether or not the regression coefficients have an influence simultaneously (together) between the independent variables (X1 and X2) and the dependent variable (Y). If $\text{sig.} \geq \alpha$ (0.05), then the regression coefficient is not significant. If $\text{Sig.} < \alpha$ (0.05), then the multiple linear regression coefficient is significant. Multiple linear regression analysis is often referred to as a simultaneous hypothesis test or f-test, as shown in the table below, resulting from calculations using *SPSS for Windows* software application version 26.

Table 2.

Results of Simultaneous Analysis (F-test)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	,967	2	,483	13,587	,000 ^b
Residual	3,593	101	,036		
Total	4,560	103			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Teacher Work Discipline, Certification

(Source: Processed Data, 2024)

Tabel 2 explained the third hypothesis test using the F-test formula, multiple linear regression analysis results stated that teacher certification and work discipline influence the performance of State Junior High School teachers in Tebing Tinggi District, as shown in Table 4.11 above. Based on the F-count value, it is known that the value obtained is 13.587. The criteria for hypothesis testing are as follows: if $F\text{-count} \geq F\text{-table}$, then H_a is accepted, and if, on the contrary, $F\text{-count} < F\text{-table}$, then H_a is rejected. Based on the F-table at the actual level of α (0.05) with the numerator db 2 (determined from the number of free variables and the denominator (determined from many samples minus the free variable minus one) or can be determined through the application of the Excell program on a blank cell, type the formula = F-INV (0.05,13,587) obtained several 0.967.

Based on the explanation above, it is known that $F\text{-count} = 13.587$ and $F\text{-table} 0.967$, where $F\text{-count} \geq F\text{-table}$ or $13.587 > 0.967$, which means that H_a is accepted. It can be said that teacher certification and work discipline influence the performance of State Junior High School teachers in Tebing Tinggi District.

b. Analysis of Multiple Linear Regression Equation Coefficients

Kesumawati & Aridanu (2017) stated that the coefficient of multiple linear regression equations is formulated as follows:

$$Y = a + b_1 x_1 + b_2 x_2 + \dots + b_k x_k$$

Y = Projected bound variable subject

x = independent variables that have a certain value to predict

a = Constant values

b = The value of direction as a determinant of prophecy (prediction) that indicates the value of

increase (+) or decrease value (-) of variable y

If the value of b is positive, then the y variable will increase. On the other hand, if the value of b is negative, then the variable y will decrease following results were obtained from following results were obtained from the multiple linear regression for analysis conducted using the SPSS For Windows 22 Version.

Table 3.

T-Test Analysis Results

Analysis Results					
Model	Coefficients			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1,184	,347		3,409	,001
Certification	,276	,084	,298	3,304	,001
Teacher Work Discipline	,292	,090	,294	3,250	,002

a. Dependent Variable: Teacher Professionalism

(Source: Processed Data, 2024)

Table 3, described test using the t-test, the results of the multiple linear regression coefficient analysis of the effect of certification and teacher work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District, as seen in the table above, obtained a constant coefficient (*Constant*) = 1.184, the simple regression coefficient of the influence of certification on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.304, The simple regression coefficient of the influence of teacher work discipline on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.250, and the multiple regression coefficient of the effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.409.

Based on the values obtained, the multiple linear regression coefficient $Y = 3.409 + 3.304 X_1 + 3.250 X_2$. Furthermore, the equation explains the effect of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District.

The multiple regression coefficient value of the $>$ Threshold was obtained, and the effect of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District was $3,409 > 1,184$. Thus, the analysis of the third hypothesis

states that teacher certification and discipline influence the performance of State Junior High School teachers in Tebing Tinggi District. (Research analysis using the *SPSS For Windows software*, attached).

c. Determination Coefficient Analysis

The following results were obtained based on the results of multiple linear regression analysis through the *SPSS For Windows* software application program version 26.

Table 4.

Results of Determination Coefficient Analysis (R-Test)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	.334	.316	.18430
a. Predictors: (Constant), Certification, Teacher Work Discipline				
b. Dependent Variable: Teacher Professionalism				

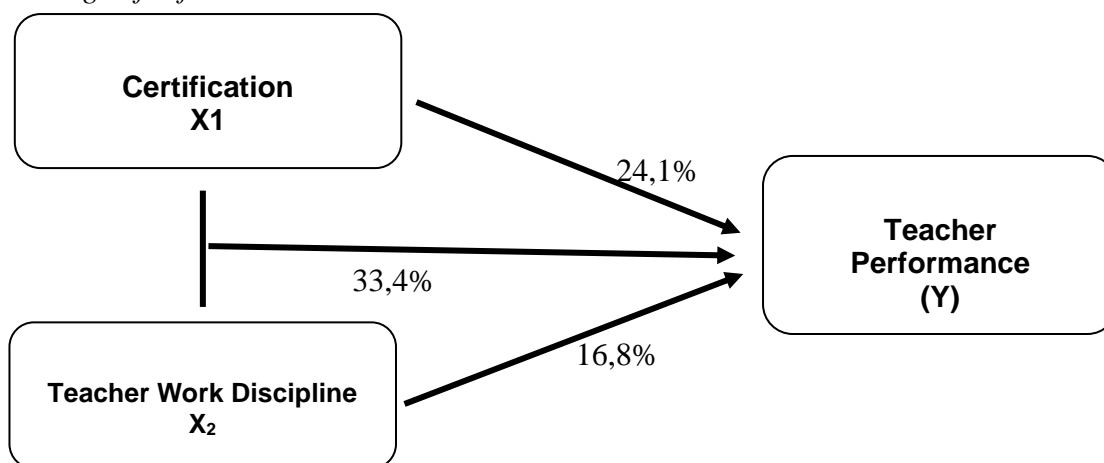
(Source: Processed Data, 2024)

Table 4 explain the result of hypothesis test through the analysis of the determination coefficient using the multiple linear regression equation, the effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District, the results of multiple linear regression analysis based on *the output of the Model Summary* obtained an R number of 0.578. Thus, the percentage of teachers and teachers' discipline will likely influence high school teachers in Tebing Tinggi District because the double correlation value is between 0.400 – 0.599. *Standard Error of Estimated* (Standard Deviation) means measuring the variation of the predicted value. This study's standard deviation is 0.18430; the smaller the standard deviation, the better the model.

The results of the determination coefficient analysis were used to determine the percentage contribution of the influence of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District as seen in Table 4.13 above, obtained the R Square determination coefficient(R²) of 0.334 which means that the contribution of the percentage of the influence of teacher certification and work discipline can contribute a joint influence on the performance of State Junior High School teachers in Tebing Tinggi District by 33.4%. In comparison, the remaining 66.6% is influenced by other factors for example time management, hardworking, etc, for others factors that influenced can be a comparison for further research.

Based on the results of the linear regression analysis of the t-test and f-test above, the theoretical pattern of the research framework shows that the contribution of the influence of teacher certification and work discipline both partially and simultaneously on the performance of State Junior High School teachers in Tebing Tinggi District is described as follows.

Figure 1.
Percentage of Influence Between Variables



(Source: Data Processed, 2024)

Figure 1 described the theoretical model of the research framework shows the following: Partially, the percentage of the influence of certification on the performance of State Junior High School teachers in Tebing Tinggi District is 24.1%., Partially, the percentage of teachers' work discipline influence on the performance of State Junior High School teachers in Tebing Tinggi District, Palembang, is 16.8%., Simultaneously, 33.4% of the influence of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District was due to these factors, while the remaining 66.6% was due to other factors not mentioned in this study.

Discussion

Based on the findings of the study, it is known that teacher certification and work discipline significantly influence the performance of State Junior High School teachers in Tebing Tinggi District. The results of the third hypothesis test, namely to determine the effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District using the F-Test formula, it is known that $F_{cal} = 13.587$ and $F_{table} 0.967$ where $F_{cal} \geq F_{table}$ or $13.587 > 0.967$ which means that H_a is accepted or it can be said that there is an effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing District Tall.

Based on the third hypothesis test using the t-test, the results of the analysis of the multiple linear regression coefficients of the effect of certification and teacher work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District obtained a constant coefficient (*Constant*) = 1.184, a simple regression coefficient of the influence of certification on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.304, a simple regression coefficient of the influence of discipline the teacher's work on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.250, and the multiple regression coefficients of the effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District was obtained with a value of 3.409. Based on the multiple regression coefficient value of the $>$ Threshold was obtained, and the effect of teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District was $3,409 > 1,184$. Thus, the analysis of the third hypothesis states that teacher certification and discipline influence the performance of State Junior High School

teachers in Tebing Tinggi District. (Research analysis using the *SPSS For Windows software*, attached).

Based on the third hypothesis test through the analysis of the determination coefficient using the multiple linear regression equation, the effect of teacher certification and work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District, the results of multiple linear regression analysis based on *the output of the Model Summary* obtained an R number of 0.578. Thus, the percentage of influence of teachers and work discipline is likely to strongly influence State Junior High School teachers in Tebing Tinggi District because the double correlation value is between 0.400 – and 0.599. *Standard Error of Estimated* (Standard Deviation) means measuring the variation of the predicted value. This study's standard deviation is 0.18430; the smaller the standard deviation, the better the model.

The results of the determination coefficient analysis were used to determine the percentage contribution of the influence of certification and teacher work discipline together on the performance of State Junior High School teachers in Tebing Tinggi District; the *R Square* (R^2) determination coefficient was obtained from 0.212 which means that the contribution of the percentage of the influence of teacher certification and work discipline was able to contribute together to the performance of State Junior High School teachers in Tebing Tinggi District is 33.4%. In comparison, the remaining 66.6% is influenced by other factors not mentioned in this study.

Theoretically regarding teacher performance, stated by Bambang & Ariya Agustin (2022) that the learning process provided is interpreted as teacher performance as an effort to develop existing activities into better activities so that the educational goals that have been set are well achieved through a learning activity carried out by teachers by targets and objectives. Astirini Swarastuti et al. (2024) explained that teacher quality is measured by teachers' activities in preparing learning plans, implementing quality learning, evaluating learning outcomes, and implementing enrichment/doing programs. However, the learning process conveyed by the teacher can run smoothly if the teacher does not have good work discipline. This is reinforced by relevant research by Irawan et al. (2024) that performance is not solely measured by how a teacher can be responsible for his students but by how the teacher can dedicate themselves to the development of education in the school (work environment).

Meanwhile, competent teachers are evidenced by the acquisition of adequate professional allowances according to the size of Indonesia. A teacher's certification is the basis of a strong assumption that the teacher has competence. The competencies that a teacher must possess include four things, namely (1) pedagogic competence, (2) professional competence, (3) social competence, and (4) personality competence (Samani, 2017, p:7). Improving teacher competence is only one aspect that plays a role in improving teacher performance and work discipline so that it can improve the quality of education. Teachers' work discipline is closely related to compliance with implementing school regulations. A disciplined attitude will encourage teachers to work with applicable provisions and procedures. The teacher arriving on time and not leaving the class before the lesson ends is one example that the teacher has already shown his performance (Novia et al., 2024). Purwanto (2023) stated that teacher performance is to carry out the learning process both in and outside the classroom in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Purwanto (2021) defines performance as a reflection of how a person sets his achievement goals.

Research conducted by Umar et al. (2023), where the results of this study explain that (1) there is an influence of teachers' professional competence on teacher performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation

on teacher performance in State Junior High Schools in West Prabumulih District, and (3) there is an influence of teachers' professional competence and work motivation together on teacher performance in State Junior High Schools in West Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not included in the variables in this study. This research is similar to the current research, which examines teachers' work motivation and performance. In contrast, the difference between previous and current research lies in the object used as a source of data and the research place.

Research by Rosyidin & Purwanto (2024) in their research journal entitled: "Professional Competence of Teachers in Learning Management at MTs Muhammadiyah Banda Aceh ."The results of his research stated that the success of teachers must be supported by their essential ability to implement their knowledge in the process of educational interaction and their willingness to devote themselves according to their abilities. This study aims to determine the importance of teacher competence in management. The similarity of this research is that it jointly examines the professionalism of teachers. The difference is that Purwanto and Malini (2022) examined the professional competence of teachers in learning management at MTs Muhammadiyah Banda Aceh. Meanwhile, the difference between previous and current research lies in the object used as a data source and the research place.

5. Conclusion

Based on the results of the research, the following conclusions can be drawn: 1) There is an effect of certification on the performance of State Junior High School teachers in Tebing Tinggi District from the results of the analysis of the t-count value = $7.663 > t\text{-table} = 3.897$ and can contribute an influence of 24.1%. 2) Teacher discipline influences the performance of State Junior High School teachers in Tebing Tinggi District, according to the analysis of t-count = $5.936 > t\text{-table} = 3.849$, which can contribute to an influence of 16.8%. 3) There is an effect of simultaneous teacher certification and work discipline on the performance of State Junior High School teachers in Tebing Tinggi District from the results of the analysis of values of F-count = $13.587 > F\text{-table} = 0.967$ and able to contribute a simultaneous influence of 33.4%.

6. Implications

The implication of this research is Education Quality Improvement, which means that teacher certification can improve the quality of education by ensuring that teachers have the necessary competencies and expertise. Government policies that encourage teacher certification must continue to be supported and improved to ensure that all teachers have high standards of competence. Providing incentives for teachers who show exemplary work discipline and performance can motivate other teachers to improve their discipline and performance. These incentives include bonuses, recognition, or the opportunity to participate in professional development programs.

7. Limitations and Suggestions

The Principal should always provide direction, guidance, and coaching for teachers as subordinates so that teachers have good discipline with the certification obtained and teacher performance can be even better. For teachers, improving the quality of teachers through the certification program is an effort to improve the quality of education. The rationale is that if the teacher's competence is good, followed by a good income, his performance is hoped to be good. Should always work responsibly in order to show even better performance.

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