

# Work Culture Description Of Teacher Post-Certification At SD Negeri Kecamatan Kuantan Tengah Kabupaten Kuantan Singingi

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**Abstract**— Teachers have a strategic role in the field of education, even adequate other educational resources are often meaningless if they are not supported by qualified teachers, and vice versa. The teacher certification program aims to improve the level of teacher welfare and at the same time improve performance, so welfare is proportional to graduation with performance. The purpose of this study is to analyze and describe how high the work culture of post-certification teachers is at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi. This research was conducted at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi. pass the certification (professional teacher), which is for 6 (six) months. This study uses a descriptive method with a quantitative approach, in order to analyze the work culture of post-certification teachers. Based on the results and discussion of the research, it is concluded that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi is at a high percentage of 54.47% where the high percentage is attitude towards work and the lowest percentage is value towards work. This means that from the three indicators of post-certification teacher work culture, it is necessary to improve the value indicators for work, the better a teacher's assessment of his work, the more professional the teacher in carrying out his work.

**Keywords**— *work culture, teacher, post-certification*

## I. INTRODUCTION

One of the foundations in the success of a country is through education. Teachers are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, conducting research and assessment, and opening communication with the community (Sagala, 2009). Professional teachers are the initial foundation for an educational institution and successful students. This is because the role of a teacher is not only as a model or role model for students in the learning process, but also as a manager in the teaching and learning process.

Professional teachers are required to meet the minimum academic qualifications of S1 (bachelor) and be certified as educators. This is in line with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers CHAPTER IV Articles 8 and 9, namely that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education

goals. . Academic qualifications are obtained through higher education in the undergraduate program (S1) or Diploma Program (DIV). Based on the discussion, it can be explained that teachers must also have the competence and certificate of educators to support and improve the quality of their profession.

Competency standards and teacher certification are to get a good and professional teacher, who has the competence to carry out the functions and goals of the school in particular, as well as educational goals in general in accordance with the needs of society and the demands of the times. With the existence of a professional teacher both in diplomas and in the learning process, the educational goals will be realized (Sagala, 2009:21). For this reason, the Government makes a policy for teacher certification, teachers who have passed the certification are declared professional teachers and are given educator certificates and are given certification allowances. Teachers who have passed the certification are the basis for the assumption that teachers are professional, which includes pedagogic, professional, social and personality competencies.

The teacher certification program aims to improve the level of teacher welfare and at the same time improve performance. However, the fact shows that the teacher certification program is the government's flagship program to improve teacher performance and competence, has not shown quality teacher performance, but it but there has been a significant change for the better. Therefore, the government must continue to encourage teachers, especially post-certification teachers, to participate in activities performance and competency development through training and workshops so that they can master the development and development of technology and information, especially in the field of education.

The fact also shows that the quality of teachers in Indonesia is still relatively low. This is partly due to the non-fulfillment of minimum educational qualifications, in particular, when referring to the mandate of Law No. RI. 14/2005 concerning Teachers and Lecturers (UUGD), and PP RI No. 19, 2005 on National Education Standards (SNP). UUGD, and PP RI. It mandates a minimum educational qualification of D4 or S1. Data from the Research and Development Agency of the Ministry of National Education (Balitbang Depdiknas) in 2005 showed that there were

1,646.05 (69.45%) elementary, junior high, high school, vocational, and special education teachers who did not meet the minimum educational qualifications (Teacher Certification Team, 2006).

Kuantan Singingi is one of the regencies in Riau Province, Indonesia. This district is located in the southwest part of Riau Province and is a division of Indragiri Hulu Regency. The population of Kabupaten Kuantan Singingi is based on data from the Central Bureau of Statistics Kab. In 2014, Kuantan Singingi recorded 310,619 people, consisting of 159,580 males and 151,139 females. The most populous sub-district is Kuantan Tengah sub-district with 46,772 inhabitants and the least populated sub-district is Hulu Kuantan sub-district with 8,577 inhabitants. Kabupaten Kuantan Singingi has 15 Districts spread namely Kuantan Mudik, Hulu Kuantan, Gunung Toar, Pucuk Rantau, Singingi, Singingi Hilir, Kuantan Tengah, Sentajo Raya, Benai, Kuantan Hilir, Pangean, Logas Tanah Darat, Kuantan Hilir Seberang, Cerenti dan Inuman.. In the field of education, in general, school building infrastructure in Kabupaten Kuantan Singingi is available in every sub-district, from elementary school to vocational high school. In addition to the availability of educational facilities in the form of school buildings, the success of educational development is also determined by the availability of teaching staff or teachers. Further analysis, of course, does not only look at the availability of teachers but also the quality and level of ability to transfer knowledge to students.

Basic Data on Primary and Secondary Education The Directorate General of Early Childhood Education, Primary Education and Secondary Education of the Ministry of Education and Culture explained that school data based on 2019 in Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, namely 40 elementary schools, 8 junior high schools, 3 high schools fruit and SMK amounted to 3 units. The number of teachers in Kecamatan Kuantan Tengah based on Basic Data of Primary and Secondary Education of the Directorate General of Early Childhood Education, Basic Education and Secondary Education of the Ministry of Education and Culture in 2019 was a total of 924 people with elementary school teachers with 253 men and 671 women. people with details, namely 414 elementary school teachers, 200 junior high school teachers, 112 high school teachers and 188 vocational school teachers. Of this total, only 165 teachers have been certified.

The average teacher is fixated on meeting the requirements of routine teaching hours as a condition for getting professional benefits, does not see work as a way to achieve the best work, teachers should always have the effort to always develop their own competence with the principle of lifelong learning, which is reflected in efforts to increase potential and capacity as a professional. Their success is often not followed by professionalism in teaching, they are sometimes even less diligent in teaching, this is because they already have sufficient salaries so that they rarely carry out teaching assignments.

## II. METHODOLOGY

This study uses a descriptive method with a quantitative approach, in order to analyze the work culture of post-certification teachers. The population of the research plan is elementary school teachers in Kecamatan Kuantan Tengah who have passed the certification, as many as 165 teachers.

The sample is taken randomly using a critical limit (limit accuracy) of 5% using the Slovin formula. Based on the calculation results, a sample is obtained 116. 30 teachers among those who were not sampled will be used as respondents for testing the instrument. Collecting data using self-developed questionnaires from research variables. The research instrument was tested before being used in research in order to see the level of validity (validity) and reliability (reliability) of the instrument. Invalid instrument items will be discarded and will not be used as a measurement tool in this study. Measurements will be carried out in real situations, according to the respondents' answers about what they experienced. Data analysis was carried out with descriptive statistics, in the form of data presentation using tables, graphs, diagrams, histograms of data through average calculations and percentage calculations.

## III. RESULT

### a. Descriptive statistical analysis

The data that was processed in this study was to find out a description of the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi with a sample of 116 people.

Variable	Description	Result
	N	116
Work Culture Teacher Post Certification	Mean	4,521
	Median	4,52
	Mode	4,57
	Range	0,65
	Minimum	4,22
	Maximum	4,87

Based on table 4.1 and the results of SPSS calculations on post-teacher work culture certification at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, the Mean value is obtained which is the average of all data on teacher work culture variables after certification of 4,521, the median value of the post-certification teacher work culture variable is 4.52 and the value that often appears (mode) of the variable of teacher work culture after certification is 4.57. From this data, it can be interpreted that the variable data of teacher work culture after certification at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi are normally distributed. It can be seen from the mean, median and modius values which are almost the same so it is assumed that the curve formed is a symmetrical curve, with a maximum value of 4.87 and a minimum value of 4.22 which is included in the high category.

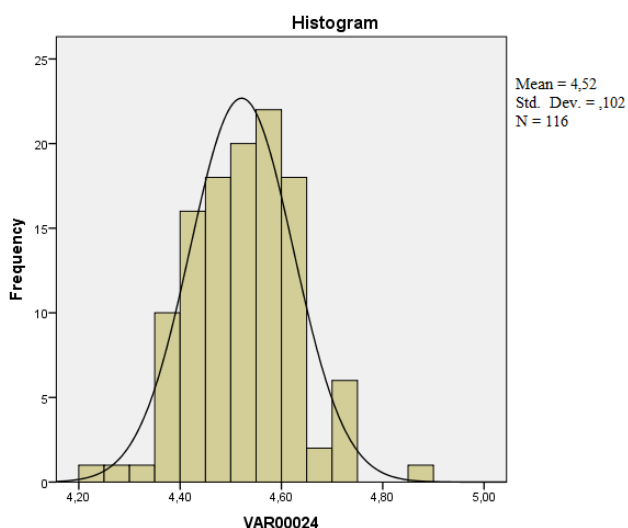


Fig. 2. Histogram of post-certification teacher work culture variables.

Demography	Indicator	N	Mean	interpretation
Gender	Female	68	4.51	Very high
	Male	48	4.52	Very high
<b>Count</b>		<b>116</b>	<b>9.03</b>	
<b>Average</b>			<b>4.51</b>	Very high
Education	S1	91	4.52	Very high
	S2	25	4.52	Very high
<b>Count</b>		<b>116</b>	<b>9.04</b>	
<b>Average</b>			<b>4.52</b>	Very high
Enterance	PLPG	67	4.52	Very high
	Portopolio	49	4.51	Very high
<b>Count</b>		<b>166</b>	<b>9.03</b>	
<b>Average</b>			<b>4.51</b>	Very high

Based on table 1.7 above, it can be seen that there are 3 demographics of respondents based on the variable of teacher work culture after certification at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, namely gender, education and entry path. From the data above, it can be seen that the teacher's work culture seen from the gender of male teachers obtained a mean value of 4.52 with a high interpretation, meaning that the work culture of male and female teachers were both in the high category. The mean value of male and female sexes is only 0.01 with an average mean value of 4.51 with a very high interpretation.

Then if the work culture of post-certification teachers is seen based on educational qualifications, namely Strata-1 and Strata-2 education, both get a mean value of 4.52 with a high interpretation, meaning that there is no difference between teachers with Strata-1 education and teachers with Strata-2 education.

Furthermore, when viewed from the entrance route for teachers to follow the certification program, namely through the PLPG route, the mean value of 4.52 is obtained, while through the portopolio route, the mean value is 4.51 with a very high interpretation and 0.01 difference, meaning that there is no difference in the entry path.

From the results of this study, it was found that the work culture of post-certification teachers was included in the very high category in terms of values towards work, attitudes

towards work and behavior towards work at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi.

#### IV. DISCUSSION

##### 1. The value of work

Teacher's is a motivator for each student or himself to determine good environmental conditions and shape the climate by being able to live up the atmosphere conducive teaching and learning, creating, a strategy and management for sustainability a school education. The Indonesian government made a policy to hold a certification program for teachers in improving the quality and quality of teachers in order to produce quality students. Teacher certification is the granting of a certificate by the government to teacher as a guarantee of the professionalism of a teacher. Law number 14 of 2005 states that teachers must have good academic qualifications and competencies that must be have certain skills and requirements that must be possessed to achieve goals education.

The results showed that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi seen from the indicators of the value of work belonging to a high level with the highest percentage of alternative answers found in the Agree (S) answer of 50.97%, Strongly Agree (SS) of 40.04%, Doubtful (RR) 8.98%, while for alternatives Disagree (TS) and Strongly Disagree (STS) 0%. Judging from the value of the Mean and Standard Deviation (SD) for the indicator values that are considered important in work, namely the Mean of 4.45 and the SD value of 0.48 which are included in the high category.

So it can be concluded that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi is relatively high, meaning that after certification the teacher's assessment of his work is getting better and has increased which affects the professionalism of teachers in teaching so that educational goals are achieved, which is this in accordance with the opinion of Sofyandi (2007: 82) that the success of an organization depends on the value of its work, because the value of work will affect a person's behavior towards the organization, work performance, productivity and work commitment. This is also in line with Ndraha argues (2010: 208) work culture is a group of basic thoughts or mental programs that can be utilized for the efficiency of human cooperation events that are owned to improve work effectiveness and human cooperation owned by a group.

##### 2. Attitude of work

Teacher is a motivator for each student or himself to determine good environmental conditions and form a climate by being able to turn on a conducive teaching and learning atmosphere, create a strategy and management for the sustainability of an education in schools. The Indonesian government made a policy to hold a certification program for teachers in improving the quality and quality of teachers in order to produce quality students. Teacher certification is the provision of certificates by the government to teachers as a guarantee of the professionalism of a teacher. Law number 14 of 2005 states that teachers must have good

academic qualifications and competencies that must have certain skills and requirements that must be possessed to realize educational goals.

The results showed that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, seen from the attitude towards work indicators, was classified at a high level with the highest percentage of alternative answers found in very frequent answers (SS) which was 64.88%, often (S) 35.11%, while for the alternative sometimes (KK), rarely (JS) and never (TP) it is 0% with a Mean value of 4.47 and an SD of 0.47. From these results, it can be seen that after certification the teacher's attitude towards his work is very high, where the teacher is more responsible for the tasks he carries. This result is in accordance with the findings of previous research from Sugeng (2004), teacher attitudes in work affect the professional competence of Mathematics teachers in Pandeglang Regency by 62%. This study recommends that there is a positive influence between teacher attitudes at work on the professional competence of sports teachers at State Junior High Schools in Jepara Regency with a contribution to increasing professional competence by 61.30%. This is in line with the Supriyadi and Trigono (2013: 23) a good working culture will be useful bagi change attitudes and behavior.

Teachers who have a positive attitude towards work, of course, will display good perceptions and satisfaction with their work as well as high work motivation, which in turn will reflect a teacher who is able to work with high responsibility. Teachers who have a high responsibility will be able to carry out their duties well. Therefore, with a positive attitude towards their work, a teacher will act according to their responsibilities properly, so that in the end they have professional competence or abilities.

### 3. Behavior of work

Teacher is a motivator for each student or himself to determine good environmental conditions and form a climate by being able to turn on a conducive teaching and learning atmosphere, create a strategy and management for the sustainability of an education in schools. The Indonesian government made a policy to hold a certification program for teachers in improving the quality and quality of teachers in order to produce quality students. Teacher certification is the provision of certificates by the government to teachers as a guarantee of the professionalism of a teacher. Law number 14 of 2005 states that teachers must have good academic qualifications and competencies that must have certain skills and requirements that must be possessed to realize educational goals.

The teacher's behavior towards his post-certification work can be seen by the teacher's willingness to follow educational developments and provide time to increase knowledge. The results showed that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, seen from the behavioral indicators towards work, was classified at a high level, the highest percentage was very often (SS) which was 58.51% often (S) 41.48%, while for alternative sometimes

(KK), rarely (JS) and never (TP) by 0% with a Mean value of 4.58 and an SD of 0.47.

So it can be concluded that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi, is seen from the behavioral indicators towards work belonging to a high level, which after certification teachers spend time and money to improve their professional abilities. This is in accordance with the results of Sunanik's (2015) research that teachers who have not been certified have lower performance than teachers who have been certified. Certified teachers spend more time at school and work longer hours, discuss more often with colleagues in solving learning problems they face. This is also in accordance with Edgar H. Schein (in Mangkunegara. 2009:113) states that work culture is a set of assumptions or systems beliefs and values and norms developed within the organization that serve as guidelines behavior for its members to cope with external and internal adaptation problems.

## V. CONCLUSION

Based on the results and discussion of the research, it is concluded that the work culture of post-certification teachers at SD Negeri Kecamatan Kuantan Tengah, Kabupaten Kuantan Singingi is at a high percentage of 54.47% where the high percentage is attitude towards work and the lowest percentage is value towards work. This means that from the three indicators of teacher work culture after certification, it is necessary to improve the value indicators for work, the better a teacher's assessment of his work, the more professional the teacher in carrying out his work.

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