Competency and Performance of Certified Productive Teachers of Vocational High School

Anas Arfandi[1], Celia Tri Pristya Devitha[2], Fiskia Rera Baharuddin[3]
Purnamawati[4], Abdul Muis Mappalotteng[5]

ABSTRACT

This study aims to describe and compare the competency and performance of productive teachers at Public Vocational High Schools in Kendari City. This research is a comparative descriptive quantitative study with descriptive statistical analysis and Kruskal-Wallis analysis for the comparative test. The number of samples was as many as 123 people who were determined using a purposive sampling technique based on certain criteria. The results of the study showed that there is no significant difference in the average competency of teachers based on certification, while there is a significant difference in the average performance of teachers based on certification, where teachers who have been certified through the PPG program have the highest average. The group of teachers who had been certified through the PLPG program had the second-highest average rank, while productive teachers who had not been certified had the lowest average competency. Furthermore, there is no significant difference in the average competency and performance of teachers based on tenure categories. Teachers with a working tenure of 0 to 15 years have a higher average performance than teachers with a working tenure of 16 to 25 years. Teachers with a working tenure of 26 to 40 years have the highest average performance.

INTRODUCTION

Enhancement quality of human resources is the challenge of vocational education (Samani, 2018). Vocational High School (SMK) is one of the government programs contained in Instructions President Number 9 of 2016 concerning Vocational Revitalization. SMK plays a role important and strategic in producing skilled human resources in the field of certain business needs as well as the industrial world (Finch & Crunkilton, 1999; YAHIJI et al., 2019). To realize the quality of education, professional teachers not only teach or transfer knowledge and skills but rather could give knowledge and skills through experience in real life (Asrib & Arfandi, 2020; Baharuddin & Palerangi, 2020).

General Teachers and Vocational teachers have different definitions and tasks. This thing was mentioned in Appendix V of Permendikbud No. 34 of 2018 concerning the Standard Educators and Education Personnel at vocational high school. The general teacher is a great teacher lesson payload general and payload adaptive, while Vocational Teachers (Productive Teachers) are supportive teachers in vocational/productive lessons. Vocational Teachers on productive programs have specific professional characteristics and requirements (competencies), namely: among others: 1). Have skill adequate practical on all field study (lessons) productive; 2). Able to organize relevant learning (training) with competencies required by the world of work; 3. Able to design learning (training) at school and in the business world or industry (Fitriyadi, 2012; Salim, 2015; Sutikno, 2014).

Wardiman (1998) quotes Prosser's theory as principles education vocational, where there is the point that says that Vocational Education will be effective if taught by teachers and instructors who have experience and success in applying skills and knowledge about operations and work processes performed. As component education that has role important, productive teacher ideally expected has dominate field the expertise he has with optimal competence and performance.

Teacher competence is assessed through the regulated Teacher Competency Test (UKG). In Permendikbud No. 43 of 2015, teacher performance was assessed through Teacher Performance Assessment (PKG) based on assessment items that refer to indicators of teacher competence in the Teacher Performance Assessment Tool (APKG). PKG was implemented under Permendikbud No. 34 of 2018. by literally, the word period means as period time certain existing its beginnings and limits. Furthermore, the word "work" is

[1]anas.arfandi@unm.ac.id,orcid.org/ 0000-0002-2513-6786, Vocational and Technology Education, Postgraduate Program, Universitas Negeri Makassar
[2]celiadevitha91@gmail.com, Vocational and Technology Education, Postgraduate Program, Universitas Negeri Makassar
[3]fiskia.rera@unm.ac.id ,orcid.org/ 0000-0003-3317-400X, Vocational and Technology Education, Postgraduate Program, Universitas Negeri Makassar
[4]purnamawati@unm.ac.id, orcid.org/ 0000-0001-8516-4167, Vocational and Technology Education, Postgraduate Program, Universitas Negeri Makassar
[5]abdulmuism@unm.ac.id , orcid.org/ 0000-0002-8423-0756, Vocational and Technology Education, Postgraduate Program, Universitas Negeri Makassar

defined as an activity do something, then could conclude working period is period time certain in doing something existing activities the beginning and the limit (Indonesia, 2008).

Wardoyo & Supriyoko (2018) explain working period is experience/time that has been conducted in doing profession teacher somebody with operate Duty in accordance the field. Placement and assignment employee is suitability Duty with ability possessed that is The Right Men on The Right Place where must notice field his expertise. With thereby it can be concluded that the teacher's tenure spans the teacher's time since first time working or teaching in school until the moment this, wherein it occurs a process of formation experience in skeleton increase teacher competence in operating duty the main thing is as educators, teachers, and staff professional. Teacher tenure was calculated based on the appointment decree as a good teacher from government, local, and certain education units.

Certification is a gift certificate educator to the teacher as a form of confession on fulfillment competence and professionalism of teachers in operating their job. Certification becomes a symbol of teacher professionalism so that teachers who have certified are considered to have optimal competence (Malkab et al., 2015). Certification word is absorption from the language English that is a certification which means diploma or confession by official competence somebody for hold something position professional (Devitha et al., n.d.). Law No. 14 of 2005 states that: certification is the process of giving certificate educators for teachers and lecturers. Next certificate educator is formal proof as acknowledgment given to teachers and lecturers as power professionals (Utami, 2015).

Teacher certification is a process of granting certification educators to teachers who have to fulfill standard teacher professional. A professional teacher is a condition absolute for creating systems and practices quality education (Kusumawardhani, 2017; Sakti, 2020). The purpose of the teacher certification are (1) determine teacher eligibility in doing Duty as a learning agent and realizing the objectives of the national education; (2) improve the process and quality results education; (3) increase the dignity of the teacher, and; (4) increase teacher professionalism.

Certification program implemented through gift certificate educator by direct, appraisal portfolio, education and training teaching profession (PLPG), and Teacher Professional Education (PPG). Teacher Professional Education and Training is carried out based on Minister of National Education Regulation No. 10 of 2009 which states that participant certification through evaluation unfinished portfolio and reach score graduation, required to complete deficiency portfolio or take part in Teacher Professional Education and Training (PLPG) which ends with an exam. Furthermore, the Teacher Professional Education Program (PPG) consists of PPG in Position and pre-service PPG (Kusumawardhani, 2017; Malkab et al., 2015).

Regulation of the Minister of Education and Culture Number 87 of 2013 concerning the Pre-service Teacher Professional Education Program (PPG) in article 1 (one) states: that PPG Pre-service is an educational program organized to prepare Graduates of S1 Educational program and S1/DIV Non-educational program who have talents and interests become a teacher to master teacher competence. This program accordance with the national standard of education to get a professional certificate as an educator in child age early education, primary and secondary education (Anggranei, 2020; Malkab et al., 2015).

Competence is the ability of someone who consists of knowledge and skills about something that can support its performance. Furthermore, teacher competence is an ability a teacher consists of from knowledge and skills in doing his job as an educator, instructors, and mentors in a learning process starting from preparation, learning process, and evaluation process. Every profession needs competence for support performance, as well as the profession as a teacher. Appendix V of the Minister of Education and Culture Number 34 of 2018 is described teacher competence, in general, includes 4 (four) competencies consisting of competence pedagogic, personality, social, and professional competence. It is proven with an educator certificate (Suwandi, 2016; Wardhani, 2017).

Based on the explanation above, this study needed to explain the difference of the teacher competency and their performance which has have certified and assessed through Teacher Performance Assessment (PKG). The problem statement of the research are: 1. How is the competency of the productive teacher of Public Vocational High Schools in Kendari City? 2. How is the performance of the productive teacher of Public Vocational High Schools in Kendari City? 3. What the difference of the teacher competency based on the certification program? 4. What the difference of the teacher performance based on the tenure of the teachers?

Some previous studies conducted on this subject about the teacher performance and competency (Alfarina et al., 2019; Malkab et al., 2015; Muslimin, 2020; Wardan, 2019). The studies previous was conducted

at other province in Indonesia and not in Kendary City, South East Sulawesi. This study will contribute to give an anlysis of the teacher performance at Kendari City based on the Teacher Performance Assessment. The result of this study also importance to give an information to the provincial government as a basis for policy making in improving the performance of VHS especially at Kendari City.

METHOD

The interview technique, one of the qualitative research methods has been used in this study. I prepared interview forms for the research. These interview forms are semi-structured interview forms. The interview forms have been finalized with the aid of expert opinions. Five open ended questions were posed in the interview form. The students have been asked questions about the problems that they encounter with respect to the skill of using Turkish language, problems that they encounter in their relations with their teachers and friends, the interest of the counseling service and whether it is sufficient or not, what their feelings were when they returned to Turkey conclusively.

The study was conducted using approach quantitative, then the data is presented by statistics descriptive and average similarity tests using analysis one-way ANOVA using the application Statistical Package for The Social Sciences (SPSS). The study was implemented in five (5) Public Vocational Schools in Kendari City, namely Vocational High School 1, Vocational High School 2, Vocational High School 3, Vocational High School 4, and Vocational High School 5 Kendari.

Data in this study using secondary data obtained from the location SMK Research and educational quality assurance agency (LPMP) of Southeast Sulawesi Province. Furthermore, population study is all productive teachers at Public Vocational Schools in Kendari City are 208 people, while sample determined with technique purposive sampling where sample determined based on criteria certain that is a productive teacher, status Civil Servants (PNS), and have taken the Teacher Competency Test (UKG), as well as has to get evaluation teacher performance by the PKG team or supervisor. The following table shows the total sample of respondents in the study.

Table 1. Total Sample Study

No.	School Name	Sample
1	SMK N 1 Kendari	27
2	SMK N 2 Kendari	47
3	SMK N 3 Kendari	23
4	SMK N 4 Kendari	15
5	SMK N 5 Kendari	11
	Total	**123**

FINDINGS

Description of respondent data used to give information related to last education, competence productive teacher skills as well as the average value competence and performance of productive teachers at Public Vocational Schools in Kendari City based on unit education, tenure, and certification.

Table 2. Last Education

No	School-level	Freq.	(%)
	D3	4	3.3
	S1	92	74.8
	S2	26	21.1
	S3	1	0.8
	Total	**123**	**100**

The results of the analysis in Table 2 describe that respondents have a varied background behind education. With thereby could conclude that the majority of productive teachers at Public Vocational Schools in Kendari City take education last Strata 1 (S1) with a percentage 74.8%, then Strata 2 (S2) with a percentage of 21%. Percentage Lowest is 0.8% i.e respondent with education the last is Strata 3 (S3), and 3.3% i.e respondent educated the last Diploma 3 (D3).

Table 3. Competence Skill

No.	Field Skill	Freq.	(%)
1	Technology and Engineering	45	36.6
2	Energy and Mining	2	1.6
3	Information Communication and Technology	6	4.9
4	Health and Social Work	0	0
5	Agribusiness and Agrotechnology	8	6.5
6	Maritime	3	2.4
7	Business and Management	26	21.1
8	Tourism	23	18.7
9	Arts & Industry Creative	10	8.1
	Total	**123**	**100**

Table 3 gives description information on the field of productive teacher expertise at Vocational Schools in Kendari City. Most respondents are in the field of skill Technology and Engineering with a percentage of 36.6%, while the smallest teacher is in the field skill of Energy and Mining with a percentage of 1.6%.

Productive Teacher Competencies of Public Vocational High Schools in Kendari City

The competency of Productive Teachers of Public Vocational Schools in Kendari City is measured from the value of the Teacher Competency Test (UKG) carried out by the educational quality assurance agency (LPMP) of Southeast Sulawesi Province. Competency value is the total value of competence pedagogic and professional competence. Following is a table of average UKG scores for productive teachers at Public Vocational Schools in Kendari City:

Table 4. Competency Value of Productive Teachers in Kendari City

Education Unit	N	mean
SMKN 1 Kendari	27	54
SMKN 2 Kendari	47	62
SMKN 3 Kendari	23	64
SMKN 4 Kendari	15	70
SMKN 5 Kendari	11	60
Total	**123**	**62**

Table 4 describes that a total of 123 productive teachers who have followed Exam Teacher Competency (UKG) has an average score of 62 with a minimum value of 54 and a value maximum of 70. Based on the average value, SMK Negeri 4 Kendari has the highest average score, while SMK Negeri 1 Kendari only gets the minimum value is 54. The level of the competence of productive teachers at Public Vocational Schools in Kendari City based on years of service could be seen in the following table:

Table 5. Productive Teacher Competencies by Working Period

Working Hours Category	mean	N	Min	Max
0-15 Years	60.39	46	40	81
16-25 Years	62.76	34	35	81
26-40 Years	61.93	43	36	81
Total		**123**		

The results of data analysis based on Table 5 shows that the highest number of productive teachers with a working period of 0 to 15 years i.e. 46 people got an average score of lowest competence which is 60.39. The teacher is productive with tenor 26 to 40 years of service totaling 43 people with an average score of competence 61.93, while teachers are productive with a working period of 16-25 years the least amount that is 34 years old get the average score competence highest 62.76. Furthermore, the average competence of productive teachers at Public Vocational Schools in Kendari City is based on category age could be seen in the following tables and graphs:

Table 6. Teacher Competence based on Age

Age	mean	N	Min	Max
36-39	61.90	10	50	79
40-44	59.72	32	35	81
45-48	61.28	18	48	75
49-52	63.62	13	48	81
53-56	64.89	36	43	81
57-60	55.64	14	36	75
Total		**123**		
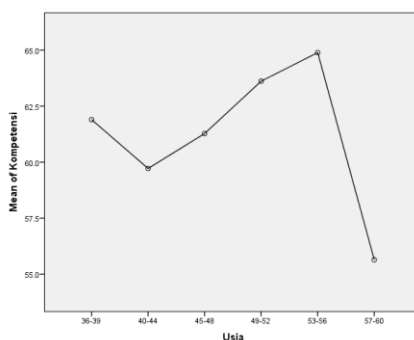
Figure 1. Chart Teacher Competencies Based on Age

The graph in Figure shows that the average competence of teachers in general experience increase in teachers who are in the range 40 to 56 years old, however experience enough drop significantly in the range ages 57 to 60 years. As has been explained previously in the description of competence based on years of service, teachers over 57 years old or approach age pension data show drop competence.

Based on certification, amount of productive teachers who have been certified in Kendari City is more than teachers who haven't a certification. As for the competence of productive teachers at Public Vocational Schools in Kendari City, seen in the following table:

Table 6. Productive Teacher Competencies in Kendari City Based on Certification

Certification	mean	N	Min	Max
Not yet certified	58.95	19	40	75
PLPG	62.22	97	35	81
PPG	60.00	7	50	75
Total		**123**		

The results of the analysis in Table 6 give information on productive teachers at Public Vocational Schools in Kendari City who have certified totaling 104 people. The productive teacher who is certified through the PLPG program totaling 97 people with an average grade of competence 62, as for Mark Lowest is 35 and the value highest is 81. Furthermore, productive teachers who certification through PPG totaling 7 people with average score 60, grade lowest 50 and value highest 75. Meanwhile, productive teachers who have not been certified totaling 19 people with an average score of competence 58, as for mark lowest is 40 and the value highest is 75. Productive teachers who have been certified have more value tall compared to productive teachers who have not been certified. With so, can be said that teachers are productive certified more competent compared to productive teachers who have not been certified.

Productive Teacher Performance at Public Vocational Schools in Kendari City

Teacher performance assessment (PKG) of productive teachers is measured based on the Teacher Performance Assessment indicator conducted by each school. This assessment is done by the Teacher Performance Assessment Team (PKG Team), the Headmaster of Schools, or Supervisors. Teachers' PKG is shown in Table 7.

Table 7. Productive Teacher Performance in Kendari City

Education Unit	N	mean
SMKN 1 Kendari	27	81
SMKN 2 Kendari	47	86
SMKN 3 Kendari	23	83
SMKN 4 Kendari	15	86
SMKN 5 Kendari	11	86
Total	**123**	**84**

Teacher performance is measured using the value of the results from of Teacher Performance Assessment (PKG) conducted by the Principal Schools, PKG Assessment Team, and Supervisors. Performance of productive teachers at Public Vocational Schools in Kendari City based on years of service described in the following table.

Table 8. Productive Teacher Performance in Kendari City by Years of Work

Working Hours Category	mean	N	Min	Max
0-15 Years	84.00	46	79	89
16-25 Years	83.91	34	77	91
26-40 Years	85.65	43	77	93
Total		**123**		

The results of the analysis in Table 8 show the average value of performance highest obtained by productive teachers during work between 26 to 40 years old with a value of 85.65, value lowest 77, and value highest 93. Furthermore, the average value of productive teacher performance with a working period between 16 to 25 years old is 83.91 with Mark lowest 77 and value the highest was 89, while the average value of productive teacher competence with a working period of 0 to 15 years is 84 with Mark lowest 79 and value the highest is 89.

The average performance of productive teachers at Public Vocational Schools in Kendari City is based on category age could seen in Table 9 and the following graphs.

Table 9. Teacher Competence Based on Age

Age	mean	N	Min	Max
36-39	84.10	10	79	88
40-44	83.25	32	79	88
45-48	85.78	18	82	89
49-52	85.15	13	77	91
53-56	85.19	36	77	93
57-60	84.07	14	80	93
Total		**123**		
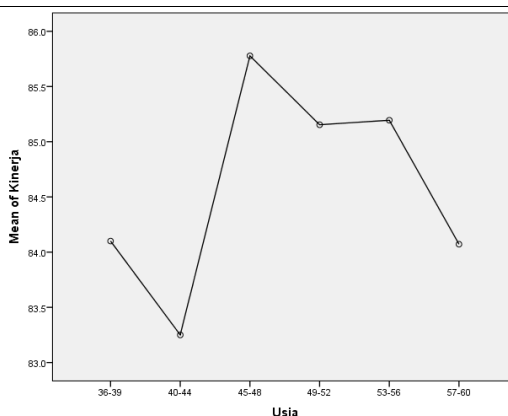
Figure 2. Teacher Performance Chart Based on Age

The graph in Figure 2 shows that the average teacher performance is at the highest when the teacher is productive is in the range of ages 45 to 48 years. Teacher performance experienced a decrease in range age 49 to 52, increase However no significant at age 53 to 56, and decreased back in the range 57-60 years old. Equal to competence, the performance of productive teachers at Public Vocational Schools in Kendari City also experienced a drop when the teacher approaches age retirement.

The performance of productive teachers at Public Vocational Schools in Kendari City is based on certification could seen in the following table.

Table 10. Productive Teacher Performance Value in Kendari City Based on Certification

Certification	mean	N	Min	Max
Not yet certified	81.79	19	78	86
PLPG Certification	84.94	97	77	93
PPG Certification	86.71	7	82	89
Total		**123**		

Based on Table 10 obtained average value information unproductive teacher performance certified is 81. This value is lower than the average performance of productive teachers who have certified respectively PLPG certification, namely 84.94 and 86.71 PPG certification. The productive teacher who is certified through the PPG program obtained an average grade of highest performance.

Comparison of Average Competencies Based on Certification

Analysis Comparison of the average competence and performance of productive teachers at Public Vocational Schools in Kendari City is carried out using *Kruskal-Wallis* test non-parametric analysis because the data is ordinal, not in pairs, and not normally distributed (Anwar et al., 2005). The results of the Kruskal-Wallis analysis test can be seen in the following table.

Table 11. Kruskal-Wallis Competency Test Results

Ranks			
	Category Certificate	N	Mean Rank
	Not yet certified	19	53.58
Competence	PLPG	97	64.12
	PPG	7	55.43
	Total	123	

The results of the analysis in Table 11 show the average competency rating of each group. The certified productive teacher group through the PLPG program is at the highest average rank, then the average rank of the group of certified productive teachers through the PPG program is taller than productive teacher groups who have no certification.

To see there is whether or not a real difference in average competence or significance could see through the following table.

Table 12. Test Kruskal-Wallis Competency Statistics

Test Statistics [a,b]	
	Competence
Chi-Square	1,651
df	2
asymp. Sig.	.438

a. Kruskal Wallis Test

b. Grouping Variable: Category_Certificate

The results of the analysis in Table 12 show asymp. Sig. 0.438 > 0.05, means that there is no significant difference in the average of competence among productive teachers who have no certification, are certified through PLPG, and certified through PPG. The number of the experienced teachers interviewed in the research confess that they face an obstacle in the following UKG, one of them is difficulty in operating device computer. Another obstacle is the difficulty level of UKG questions. They argue that the pedagogical question is too theoretical. They also think that the answer is similar so they have difficulty choosing the correct answer.

Comparison of Average Performance Based on Certification

Table 13. Kruskal-Wallis Performance Test Results

Ranks			
	Certificate	N	Mean Rank
	Not yet certified	19	36.08
Performance	PLPG Certification	97	65.39
	PPG Certification	7	85.36
	Total	123	

Analysis result through the Kruskal-Wallis test in Table 13 shows the average performance rating of certified productive teachers through the PPG program is ranked highest with a value of 85.36. Next to the average performance rating of productive teachers who have certification through the PLPG program taller with a score of 65.39 than productive teachers who have not certification with a value of 36.08. To see the difference in average performance or significance could be seen through the following table.

Table 14. Test Kruskal-Wallis Performance Statistics

Test Statistics a,b

	Performance
Chi-Square	14,167
df	2
asymp. Sig.	.001

a. Kruskal Wallis Test

b. Grouping Variable: Category_Certificate

Analysis result test statistics difference in average performance show mark asymp. Sig. 0.001 < 0.05. It means that there is a significant difference in the performance of productive teachers between groups who have no certification, who have certification through the PLPG program, and productive teachers who have certification through the PPG program.

An indicator of teacher performance assessment such as the planning of learning activity programs, implementation of learning activities, and evaluation of learning. The performance assessment also looks at the results of the Teacher Competency Test (UKG) and the role of the teacher in carrying out other additional tasks. The significant difference in teacher performance proves that a certified teacher is better than an uncertified teacher.

Comparison of Average Competencies Based on Working Period

Table 15. Kruskal-Wallis Test Results Variable Competence

Ranks

	Kat. Working Period	N	Mean Rank
Competence	0-15 Years	46	57.33
	16-25 Years	34	66.90
	26-40 Years	43	63.13
	Total	123	

The results of the Kruskal-Wallis test analysis show group of teachers with 16 to 25 years of service is at the highest average rating with a value of 66.90. Furthermore, the group of teachers with a tenure of 26 to 40 years is in the average performance rating highest second with a value of 63.13, while the group of teachers with 0 to 15 years of service is at the average competency level Lowest with a value 57.33. From the result above, there is a difference in the average performance rating. However, the significant difference among groups based on the working period category could be seen in the following table.

Table 16. Test Variable Kruskal-Wallis Statistics Competence

Test Statistics a,b

	Competence
Chi-Square	1.483
df	2
asymp . Sig.	.476

a. Kruskal Wallis Test

b. Grouping Variable: Category_Work_Time

The results of the analysis in Table 16 show the Asymp value. Sig. 0.476 > 0.05. It means that there is no real or significant difference in the average competence of productive teachers at Public Vocational Schools in Kendari City based on the category of working period. In general, the respondent assumes that the teacher who has worked for a long time (working period height) means has got many experiences in teaching nor other duty as a teacher.

Comparison of Average Performance by Years of Service

Table 17. Kruskal-Wallis Test Results Performance Variables

Ranks

	Working Period	N	Mean Rank
	0-15 Years	46	57.48
	16-25 Years	34	56.26
Performance	26-40 Years	43	71.37
	Total	123	

The results of the Kruskal-Wallis test analysis for variable performance based on the working period category show teacher tenure group 26 to 40 years is in the average performance rating highest with a value of 71.37. Group of teachers with 0 to 15 years of service be in rank highest second with value 57.48, while a group of teachers with 16 to 25 years of service is at the lowest average rating with value 56.26. The significant difference among groups based on the working period category could be seen in the following table.

Table 18. Test Kruskal-Wallis Statistics Performance Variables

Test Statistics [a,b]

	Performance
Chi-Square	4.671
df	2
asymp. Sig.	.097

a. Kruskal Wallis Test

b. Grouping Variable: Category_Work_Time

The statistical test results in Table 18 show the Asymp value. Sig 0.097 > 0.05. it means that there is no significant difference in the average performance of productive teachers at Public Vocational Schools in Kendari City based on the category of working period. The results of the previous analyses show that teachers are productive with 16 to 25 years of service not higher than productive teachers with a working period not enough of 16 years.

RESULT, DISCUSSION AND SUGGESTIONS

Each SMK has different characteristics based on field expertise. Public Vocational Schools that have field skills well known to Technology and Engineering is SMK Negeri 2 Kendari, while SMK Negeri 1 Kendari is known with Vocational School of Business and Management. Furthermore, SMK Negeri 3 Kendari is known as the Tourism Vocational School, Kendari 4 Public Vocational School is known with Art Vocational School or Kriya, and SMK Negeri 5 Kendari is known with the Fisheries and Agriculture Vocational School. Category of Field Skill determined based on Regulation Directorate General of Primary and Secondary Education Ministry of Education and Culture Number 06/ DD5/KK/2018 Concerning the Spectrum of Expertise School Intermediate Vocational High School (SMK)/Madrasah Aliyah Vocational Public (MAK).

The results of the analysis in Table 7 explain that the average value of the performance of productive teachers at Public Vocational Schools in Kendari City as a whole is 84. SMK Negeri 2, SMK Negeri 4, and SMK Negeri 5 Kendari obtained Mark highest i.e. 86. Furthermore, SMK Negeri 3 Kendari obtained a score of 83, while SMK Negeri 1 Kendari got Mark's performance Lowest namely 81. Referring to the criteria that have been set in PERMENPANRB No. 16 of 2009, the performance of productive teachers at Public Vocational Schools in Kendari City was in a good category with a score of 81.

Some efforts are possible conducted to increase teacher performance, namely: (1) improve welfare; (2) give an *up to date* training and training on knowledge; (3) thorough doing monitoring and appraisal teacher performance; (4) forming the teacher's mentality; (5) more tighten the recruitment process for new teachers; and (6) increase teacher performance and encourage teachers to master the utilization of information technology (Abdullah, 2013; Octavia, 2019).

Performance is a unity between work processes that give results or achievement in the form of achievement work. The performance generated from an implementation process is not quite enough to answer by a given job. The process will result in work achievement. In other words, if the work process individual good and optimal, then the resulting individual will also produce great work achievement and performance (Darling-Hammond, 2010; Octavia, 2019).

The obstacles in UKG become a trigger to the teacher in using technology. They have to follow the

technology movement, especially in maximizing the learning process. Productive teachers also need to grow up their knowledge, especially in their expertise field. For example, follow the training competence and sustainable development skills. Nurhabibah et al., (2018) study showed that teachers lack of self-confident in using ICT. The group of young teachers which aged between 21-40 have a higher level of ICT literacy than the older group. Therefore, their study suggested the teachers to enhance the ability in ICT literacy competence.

The implementation of a certification program to increase teacher professionalism and improve the learning process. The quality of learning outcome is to prepare the graduate to achieve the competence relevant to the industry. The teacher who had followed certification expected to reflect a competent teacher in the whole aspect such as pedagogic, social, personality, and professional. A qualified teacher always equips himself with no once stop learn, keep going develop himself, as well keep going increase knowledge and skills so that they can give learning best for participant education (Utami, 2015; Wening, 2017).

The same result was also found by Dardiri et al., (2017) which explained that the UKG value for SMK Building in Blitar City was 5.5. This value is above the national average value, but still lower than the national ideal value of 8.0. Certification programs are good that through Teacher Professional Education and Training (PLPG) as well as the Teacher Education and Profession (PPG) program equip teachers with knowledge and skills in prepare learning, carrying out the learning process, until evaluation learning in accordance standard nationally. This program refocuses teachers to be more complete with their devices in learning (Kusumawardhani, 2017).

This result contradict from C. Wardoyo & Herdiani (2017) research which found the fact that the tenure of a teacher can increase perceptions in achieving teacher professionalism. Experienced teachers who teaching for many years are considered to have more competence if compared with a new teacher who hasn't had much experience (time off work low). Even though, the results of observations and interviews, the Principal of SMK Negeri 1 Kendari admitted that the level competence of productive teachers at SMK Negeri 1 Kendari tends to decrease while the working time is increase, especially for senior teachers who are approaching retirement age.

One of the productive teachers at SMK Negeri 2 Kendari said that the online Teacher Competency Test is very difficult to pass for senior teachers who have constrained knowledge in using a computer device. An obstacle could become ingredient evaluation for the teacher himself. Teacher ability in using technology expressed by Purnamawati et al., (2019) mentions that teachers should not only dominate four competencies (pedagogical, professional, personality, and social), they must also use information technology in the learning process specifically in the era of the industrial revolution 4.0.

Average performance is not different significantly when the teacher's tenure increases. The teacher tends to feel saturation in doing tasks that become daily activities. On the other hand, the teacher who hasn't experience with working low period need more time to have adaptability in doing their duty. This effect their performance will not optimal. This condition becomes a struggle for the school principal to find good strategies to increase the performance of the productive teacher. They should map the PKG results and analyze teacher need (Muslimin, 2020).

Devitha's research concludes that there is no influence significant between tenure and certification to teacher competence. Besides that, the working period is also not given an influence on teacher performance. However, the certification gave an influence on teacher performance. Another thing concluded is there is an influence significant competence on teacher performance (Devitha et al., nd, 2021). Enhancement teacher performance can be conducted through education and training. This program is following competence skills that are taught by the teacher and enhancement motivation teacher work. It also could support developing teacher performance and professionality.

Suggestions

Based on the results of the analysis, it can be concluded that there is no significant difference in the average competency of teachers based on certification. There is a significant difference in the average performance of teachers based on certification, where teachers who have been certified through the PPG program have the highest average.

The group of teachers who have been certified through the PLPG program has the second-highest average with a mean rank of 65.39, while productive teachers who have not been certified have the lowest average competency with a mean rank of 36.08.

Furthermore, there is no significant difference in the average competence and performance of teachers based on the category of tenure. Teachers with a tenure of 0 to 15 years have a higher average performance with a mean rank of 57.48 than teachers with a tenure of 16 to 25 years who get a mean rank of 56.26, while teachers with a tenure of 26 to 40 years have the highest average performance with a mean rank of 71.37.

Based on the findings we suggest some recommendation, which are: 1) the teacher which certified from PLPG and uncertified teacher should be mentoring through continues improvement in subject teacher group. 2) even there is no significant difference in the average competence and performance of teachers based on the category of tenure, but the senior teacher should always mentor junior teacher, especially to improve the ability of the teacher competence in social aspect. 3) the teacher suggested to make self-development program for teachers in order to develop and improve the quality of education.

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