

# Competency and Innovation: Two Critic Aspects for Developing of Teachers' Quality

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## Competency and Innovation: Two Critic Aspects for Developing of Teachers' Quality

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post facto comparative research, the results show that there are significant differences in aspects of pedagogical, personality, professional, and learning innovation (but not on aspects of social competence) between those who have passed the certification program and those who have not graduated.

**Keywords:** *Teachers certification programs, competency and learning innovation*

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### Abstract

The purpose of this study was to determine the differences in pedagogical, personality, social, professional competencies, and learning innovation between teachers who had passed the certification program and those who had not yet graduated. With a quantitative approach and ex

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### Introduction

Education is a system that unites three components, namely input, process, and output or outcome. In a system, there will be an interactive relationship and interdependence between one component with another component. Quality input will have an impact on quality processes, and ultimately produce quality output or output, and vice versa and so on. But of the three components, the learning process component is the most decisive component of the condition of output quality and input quality in the future. The learning process occurs with the cooperation and support of teachers, students, infrastructure, strategies, and the environment in general.

In the process component, many parties are responsible and involved, both directly and indirectly. Teachers, leaders, parents, employees, security guards, gardeners, etc. are all responsible for the success, fluency, and quality of the learning process. Of these people, the most responsible for the learning process is the teacher. It is the teacher who plans learning, managing, implementing, and evaluating it (Suyono and Hariyanto, 2014), by providing rich and well-designed learning assignments to enhance intellectual, emotional, spiritual and social development (Gary, 2003).

The low quality of the learning process and learning outcomes cannot be separated from the still low quality of the performance of educators in the learning process (Mudir, 2019). The teacher is one of the essential components in an education system. The roles, tasks and responsibilities of teachers are very meaningful in realizing the goals of national education, which is to educate the nation's life, improve the quality of Indonesian people, including the quality of faith / piety, noble character, and mastery of science, technology, and art, and realize Indonesian society who is independent, advanced, just and prosperous (Kantor Menteri Negara Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional, 2005)

To carry out the function, role and position very strategically, certainly a professional and competent teacher figure is needed in carrying out his duties as mandated by Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, that Teachers are declared as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education pathways, basic education, and secondary education (Peraturan Pemerintah RI, 2008).



Professional predicate is stated as work or activities carried out by teachers and become a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Furthermore, at the implementation level, professional teachers are marked by giving educator certificates (Peraturan Pemerintah RI, 2017).

Thus, teacher certification is actually a program that aims to improve the quality, creativity and integrity of teachers in order to be able to actualize themselves and their tasks more optimally in order to improve the quality of learning and the quality of education in general through the development of creative, innovative, challenging, and learning learning. a lot of fun. Therefore, teacher certification is expected to be able to mediate in realizing the quality assurance of educators, especially those in the environment of primary and secondary education institutions.

Teacher certification is not just to improve the quality of teacher welfare through the receipt of professional allowances, but rather to focus on the realization of competent and professional teacher quality assurance. The referred professional is characterized by honesty on one's own abilities. Educators' honesty in assessing their strengths and weaknesses provides an illustration of the teacher's ongoing efforts to improve performance (Rahmat. 2007).

There are a number of relevant studies and even strengthen the position of the results of the research being reported. Andis Sukri Syamsuri and Nurdin research results show that the certification program influences teacher performance. Teachers who were initially lazy to become enthusiastic, who originally did not prepare various media, now use various media (multi media) in their learning. Imam Suraji research results show that competence is one of the absolute requirements that must be possessed by teachers. With competence, a teacher will be able to carry out their duties as educators and learning agents in a professional manner. However, there are also research results that show less encouraging results on the performance of teachers after certification. Of the 17 indicators studied, only 7 showed good indicators and 10 other indicators were not good (Kartowagiran, 2011).

Professional teachers are identical to qualified teachers, namely teachers who are able to actualize the values of 4 (four) competencies in themselves and the implementation of their tasks, namely managing the environment so that students can learn comfortably and pleasantly (Kiom, 2017). These competencies include pedagogic



20 competencies, personality competencies, social competencies and professional competencies (Sudibyo, 2007). The improvement of these four competencies must be accompanied by the development of literacy culture as a prerequisite for 21st century life skills. Literacy referred to is literacy literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and citizenship literacy (Tim Penyusun. Gerakan Literasi Nasional, 2017).

Academic qualifications and teacher competence, is one of the determining elements of the teaching authority of teachers at an education level obtained through formal education levels, while literacy skills are mostly obtained through non-formal education levels. Teachers at Islamic Elementary School, must have a minimum educational diploma qualification of four (D-IV) or undergraduate (S1) in the field of Islamic Elementary School (D-IV / S1 PGSD / PGMI) or Psychology obtained from an accredited study program. Whereas Teachers in *Madrasah Tsanawiyah* (Senior High School), must have a minimum academic qualification of four diploma (D-IV) or undergraduate (S1) study programs that are appropriate to the subjects taught / supported, and are obtained from accredited study programs as well (Sudibyo, 2007).

A professional teacher is proven through a professional educator certificate. This certificate can then be used as a basis for obtaining teacher professional allowances for teachers who are Civil Servants and teacher professional allowance assistance for teachers who are not Civil Servants (state employees) (Keputusan Menteri Agama Republik Indonesia, 2011).

Thus, the certification graduation status is ideally directly and linearly proportional to the quality of learning realized through a number of innovations in the field of learning in order to improve the quality of learning, which is a learning practice in the classroom that is managed equally between management by the teacher and the students' own arrangements. thus, learning becomes more challenging and student-oriented (Vieluf, et.all, 2012). But the reality is not always the case. Preliminary findings through interviews (15 and 16 October 2019) with leaders and some teachers at the Fathus Salafi Education Foundation, Limbungsari Ajung Jember indicate a paradoxical phenomenon. It was found that a number of teachers who were certified as Professional Educators (passed the certification program) showed an increase in the learning innovation graph, but there were also some that were precisely vacuum and stagnant in their traditional learning conditions. Likewise, teachers who have not been certified as





Professional Educators (have not yet passed the certification program); some of them are struggling to innovate learning because they are driven by a desire to improve their competence and quality of learning to welcome the certification program. But there are also some who do not innovate on the pretext of not having passed the certification. Therefore, this issue is feasible and important to be examined and examined under the heading "Competency and Innovation: Two Critic Aspects for Developing of Teachers' Quality"

## METHOD

### Research Approach and Design

This research uses a quantitative approach and comparative and ex post facto design (Morrison, 2007). The underlying thought is that the status of graduating and not yet graduating in the teacher certification program is very much determined by the competency of the teacher concerned, the competencies referred to include pedagogical competencies, professional competencies, social competencies, and personality competencies. The competence is then analyzed its effect on learning innovation (both planning and implementation) that has been done by teachers at the Limbungsari Ajung Jember Education Foundation Fathus Salafi (Fatsal). Thus the differences in teacher competence will be known between those who have graduated and those who have not yet passed the certification program, as well as the differences in learning innovations.

### Population and Sample

The population in this study was the entire board of teachers at the Fathus Salafi Education Foundation (Fatsal), amounting to 22 people. This foundation has 3 educational institutions. 1) *Roudlotul Athfal* (RA)/Early childhood education programs with 4 teachers (2 teachers have passed certification and 2 teachers have not passed). 2) Islamic Elementary School with 10 teachers (6 teachers have passed certification and 4 teachers have not yet passed). 3) Islamic Junior High School. with 8 teachers (4 teachers have passed certification and 4 teachers have not yet passed). Their names, certification status and number of items or questionnaire indicators that they must answer are as in the following table.



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Table 1  
Name and Number of Questionnaire Points

| No | Name                   | Unit<br>The<br>institutio<br>n<br>Educatio<br>n | Certification<br>Status |            | Jumlah<br>Number of<br>Indicators | Remarks              |
|----|------------------------|---|-------------------------|------------|-----------------------------------|----------------------|
|    |                        |   | No<br>t                 | Passe<br>d |                                   |                      |
| 1  | Siti Rubiyah           | TK  | L                       |            | 74 item                           | Head of Kindergarten |
| 2  | Samiaty                | TK  | L                       |            | 74 item                           | Classroom teacher    |
| 3  | Sofiati                | TK  |                         | BL         | 74 item                           | Classroom teacher    |
| 4  | Ema Muri Rahmawati     | TK  |                         | BL         | 74 item                           | Classroom teacher    |
| 5  | Taufiq Hidayat         | MI  | L                       |            | 62 item                           | Head of PAI teacher  |
| 6  | Asfiah                 | MI  | L                       |            | 103 item                          | Class IA teacher     |
| 7  | Parmi Husni            | MI  | L                       |            | 103 item                          | IB Class Teacher     |
| 8  | Siti Lailatul Husna    | MI  | L                       |            | 103 item                          | Class II Teachers    |
| 9  | Siti Nur Rohmah        | MI  | L                       |            | 103 item                          | Class III Teachers   |
| 10 | Santoso Wiliyanto      | MI  |                         | BL         | 103 item                          | Class IV Teachers    |
| 11 | Wiwit Jumaati          | MI  |                         | BL         | 103 item                          | Class V Teachers     |
| 12 | Sriningsih Fani Rahman | MI  | L                       |            | 103 item                          | Class VI Teachers    |
| 13 | Ely Sagita             | MI  |                         | BL         | 62 item                           | PAI teacher          |



|        |                    |     |    |    |         |   |
|--------|--------------------|-----|----|----|---------|---|
| 14     | Fathur Rahman      | MI  |    | BL | 69 item | PJOK teacher                            |
| 15     | Qomar              | MTs | L  |    | 74 item | Head of PAI's<br>Teacher &<br>Bhs. Arab |
| 16     | Anita              | MTs | L  |    | 72 item | Bhs. English                            |
| 17     | Sunarti            | MTs |    | BL | 77 item | Social<br>Sciences &<br>Civics          |
| 18     | Rini Widarti       | MTs | L  |    | 84 item | Natural<br>science                      |
| 19     | Soimah             | MTs | L  |    | 83 item | MTK                                     |
| 20     | Ilyas              | MTs |    | BL | 81 item | SB & PJOK                               |
| 21     | Abd. Rahim         | MTs |    | BL | 86 item | ICT                                     |
| 22     | Husnul<br>Hotiumah | MTs |    | BL | 73 item | The economy                             |
| Jumlah |                    |     | 12 | 10 |         |   |

Source: Fathus Salafi Foundation Board of Teachers 2018/2019 Academic Year

Given the total population of only 22 teachers, this study was conducted on all these teachers. That way this research uses population research techniques.

### Research Instruments

The research instrument used questionnaires, interviews, and documentaries. But the main instrument is a questionnaire that contains statements about teacher competence and learning innovation (planning and implementing learning). Interviews are used to explore data about factors that affect teacher performance beyond certification factors, while documentaries are used to explore data about the names and status of teachers in certification (graduating or not passing certification).

Certification variables are divided into graduated and not yet graduated status, while competencies are divided into pedagogical, professional, social, and personality competencies. The competency variable is measured by a number of indicators contained in the Appendix to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. The indicators are detailed as follows: a)





pedagogical competence totaling 38 indicators (for kindergarten and Islamic Elementary School teachers) and 37 items (for Islamic Junior High School. subject teachers); b) personality competencies totaling 13 indicators (for kindergarten, Islamic Elementary School and Islamic Junior High School. teachers); c) social competence totaling 9 indicators (for kindergarten, Islamic Elementary School and Islamic Junior High School. teachers); and d) professional competence totaling 14 indicators (for kindergarten teachers), 43 indicators for Islamic Elementary School grade teachers, 13 indicators for Islamic Elementary School Islamic Religious Education teachers, and 11 indicators (for Islamic Junior High School teachers).

A number of these indicators are still additional specifically for each subject teacher or field of study in Islamic Junior High School. Islamic Religious Education teachers get an additional 2 indicators, Education and Citizenship teachers get an additional 4 indicators, Cultural Arts teacher get an additional 4 indicators, Physical Education, Sports and Health teachers get an additional 9 indicators, Mathematics teachers get an additional 13 indicators, Information Technology and Communication gets an additional 16 indicators, a Natural Sciences teacher gets an additional 14 indicators, a Social Sciences teacher gets an additional 4 indicators, an Economics teacher gets an additional 3 indicators, English teachers get an additional 2 indicators, and Arabic teachers get an additional 2 indicators (Sudibyo, 2007). While the learning innovation variable is measured from the aspects of planning and implementing learning. The learning planning aspect is measured by 5 indicators and the learning implementation is measured by 8 indicators, as recommended by Zaini Hisham in his book Active Learning Strategies in Higher Education (Zaini, 2002).

### **Data analysis**

Data analysis in this study uses inferential statistical analysis tools. The inferential statistical analysis chosen is a different test analysis with the T or t-Test test technique. This is because the aim of the research is to find out whether there are / not differences in competencies and learning innovations between teachers who have graduated and teachers who have not yet passed the certification program.

The different test analysis used here is the T-test for the free sample (two groups of samples) between which there is no relationship or the person is different. The recommended formula is as follows (Nurgiyantoro 2004).



$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{N_1} + \frac{s^2}{N_2}}}$$

$$s^2 = \frac{\left( \sum X_1^2 - \frac{(\sum X_1)^2}{N_1} \right) + \left( \sum X_2^2 - \frac{(\sum X_2)^2}{N_2} \right)}{N_1 + N_2 - 2}$$

## RESULT

### Recapitulation of Questionnaire Filling Results

Fathus Salafi Education Foundation has 3 education units, namely Raudlotul Athfal (RA / TK) education, Islamic Elementary School, and Madrasah Islamic Junior High School. The learning process in the 3 units was managed by 22 teachers with the details as described in the previous table. The 22 teachers filled out the questionnaire as described in the following table.

Table 2

Recapitulation of Teacher Questionnaire Results that Passed Certification

| No. | Komp.      | Respondent Code |     |     |     |     |     |     |     |     |     |     |     | Average-2 |
|-----|------------|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------|
|     |            | 1               | 2   | 5   | 6   | 7   | 8   | 9   | 12  | 15  | 16  | 18  | 19  |           |
| 1   | Pedag.     | 118             | 119 | 101 | 93  | 94  | 93  | 93  | 93  | 118 | 118 | 118 | 115 | 106.08    |
| 2   | Keprib.    | 47              | 48  | 36  | 32  | 32  | 31  | 32  | 32  | 47  | 47  | 47  | 44  | 39.58     |
| 3   | Social     | 27              | 27  | 28  | 23  | 23  | 23  | 23  | 23  | 27  | 27  | 27  | 25  | 25.25     |
| 4   | Profes     | 41              | 43  | 7   | 134 | 120 | 119 | 118 | 120 | 43  | 35  | 78  | 73  | 77.58     |
| 5   | Innovation | 49              | 50  | 46  | 50  | 43  | 39  | 43  | 19  | 42  | 43  | 44  | 48  | 43.00     |

Data Source: 2018 Questionnaire Filling Results

Table 3

Recapitulation of Teacher Questionnaire Results that Have Not Yet Passed Certification

| No. | Komp.   | Respondent Code |     |    |    |    |     |     |     |     |    |   |   | Average-2 |
|-----|---------|-----------------|-----|----|----|----|-----|-----|-----|-----|----|---|---|-----------|
|     |         | 3               | 4   | 10 | 11 | 13 | 14  | 17  | 20  | 21  | 22 | - | - |           |
| 1   | Pedag.  | 103             | 103 | 87 | 85 | 93 | 105 | 105 | 105 | 105 | 99 | - | - | 82.50     |
| 2   | Keprib. | 27              | 27  | 29 | 25 | 32 | 32  | 32  | 32  | 32  | 31 | - | - | 24.92     |
| 3   | Social  | 18              | 18  | 20 | 21 | 23 | 23  | 23  | 23  | 23  | 21 | - | - | 17.75     |



|   |            |    |    |     |     |    |    |    |    |    |    |   |   |       |
|---|------------|----|----|-----|-----|----|----|----|----|----|----|---|---|-------|
| 4 | Profes     | 34 | 35 | 102 | 108 | 5  | 20 | 40 | 54 | 68 | 25 | - | - | 40.92 |
| 5 | Innovation | 19 | 22 | 21  | 19  | 17 | 17 | 16 | 16 | 16 | 15 | - | - | 14.83 |

Data Source: 2018 Questionnaire Filling Results

### Data Analysis and Hypothesis Testing

In accordance with the hypothesis formulation and research objectives as well as data collected through a questionnaire, the data analysis is carried out by considering the order and number of research hypotheses and research objectives as follows.

1. The results of the pedagogical competency test differences between those who have not passed and those who have passed the certification board of the Fathus Salafi Education Foundation show scores of 4,514 ( $t_{\text{empirik}}, t_e$ ). result  $t_e = 4,514$  this after consultation with the table of critical values of  $t$  with  $db = N_1 + N_2 - 2 = 20$  and significance level 5% found table value ( $t_t$ ) = 2,086, evidently  $t_e > t_t$  which means  $H_0$  was rejected and  $H_a$  was accepted. As such, there is a significant difference in pedagogical competence between those who have not graduated and those who have passed the certification board of the Fathus Salafi Limbungsari Ajung Jember Education Board.
2. The results of the different personality competency tests between those who have not passed and those who have passed the teacher certification board of the Fathus Salafi Education Foundation show a value of 2,518 ( $t_{\text{empirik}}, t_e$ ). Result  $t_e = 2,518$  this after consultation with the table of critical values of  $t$  with  $db = N_1 + N_2 - 2 = 20$  and significance level 5% found table value ( $t_t$ ) = 2,086, ternyata  $t_e > t_t$  which means  $H_0$  was rejected and  $H_a$  was accepted. Thus, there are significant differences in personality competencies that have not yet passed and those that have passed the certification board of the Fathus Salafi Limbungsari Ajung Jember Education Board.
3. The results of the different social competency tests between those who have not passed and those who have passed the teacher board certification of the Fathus Salafi Education Foundation show a value of 2.002 ( $t_{\text{empirik}}, t_e$ ). Result  $t_e = 2.002$  this after consultation with the table of values with critical values  $t$   $db = N_1 + N_2 - 2 = 20$ , significance level 5%, found table value ( $t_t$ ) = 2,086, evidently  $t_e < t_t$ . The results of



the different personality competency tests between those who have not passed and those who have passed the teacher certification board of the Fathus Salafi Education Foundation show a value of.

4. The results of the different professional competency tests, between those who have not passed and those who have passed the teacher certification board of the Fathus Salafi Education Foundation show a value of 15,226 ( $t_{\text{empirik}}, t_e$ ). Result  $t_e = 15,226$  this after consultation with the table of values with critical values  $t_{db} = N_1 + N_2 - 2 = 20$  and the level of significance 5% found table value ( $t_t$ ) = 2,086, evidently  $t_e > t_t$  which means  $H_0$  was rejected and  $H_a$  was accepted. Thus, there is a significant difference in professional competence between those who have not graduated and those who have passed the certification board of the Fathus Salafi Limbungsari Ajung Jember Education Board.
5. The different test results of learning innovations between those who have not passed and those who have passed the teacher council certification of the Fathus Salafi Education Foundation show a value of 2,728 ( $t_{\text{empirik}}, t_e$ ). Result  $t_e = 2,728$  this after consultation with the table of values with critical values  $t_{db} = N_1 + N_2 - 2 = 20$  and the level of significance 5% found table value ( $t_t$ ) = 2,086, ternyata  $t_e > t_t$  which means  $H_0$  was rejected and  $H_a$  was accepted. Thus, there is a significant difference in learning innovations between those who have not graduated and those who have passed the certification board of the Fathus Salafi Limbungsari Ajung Jember Education Board.

## DISCUSSION

This sub-chapter will discuss or discuss the results of data analysis and hypothesis testing as follows.

1. Pedagogic, Social, Personality, and Professional Competency Test Differences, between those who have not passed and those who have passed the Board of Teacher Certification Education Foundation Fathus Salafi Limbungsari Ajung Jember

Different test results (t-Test) about pedagogical competence shows the results of  $t_e = 4,514$ . After consultation with the table the critical value of  $t$  on  $db =$





$N_1+N_2-2 = 20$  and a significance level of 5%, found table value  $t_t = 2,086$ . Turns out the value  $t_e (4,514)$  greater than value  $t_t (2,086)$  which means **Ho was rejected and Ha was accepted**. This means **that there are significant differences** in aspects of pedagogical competence between teachers who have graduated and who have not yet passed certification at the Fathus Salafi Limbungsari Ajung Jember Education Foundation.

The results of different tests (t-Tests) about personality competence showed results of  $t_e = 2,518$ . After consultation with the table the critical value of t on db =  $N_1+N_2-2 = 20$  And a significance level of 5%, found table values  $t_t = 2,086$ . Turns out the value  $t_e (2,518)$  greater than value  $t_t (2,086)$  which means **Ho was rejected and Ha was accepted**. This means **that there are significant differences in the aspects** of personality competence between teachers who have graduated and those who have not passed certification at the Fathus Salafi Limbungsari Ajung Jember Education Foundation.

The results of different tests (t-Test) about personality competence showed results  $t_e = 2,002$ . And a significance level =  $N_1+N_2-2 = 20$  d a significance level of 5%, found table values  $t_t = 2,086$ . Turns out the value  $t_e (2,002)$  smaller than value  $t_t (2,086)$  which means that **Ho was accepted and Ha was rejected**. This means **that there is no significant difference in the aspects of social** competence between teachers **who have** graduated and those who have not passed certification at the Fathus Salafi Limbungsari Ajung Jember Education Foundation.

The results of different tests (t-Test) about personality competence showed results  $t_e = 15,226$ . After consultation with the table the critical value of t on db =  $N_1+N_2-2 = 20$  And a significance level 5%, found table values  $t_t = 2,086$ . Turns out the value  $t_e (15,226)$  much greater than the value of  $t_t (2,086)$  which means that **Ho is rejected and Ha is accepted**. This means **that there are significant differences** in the aspects of professional competence between teachers who have graduated and those who have not passed certification at the Fathus Salafi Limbungsari Ajung Jember Education Foundation.

From the four results of data analysis and hypothesis testing, it turns out **that** only social competence does not have a significant difference between teachers who have passed and who have not passed certification. Meanwhile they have significant differences in the other three competencies, namely pedagogical,





professional, and personality competencies. Even in the aspect of professional competence, they have really significant differences. These results appear to be relevant to the results of previous studies as described in the background of the study.

The existence of a significant difference is in accordance with the message of the need for continuous improvement in competence after passing certification, as described in Minister of Education Regulation No. 18 of 2007 concerning certification of teachers in positions and Minister of Education Regulation No. 40 of 2007 concerning certification of teachers in positions through education.

Meanwhile, there is no significant difference in terms of social competence, it is also understandable. Because when examined closely, it turns out competencies that are more closely related to the task of a teacher are pedagogical, professional, and personality competencies. While social competence is not only related to the task of a teacher in a school institution, it is also related to the intensity of communication and interaction with the wider community (Mulyasa, 2008). But at one time, it was very rational if teachers who had not yet passed the certification program were even more active in improving themselves to achieve professional status. Thus their conditions will not be much different from the conditions of the teachers who have passed the certification.

Whether we realize it or not, the certification program is essentially an appreciation for teachers who have worked professionally and as a means to improve the quality of the learning process and learning outcomes (Rahmat, 2007). Thus, there is a significant difference in competencies between teachers who have graduated and those who have not graduated is a natural thing. However, if at any time there are cases that show no significant difference in competence, because teachers who have not graduated are very eager to improve their professionalism in order to welcome the certification program so that one day they can pass the certification as well. The reverse is also a natural thing, if teachers who have passed the certification actually continuously and continuously improve their competence.

2. Test the Difference of Innovation in the Field of Learning between the Not Passed and the Passed Certification Board of Teachers Education Foundation Fathus Salafi Limbungsari Ajung Jember



Different test results or tests T (t-Test) about innovation in the field of learning shows results  $t_e = 2,728$ . After consultation with the table the critical value of t with  $db = N_1 + N_2 - 2 = 20$  and the level of significance 5% found table value ( $t_t$ ) = 2,086, and apparently value  $t_e$  (2,728) greater than value  $t_t$  (2,086) which means  $H_0$  was rejected and  $H_a$  was accepted. That is, between teachers who have graduated and who have not passed certification have a significant difference in terms of learning innovation.

The results of the data analysis and hypothesis testing show how significant the impact of the certification program on learning innovation, resulting in significant differences in terms of learning innovation. True learning innovation is a necessity for every teacher, whether he has passed the certification program or not. Moreover, whether we realize it or not, teachers are currently managing learning in the era of technological distribution and the era of the industrial revolution 4.0 (Zainal, 2018). Teachers who have passed the certification will empirically and theoretically innovate learning and be able to carry out learning more perfectly than teachers who have not graduated. Their competency will condition them to build learning that is more meaningful, student-centered and empowering (Indrajit, 2011).

Thus it is realized that the more competent and more professional a teacher is, the more perfect planning and implementation of learning is carried out, and vice versa. Why is that? Because learning innovation (planning and implementing learning) is an inseparable part of teacher competencies, specifically pedagogical and professional competencies.

## CONCLUSION

Based on the results of data analysis and hypothesis testing, the following conclusions can be drawn: (1) there are significant differences regarding pedagogical competence; there are significant differences about personality competencies; there are no significant differences about social competence; and there is a significant difference in professional competence, (2) there is a significant difference in innovation in the field of learning, between those who have not graduated and those who have passed the Board of Teacher Certification Education Foundation Fathus Salafi Limbungsari Ajung Jember.



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