

## Teachers' Perceptions of the Implementation of Teacher Certification in State Junior High Schools in Gabus District Grobogan Regency

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**Abstract:** This study aims to describe and analyze teachers' perceptions of the implementation of teacher certification in State Junior High Schools in Gabus District, Grobogan Regency, reviewed from the understanding of the purpose of certification, the perceived benefits, and its implications for teacher professionalism and performance. This study uses a descriptive quantitative approach with a survey method. The research sample consisted of 92 certified teachers who were determined through a total sampling technique. Data were collected using a closed-ended questionnaire based on the Likert scale and analyzed with descriptive statistics. The results of the study showed that teachers' perceptions of the implementation of certification were in the very good category, shown by a high average score, relatively homogeneous data distribution, and the tendency of answers centered on the category of very agree. These findings indicate that teacher certification is perceived to be effective in improving teacher competence, motivation, professionalism, and performance. Thus, teacher certification has a strategic role in supporting teacher professional development and improving the quality of learning in the context of regional education.

**Keywords:** Teacher Perception, Teacher`s Certification, Teacher Performance.

**Abstrak:** Guru merupakan aktor kunci dalam peningkatan mutu pendidikan, sehingga penguatan profesionalisme guru menjadi agenda strategis dalam kebijakan pendidikan nasional. Salah satu instrumen kebijakan yang dikembangkan pemerintah adalah program sertifikasi guru. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis persepsi guru terhadap pelaksanaan sertifikasi guru di SMP Negeri se-Kecamatan Gabus Kabupaten Grobogan, ditinjau dari pemahaman tujuan sertifikasi, manfaat yang dirasakan, serta implikasinya terhadap profesionalisme dan kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan metode survei. Sampel penelitian terdiri dari 92 guru bersertifikat yang ditentukan melalui teknik total sampling. Data dikumpulkan menggunakan kuesioner tertutup berbasis skala Likert dan dianalisis dengan statistik deskriptif. Hasil penelitian menunjukkan bahwa persepsi guru terhadap pelaksanaan sertifikasi berada pada kategori sangat baik, ditunjukkan oleh nilai rata-rata yang tinggi, penyebaran data yang relatif homogen, serta kecenderungan jawaban yang terpusat pada kategori sangat setuju. Temuan ini mengindikasikan bahwa sertifikasi guru dipersepsikan efektif dalam meningkatkan kompetensi, motivasi, profesionalisme, dan kinerja guru. Dengan demikian, sertifikasi guru memiliki peran strategis dalam mendukung pengembangan profesional guru dan peningkatan kualitas pembelajaran pada konteks pendidikan daerah.

**Kata kunci:** sertifikasi guru, persepsi guru, profesionalisme guru, kinerja guru.

### Introduction

Improving the quality of national education places teachers as the main determinant of the quality of learning processes and outcomes (Fahrezi et al., 2024). Teachers are positioned as professionals who are required to have pedagogic, professional, personality, and social competencies in an integrated manner (Rusilowati & Wahyudi, 2020). Therefore, the

policy of improving teacher professionalism is a strategic agenda in the national education system (Tatto, 2021). One of the policy instruments developed by the government for this purpose is the teacher certification program (Limbong & Lumbantoruan, 2022).

Teacher certification is a mechanism for providing formal recognition of teachers' competencies based on national education standards (Sholihah et al., 2020). This policy aims to ensure the quality of teachers while improving welfare through the provision of professional allowances (Agu et al., 2025). Conceptually, certification is expected to encourage improvement in the quality of learning and teacher performance (Taryana et al., 2023). However, in its implementation, the implementation of certification shows a variety of achievements and responses, especially when viewed from the perception of teachers as the main subject of policy (Ghamrawi et al., 2023).

Teacher certification has positive implications for improving competence, work motivation, and teacher welfare (Farida et al., 2023). Certified teachers are generally perceived to have better confidence and pedagogic understanding (Keese et al., 2022). However, a number of studies have also revealed that certification has not consistently had an impact on improving the quality of learning (Gallego & Gutiérrez Ramírez, 2023). In some contexts, certification is perceived more as an administrative mechanism for obtaining professional allowances than as a means of continuous professional development (Shafai, 2025).

Regarding how teachers interpret the implementation of certification in daily professional practice. School environmental factors, regional characteristics, and local social conditions have the potential to influence teachers' perceptions of the goals, benefits, and impacts of certification (Nawas et al., 2025). Gabus District, Grobogan Regency is an area that has relatively little empirically studied, especially at the State Junior High School level, so it is relevant to be used as a research context.

The scientific novelty of this article lies in the analysis of teachers' perceptions of the implementation of teacher certification in the local context of State Junior High Schools in Gabus District, Grobogan Regency. This article places teachers as policy actors by examining how certification is perceived, internalized, and implemented in professional practice. This contextual approach is expected to complement previous findings that tend to be general and make an empirical contribution to the study of education policy at the regional level. The research problems in this article are formulated as follows: how do teachers perceive the implementation of teacher certification in State Junior High Schools in Gabus District, Grobogan Regency, reviewed from the understanding of the purpose of certification, perceived benefits, and its implications for teacher professionalism and performance.

In line with these problems, the purpose of writing this article is to describe and analyze teachers' perceptions of the implementation of teacher certification in State Junior High Schools in Gabus District, Grobogan Regency. The findings of this research are expected to make an academic contribution to the development of education policy studies and become the basis for practical considerations for stakeholders in improving the effectiveness of the implementation of teacher certification at the regional level.

## Method

This study uses a descriptive quantitative method with a survey approach to determine teachers' perceptions of the implementation of certification in State Junior High Schools in Gabus District, Grobogan Regency. The research sample consisted of 92 teachers who had

participated in the certification program, obtained through total sampling, so that the entire relevant population became the research respondents.

The research instrument is in the form of a closed questionnaire designed based on teacher certification indicators, including pedagogical, professional, social, and personality competencies, as well as the contribution of certification to teacher professionalism. Each indicator was assessed using a Likert scale of 1–5, where a high score indicates a positive perception of the implementation of the certification. The data obtained were analyzed using descriptive statistics, including mean scores, median, standard deviation, skewness, and kurtosis, to describe the distribution of teacher perception, homogeneity of answers, and consistency of perception of the benefits of certification. This study also uses triangulation of the literature to reinforce empirical findings,

## Result and Discussion

### Result

Based on the results of descriptive statistical analysis, the teacher certification variable (X2) showed a very high average score in all indicators used in the study. The mean value of teacher certification indicators is in the range of 4.511 to 4.900, with a consistent median score of 5.00. These findings indicate that in general, State Junior High School teachers in Gabus District, Grobogan Regency have a very positive perception of the implementation and impact of the teacher certification program.

Judging from the standard deviation value, the teacher certification indicator has a relatively small data spread, ranging from 0.30 to 0.58. This value indicates that respondents' answers tend to be homogeneous and concentrated on high scores. In other words, the majority of teachers gave almost uniform assessments related to certification, so that there was no noticeable difference in perception between respondents.

The skewness score in almost all teacher certification indicators shows a considerable negative tendency, even in some indicators reaching very low scores. This condition illustrates that the distribution of data is strongly skewed towards high scores, which means that most respondents choose the category of "strongly agree" to statements related to teacher certification. In addition, positive kurtosis values on a number of indicators indicate a strong grouping of answers around the mean value, thus showing the consistency of respondents' perception of this variable.

Table 1 Summary of Descriptive Statistics of Teacher Certification Variables

Statistical Aspects	Values / Descriptions
Number of indicators	Some indicators of teacher certification (X2)
Mean value range	4,511 – 4,900
Median value	5,00
Standard range of deviation	0,30 – 0,58
Skewness	Negative (leaning towards high scores)
Kurtosis	Positive (answers are concentrated around average)
Variable categories	Very good / very strong
Data bias	Homogeneous and centered on the "strongly agree" category

## Discussion

This condition is in line with the results of the research (Fauziyah & Aprilia, 2025) It shows that teacher certification increases teacher effectiveness and performance, which is characterized by improved student learning outcomes, more creative teaching practices, and improved learning quality. In addition, certification also improves teacher professionalism through increasing competence and proficiency in various aspects assessed. Research by (Taryana et al., 2023) resulting in teacher certification having a partial positive effect on teacher performance.

Furthermore, research by (Allahverdiyeva, 2024) Teacher certification programs are an important catalyst in increasing teacher motivation because they are seen as a recognition of professional competence, which encourages intrinsic satisfaction and motivation and makes certified teachers more motivated to engage in continuous professional development to improve teaching effectiveness. Thus, empirically and theoretically, the results of this study strengthen the view that teacher certification programs are considered effective and contribute positively to the continuous improvement of teacher quality and professionalism.

## Conclusion

This study concludes that teacher certification is proven to be perceived positively and effectively by State Junior High School teachers in Gabus District, Grobogan Regency. These findings answer the research objectives while supporting the hypothesis that teacher certification contributes to improving teacher professionalism and performance. Certification is seen not only as a form of recognition of competence, but also as a driving factor for increasing teachers' motivation and commitment in carrying out their professional duties. Thus, teacher certification has a strategic role in supporting the improvement of the quality of learning and teacher professional development in a sustainable manner.

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