

TEACHING AND LEARNING PERFORMANCE: THE PERCEPTION OF THE CERTIFIED ENGLISH TEACHERS

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Abstract: This study was aimed at investigating the perception of the certified teachers of English toward their teaching and learning performance by finding out the most dominant indicators of performance in terms of planning and preparing, conducting learning process, and learning evaluation. This was a survey study involving seventy nine certified teachers of English at twenty two public senior high schools in Palembang. The data were obtained through a set of questionnaire. The percentage analysis was used as the technique for data analyses. The result of this study showed that the certified teachers of English tended to maintain their teaching and learning performance based on different dominant indicators based on their own professional development as certified teachers. It is suggested that the teachers (1) improve their competence which already represented through every indicators of teachers' performance; (2) implement the theoretical knowledge they gained during certification into their teaching practices in classroom.

Key words: *perception; teaching and learning performance; certified teachers of English*

One component of education which has very important and strategic role in improving the quality of education is teachers. Qualified teachers are very important for maximizing efficient function of educational system and for enhancing the quality of learning. Markley (2004, as cited in Shishavan and Sageni, 2009) support the statement by stating that a good teacher and action to be taken on his/her part in the classroom play a vital role in provoking effective and efficient learning on the part of the students. Teachers also have important influence on their students' academic achievement.

In Indonesia, the important role of teacher is outlined in the Act of Republic Indonesia Number 14 of 2005 on Teachers and Lecturers. It is stated that teachers are professional educators with the primary task of educating, teaching, guiding, directing, coaching, assessing, and evaluating students in early childhood education, formal education, primary education and secondary education. It is worth saying that teachers play a major role in the development of education. Teachers also determine the success of students, particularly in relation to teaching and learning. In addition, teachers have

great influence in shaping the outcome of the education. Therefore, any attempt being made to improve the quality of education would not provide a meaningful contribution without the support of a professional and qualified teacher.

Teacher as a professional is outlined by the Australian Institute for Teaching and School Leadership (AITSL). According to AITSL, there are three domains of teaching: (1) Professional Knowledge, (2) Professional Practice and (3) Professional Engagement. In professional knowledge, the standards comprised (a) know students and how they learn, (b) know the content and how to teach it. In professional practice, the standards comprised a) plan for and implement effective teaching and learning, (b) create and maintain supportive and safe learning environments, (c) assess, provide feedback and report on student learning. In professional engagement, the standards comprised (a) engage in professional learning, (b) engage professionally with colleagues, parents/careers and community (AITSL, 2011, p.3).

In Indonesia, a professional teacher is described in the Indonesia Government Law No. 14 Year 2005 about "*Principles of Professionalism*" as follows: (1) Professional teachers and lecturers are professionals specialized areas of work undertaken by the following principles: (a) have talents, interests, vocation, and idealism; (b) have commitment to improve the quality of education, faith, piety, and moral values; (c) have academic qualifications and educational background in accordance with its duties; (d) have the competence in accordance with its duties; (e) have responsibility for the implementation of tasks in professionalism; (f) have income in accordance with work

performance; (g) have the opportunity to develop a sustainable manner with the professionalism of lifelong learning; (h) have legal protection guarantees professionalism in carrying out the task, and (i) have a professional organization that has the authority to regulate matters relating to the duty of teacher professionalism.

Since the enactment of Indonesia Government Regulation No. 14 Year 2005 on Teachers and Lecturers, the future prospect of teachers as a professional teacher, prosperous teacher and protected teacher will be realized. It has been described obviously in the Article 2 of Indonesia Government Regulation No.14 Year 2005 about "*Position, Function, and Objective*" which states that recognition of teachers' and lecturers' position as professional educators has been proven by obtaining educator certificate through the certification test. The purposes of that law are performing their task, keeping in mind of the changing of educational challenges, the performance of teachers is also expected to be more innovative and professional in order adapt to and anticipate the rapid changes in society and changes made by the government in the field of education.

Ilmiyani (2012) states that a professional teacher means that a teacher's job requires a certain minimum academic qualifications and competency mastery according to the type and level of education in their duty and serves. That statement is relevant to what has been described in the Article 8 of Act No. 14 Year 2005 about "*Qualification, Competencies, and Certification*". It is stated that teachers are required to have academic qualifications, competency, education certificates, physical and spiritual health, as well as having the ability to achieve national education goals. Ilmiyani (2012, p.4) states professional

teachers is the key to the success of education. Professional teachers are educated and well trained which means they do not only obtain formal education but also must master the educational foundation. Because the role of teachers is very crucial in the educational process, a teacher is required to always improve his ability as dignified and professional personnel. Therefore, various efforts have been made to improve the quality of teachers such as: an increase in the ability/mastery of a wide range of strategies or methods of learning through a variety of activities (workshops, training, etc.), and improving the quality of teachers through teacher certification program.

Based on the Act of the Republic Indonesia Number 14/2005 on Teacher and Lecturer, the Act of the Republic of Indonesia Number 20/ 2003 on National Education System, and the regulation of National Education Minister Number 18/ 2007 the goals of teacher certification are: (1) to determine the qualification of a teacher in doing his duty as a professional educator; (2) to enhance the process and result of teaching and learning; (3) to increase the welfare of teachers; and (4) to raise teacher's prestige; in the effort of creating a qualified national education. Therefore, the objective of teacher certification is not only to improve teachers' welfare through their professional incentive, but also the main objective is to improve teachers' competencies and professionalism in order to improve the quality of learning and education in Indonesia. In order to improve the professional skills of teachers, certification and competency tested done periodically is needed, the performance of the teachers can be improved continuously in order to become professional teachers who meet the requirements.

In the context of teacher professionalism in which teaching is

considered as a professional job, teachers are required to carry out their duties professionally. Actually, in becoming the professional teacher is not an easy process and it needs strong commitment from all related people. According to Richard (1998, p.6-7), one of pedagogical content knowledge which should be prepared by teachers is to make appropriate use of technology. In addition, based on Education Virginia Department (2012), one of the performance standards of teacher is teacher is able to use instructional technology to enhance students learning. However, the data related to the ICT competence of teachers in South Sumatera shows that only 1.4% who are in advance level of using computer, 13.8% in user level, 33.6% in the basic level, and 55.2% cannot operate the computer at all (Diknas Sumsel in Kuswadi, 2010). In line with it, Ekawati (2013, p.2) supports the data by stating that the results of teachers' competencies test done by BPSMP (Badan Pengembangan Sumber Daya Manusia Pendidikan) and PMP (Penjaminan Mutu Pendidikan) in October 2012 do not give good results. The result of the test shows that in 2012, from 25.408 professional teachers (certified teachers) are only 36 teachers got 75 up (0.14%) passed in the test of teachers' competence (Uji Kompetensi Guru), 5.446 teachers are 50-74 score (10.4%), and 19.326, below 50 score (76.06%). Based on the results above, if the passing grade of the teacher's competence is 75 scores, so teachers who have competences are only 0, 14% in South Sumatera Province.

Ilmiyani (2012, p.2) states that achieving a good quality of education is strongly influenced by the performance of teachers in carrying out their duties so that the performance of the teacher becomes an important requirement to achieve educational success. Panda and

Mohanty (2003, as cited in Akram, 2010) relevantly states it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement.

In addition to what Aram (2010) has described, Swartz, White, Stuck, and Patterson (1990) judge the teachers' performance on five teaching functions: instructional presentations, instructional monitoring, instructional feedback, management of instructional time and management of students' behaviour. Ferris, Bergin, and Wayne (1988) also identify teacher's job performance on seven performance dimensions. They are (1) preparation and planning, (2) effectiveness in presenting subject matter, (3) poise, (4) relations with students, (5) self-improvement, (6) relations with other staff, and (7) relations with parents & community. Other scholars who describe teacher's performance are Jahangir (1988) who evaluates teacher's performance on four categories of teaching behavior, namely, intellect, teacher's personality, teaching techniques and interaction with students and Riaz (2000) who measures teacher's performance on such factors teaching competence demonstrated, motivational skills, teacher's attitude toward students and fairness in grading.

In line with the statements above, based on the Regulation of the Minister of National Education No. 16 Year 2007 on Standards of Academic Qualifications and Competencies of Teacher, BSNP version 6.0.11/2008 Framework of Indicator for Reporting the Achievement Standards of National Education: Standards of Academic Qualification and Competencies of Teachers, and the Regulation of Minister of Administrative Reform and Bureaucracy Reform No.16 Year 2009, concerning the functional position of teachers and the number of credit. The

performance encompasses the following indicators: (1) ability to formulate the objective of learning; (2) ability to organize the material of learning; (3) planning of effective learning process; (4) selecting of source and media of learning; (5) starting of effective learning; (6) mastery of the learning material; (7) implementing of approach and strategy of learning; (8) applying of source and media of learning; (9) stimulating and maintaining of student involvement; (10) applying appropriate and proper language in communication of learning; (11) closing of effective learning; (12) designing of instrument for evaluation; (13) applying strategy and method of evaluation; and (14) applying the feedback.

Teacher performance evaluation system is a teacher-based performance management system that is designed to evaluate the level of the individual teacher performance in order to achieve maximal performance of the schools that have an impact on improving students' achievement. This is a very important form of assessment to measure a teacher's performance in carrying out his/her work as a form of school accountability.

According to Regulation Minister of State for Administrative Reform and Bureaucratic Reform No. 16 Year 2009, the teacher performance evaluation is the assessment of the activities of the main task of the individual items in order to develop a career, stratification, and position of teacher. Implementation of the main tasks of teachers cannot be separated from the ability of a teacher in the mastery and application of competence. The competencies for teachers are mandated by the Regulation of National Education Ministry No.16 Year 2007 on the Academic Standards Qualification and Teachers' Competencies. Mastery and application of competency is crucial to

achieve the quality of the learning process, guiding students, and relevant additional duties in accordance with the function of the school. Basically the teacher's performance evaluation system aims to: (1) determine the level of competence of a teacher; (2) improve the efficiency and effectiveness of teachers and school performance; (3) provide a basis for decision-making in determining the mechanism of effective or ineffective teacher performance; (4) provide a foundation for on-going professional development program for teachers; (5) ensure that teachers perform duties and responsibilities as well as maintaining a positive attitude in supporting learners to achieve the learning achievements; (6) provide the basis for promotion and career enhancement system teachers and other award forms (Depdiknas, 2012, p.5). In the future, the wealth profile of teachers will be pressed on the aspects of improving ability of the students, starting from analyzing, planning or design, developing, implementing, and assessing learning based on the application of educational technology. The discrepancy between what they have to do as professional and qualified certified teacher and the real cases of them in field is the main point which became the reason for conducting a research at the Public Senior High Schools in Palembang to know how is the performance of teacher of English in Palembang who have been certified. Specifically, this study was aimed to investigate:

- 1) the most dominant indicator of performance in planning and preparing the lesson;
- 2) the most dominant indicator of performance in conducting learning process;
- 3) the most dominant indicator of performance in learning evaluation;

- 4) which indicator of teachers' performance that mostly cited by male and female certified teachers of English;
- 5) which indicator of teachers' performance that mostly cited by the certified teachers of English in terms of age.

RESEARCH METHOD

The sample of this study was 79 teachers from 22 public senior high schools in Palembang. The sample was selected by using total population sampling in which all the teachers in the population were taken as the sample.

This research was a survey study and was aimed at finding out information concerning with the perceptions of certified teachers of English on their performance at public senior high schools in Palembang. Creswell (2005) defines survey research design as a qualitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics, of the population. In this study a questionnaire was used to collect the data.

Teacher Performance Appraisal questionnaire was used to obtain the data of the perception on the performance of the certified teachers of English from the 22 public senior high schools in Palembang. The questionnaire was a ready-made questionnaire which was adapted from *the Guideline for the Implementation of Teacher Performance Appraisal* (Indonesian Ministry of Education, 2012). This guideline is based on (1) Regulation of the Minister of National Education No. 16/2007 on Standards of Academic Qualifications and Competencies of Teacher, (2) BSNP version 6.0. 11/2008 Framework of

Indicator for Reporting the Achievement Standards of National Education: Standards of Academic Qualification and Competencies of Teachers, and (3) the Regulation of Ministry of Administrative Reform and Bureaucracy Reform No.16 Year 2009, concerning the functional position of teachers and the number of credit.

In this questionnaire, there were 98 closed-ended questions which were grouped in three different sections as follows: (1) Planning and Preparing Section, (2) Conducting Learning Process, and (3) Learning Evaluation. The questionnaire used a Likert-Scale (never, seldom, sometimes, often, usually, and always) and the items were scored from 1 to 6 (1= Never, 2= Seldom, 3= Sometimes, 4= Often, 5= Usually, 6= Always). In analyzing the collected data, the writer used descriptive-quantitative method. To analyze the data obtained from the questionnaire, SPSS was used for computing the descriptive data. The percentage analysis was used as technique to find out the dominant indicators of teacher performance implemented by certified teachers of English at Public senior high schools in Palembang in terms of the three sections of Planning and Preparing, Conducting Learning Process, Learning Evaluation. In addition, the percentage analysis was also applied to get the information about gender, age, educational background, and length of teaching experience.

FINDINGS AND DISCUSSION

Teachers' Perception on Performance of Teacher in Planning and Preparing

Table 1

Section	Indicator	Scale Range in Percentage			
		5 (Usually)		6 (Always)	
		%	%	N	%
Planning and Preparing	Formulating Learning Objective	30.0	24	44.3	35
	Material Arrangement	37.9	30	27	21
	Planning of Effective Learning	36.6	29	34.5	28
	Selecting of Source, Media, and Strategy of Learning	39.5	31	31.8	26

First, the most dominant indicator of performance in terms of planning and preparing section was formulating learning objective. It is stated based on the result of percentage which showed that 44.3% or 35 of certified teachers of English approximately chose scale 6 (Always) for each four different items in the indicator of formulating learning objective. It means that almost a half of certified teachers (44.3%) admitted that they always formulate learning objective dominantly rather than other three indicators such as: material arrangement, planning effective learning and selecting of source, media, and strategy of learning. It is in line with Ginting's (2008, p.14) statement that the main role of teacher in teaching and learning as planner learning activities, a teacher is to be able to prepare learning activities and organize the learning activities. For the dominant items in formulating learning objective was item which concerned with formulating of the learning objective based on competency standard and basic competency. It means that a half of certified teachers of English admitted that they always formulated

the objective of learning based on competency standard and basic competence rather than developed it. It is in line with the aspect of conveying the materials systemically in connection with the competence standards as one of aspects in professional competence mentioned in Government Decree No. 19/2005 Article 28 Verse 5.

Teachers' Perception on Performance of Teacher in Conducting Learning Process

Table 2
Teachers' Perception to Conducting Learning Process Section

Section	Indicator	Scale Range in Percentage			
		5 (Usually)		6 (Always)	
		%	N	%	N
Conducting of Active and Effective Learning Process	(Pre-Activity): Begin the effective learning	34.6	28	27.4	21
	(Whilst-Activity): Mastery of learning material	39.45	31	25.7	21
	Implementing of approach and strategy of effective learning	36.7	29	42.0	33
	Applying source and media of learning	35.4	28	30.8	24
	Stimulating and maintaining students involvement in learning	35.5	28	48.2	38
	Applying appropriate and proper language in communication of learning	44.3	35	23.0	18

	(Post-Activity): Closing learning process effectively	36.7	29	23.7	19
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Second, the most dominant indicator of performance in terms of conducting learning process was stimulating and maintaining students' involvement in learning. Based on the finding for the teachers' perception on the questionnaire in conducting of active and effective learning process, it presented that 48.23% or 38 of certified teachers of English approximately chose scale 6 (Always) for each nine different items in the indicator of stimulating and maintaining students' involvement in learning. It means dominant indicator based on teachers' perception was stimulating and maintaining students' involvement in learning in the other word it can be stated that a half of certified teachers of English admitted that they always stimulated and maintained students' involvement during learning process.

For the dominant items in stimulating and maintaining students' involvement in learning which was stated that the highest percentage of item was 60.8% or 48 of 79 certified teachers of English chose scale 6 (Always) for item which concerned with giving the opportunity to students to answer the questions. It means that a half of certified teachers of English admitted that they always gave the opportunities to students to answer the questions rather than giving the opportunity to students to ask the questions and to express their opinion.

It is contrast to the aspect of making the students to actively interact with the teacher, of ability to create an interesting message, of ability to create fun and comfortable classroom situation, of involving students in concluding the learning materials and doing self-reflection which are

mentioned in Government Decree No. 19/2005 Article 28 Verse 3 regarding social competences.

Teachers' Perception on Performance of Teacher in Learning Evaluation

Table 3
Teachers' Perception to Learning Evaluation

Section	Indicator	Scale Range in Percentage			
		5 (Usually)		6 (Always)	
		%	N	%	N
Learning Evaluation	Designing evaluation instrument	38.5	31	31.3	25
	Applying strategy and method of evaluation	41.35	32	29.51	24
	Applying the feedback	40.22	31	23.92	19

Third, it was stated based on the result of percentage which presented that 31.3% or 25 of certified teachers of English approximately chose scale 6 (Always) for each seven different items in the indicator of designing evaluation instrument. It means that almost a half of certified teachers (31.3%) admitted that they always conducted the indicator of designing evaluation instruments dominantly as learning evaluation. Majid (2011, p. 7-8) states that teacher has four main duties, including assessment of learning achievement of students and conduct the follow-up assessment of students achievement and Gintings (2008) states that teachers as evaluator of learning outcomes.

Based on the highest percentage of item in designing evaluation instrument which was presented that 41.8% or 33 of 79 certified teachers of English chose scale 6 (Always) which concerned with applying test instrument to measure the progress of students in cognitive aspect. It means that the

dominant item which was mostly cited by certified teachers of English was applying test instrument to measure the progress of students in cognitive aspect rather than affective or psychomotor aspect. It is in line with, the findings in learning evaluation presented that 41.35% or 32 of certified teachers of English approximately chose scale 5 (Usually) for each six different items in the indicator of applying strategy and method of evaluation. It means that the other dominant indicators which mostly cited by certified teachers was applying strategy and method of evaluation.

The result of teachers' perception on the indicator of applying strategy and method of evaluation which presented that 51.9% or 41 of 79 certified teachers of English chose scale 5 (Usually) which concerned with applying portfolio for evaluation in form of structural tasks. It means that certified teachers of English dominantly applied test instrument to measure the progress of students in cognitive aspect rather than affective or psychomotor aspect. It is in line with aspect doing evaluation, and developing students' own potentials which is included in pedagogical competence mentioned in Government Decree No. 19/2005 Article 28 Verse 3.

On the other hand, for the highest percentage of item in applying feedback, it was 20.3% or 16 of 79 chose scale 2 (Seldom) which concerned with reporting to parents of students about the progress and the result of learning of students as the reflection. It means that few of certified teachers admitted that they seldom reported to parents of the students about the progress and the result of the students as reflection. On the other word, it means that the certified teachers of English dominantly did the reflection by reporting the progress of students to students itself and other teacher. It is in line with

pedagogical competence of teachers stipulated in Government Decree No. 19/2005 Article 28 Verse 3 which mentioned two of aspects in the pedagogical competences which must be possessed by teacher is providing follow-up activities by giving information about remedial or enrichment to students or parents of students and monitoring students' progress.

Teachers' Perception on Performance of Teacher in terms of Gender

Table 4
Teachers' Perception to Learning Planning and Preparing Section in terms of Gender

Indicator	Items	Gender	Scale Range in Percentage			
			5 (Usually)		6 (Always)	
			%	N	%	N
Planning and Preparing	Formulating Learning Objective	F	26.2	16	47	29
		M	42.1	8	35.5	6
	Material Arrangement	F	38.3	23	27.5	17
		M	36.8	7	25.4	5
	Planning of Effective Learning	F	34.8	21	36.6	22
		M	42.1	8	27.9	6
	Selecting of Source, Media, and Strategy of Learning	F	36.1	22	36.5	22

Based on the result of percentage from above table, it presented that 47% or 29 of female certified teachers of English approximately chose scale 6 (Always) for each four different items in the indicator of formulating learning objective. Among four different items of questions in the indicator of formulating learning objective, the highest percentage of it was 56.7% or 34 of 60 female certified teachers of English chose scale 6 (Always) for item which concerned on formulate the learning objective based on competency standard and basic competency.

On the other hand, there were 50% or 10 of male certified teachers of English chose scale 5 (Usually) for each ten items in the indicator of selecting of source, media, and strategy of learning. Among ten different items, the highest percentage of item was 57.9% or 11 of 19 male certified teachers of English chose scale 5 (Usually) for item which concerned on selecting of the media of learning that are relevant to level of cognitive development of students development of students.

Table 5
Teachers' Perception to Conducting of Active and Effective Learning Section in terms of Gender

Indicator	Items	Gender	Scale Range in Percentage			
			5 (Usually)		6 (Always)	
			%	N	%	N
	(Pre-Activity): Begin the effective learning	F	32.2	20	30.5	18
		M	42.1	8	17.5	3
	(Whilst-Activity): Mastery of learning material	F	37.2	23	28.6	17
		M	46.5	9	16.6	3
	Implementing of approach and strategy of effective learning	F	34	21	45.3	27
		M	45.2	8	31.6	6
	Applying source and media of learning	F	32.3	19	34	20
		M	45.2	9	21.1	4
	Stimulating and maintaining students involvement in learning	F	30	18	54.6	33
		M	51.4	10	28	5
	Applying appropriate and proper language in communication of learning	F	44.6	27	22.3	13
		M	43.1	8	25.2	5
	(Post-Activity): Closing learning process effectively	F	32.9	20	25.8	16
		M	48.6	9	17.1	3

In terms of female and male, the most dominant indicator in conducting effective learning mostly cited by certified teachers of English was stimulating and maintaining students' involvement in learning with the different dominant items. It was based on the result of percentage which presented that 54.6% or 33 of female certified teachers of English approximately chose scale 6 (Always) for each nine different items in the indicator of stimulating and maintaining students' involvement in learning and the highest percentage of item in it was 68.3% or 41 of 60 female certified teachers of English chose scale 6 (Always) for item which concerned with giving the opportunity to students to answer the questions.

Moreover, 51.4% or 10 of male certified teachers of English chose scale 5 (Usually) for nine items in the indicator of stimulating and maintaining students' involvement and 73.7% or 14 of 19 male certified teachers of English chose scale 5 (Usually) for item which concerned with fostering the participation of students through interaction of teacher to students. It means that more than a half of female certified teacher of English admitted that they always gave the opportunities to students to answer the questions rather than giving the opportunity to students to ask the question and to express their opinion.

It is contrast to some aspects in social competence which mentioned in Government Decree No. 19/2005 Article 28 Verse 3 regarding social competences. On the other hand, more than a half of male certified teacher usually maintained the students' participation through the interaction of teacher to students. It is in line with the aspect of making the students to actively interact with the teacher which mentioned in Government Decree No.

19/2005 Article 28 Verse 3 regarding social competences.

Table 6
Teachers' Perception on Learning
Evaluation Section in terms of Gender

Indicator	Items	G	Scale Range in Percentage	
			5 Usually	6 Always
			% (N)	% (N)
Learning Evaluation	Designing evaluation instrument	F	36.4 (22)	35.2 (21)
		M	45.1 (9)	18.8 (4)
	Applying strategy and method of evaluation	F	41.6 (25)	31.9 (19)
		M	40.3 (8)	21.9 (4)
	Applying the feedback	F	37.4 (22)	26.6 (16)
		M	49.1 (9)	15.2 (3)

In terms of female, the most dominant indicator in learning evaluation mostly cited by certified teachers of English was applying strategy and method of evaluation. It was based on the result of percentage which presented that 41.6% or approximately 25 of female certified teachers of English chose scale 5 (Usually) for each six different items in applying strategy and method of evaluation and the highest percentage of item in formulating learning objective was 53.3% or 32 of 60 female certified teachers of English chose scale 5 (Usually) for item which concerned with applying portfolio for evaluation in form of structural tasks. It means that almost a half of female certified teachers of English admitted that they dominantly applied portfolio for evaluation in form of structural tasks as the learning evaluation to improve the students' achievement. It is in line with the aspect in the pedagogical competences mentioned in Government Decree No. 19/2005 Article 28 Verse 3 were reflected in teachers' abilities in monitoring the students' progress.

In terms of male, the dominant indicator mostly cited by certified teachers of English was applying

feedback. It was based on the result of percentage which presented that 49.1% or 9 of male certified teachers of English chose scale 5 (Usually) for each nine items in the indicator of applying feedback and the highest percentage of item was 68.4% or 13 of 19 male certified teachers of English chose scale 5 (Usually) for item which concerned on relying on the result of evaluation to identify teacher's potential in improving teachers' professionalism. It means that almost a half of male certified teachers of English admitted that they dominantly relied on the result of evaluation to identify teacher's potential in improving teachers' professionalism. Imron (1995) states that one of ten basic competences to be mastered by teachers is developing personality.

Teachers' Perception on Planning and Preparing Sections in terms of Age

In terms of age (see Table 7), for planning and preparing section, female and male teachers who had range of age 27 to 36 years old mostly cited that they dominantly selected source, media, and strategy of learning.

Table 7
Teachers' Perception to Planning and Preparation in terms of Age

Indicator	Age	G	Most Dominant Item	Scale Range in Percentage	
				5 Usually	6 Always
				% (N)	% (N)
Planning and Preparing	27 - 36	F	Selecting of Source, Media, and Strategy of Learning	48 (2)	
		M	Selecting of Source, Media, and Strategy of Learning	85 (2)	
	37 - 46	F	Formulating Learning Objective		58.6 (19)
		M	Selecting of Source, Media, and Strategy of Learning	50 (4)	
	47 - 56	F	Material Arrangement	45.6 (8)	
		M	Selecting of Source, Media, and Strategy of Learning	35.6 (3)	

		Learning			
57 - 66	F	Selecting of Source, Media, and Strategy of Learning		52.5 (2)	
	M				

On the other hand, female teachers who had range of age 37 to 46 years old mostly cited that they dominantly formulated learning objective while male teachers mostly cited that they dominantly selected source, media, and strategy of learning. Female teachers who had range of age 47 to 56 years old mostly cited that they dominantly arranged the material. In contrast, male teachers had tendency to select source, media, and strategy of learning. In line with it, female with range of age 57 to 66 years old mostly cited that they dominantly selected sources, media and strategy of learning.

Teachers' Perception on Conducting Active and Effective Learning Section in terms of Age

In conducting learning process (see Table 8), female who had range of age 27 to 36 years old mostly cited that they dominantly closed learning process effectively while male had tendency to use appropriate and proper language in communication of learning.

Table 8
Teachers' Perception to Active and Effective Learning in terms of Age

Indicator	Age	G	Most Dominant Item	Scale Range in Percentage	
				5 Usually	6 Always
				% (N)	% (N)
Conduc	27 - 36	F	(Post-Activity): Closing learning process effectively	55 (3)	
		M	Applying appropriate and proper language in communication of learning	70 (2)	
	37 - 46	F	Stimulating and maintaining students		65.5 (20)

ting of Active and Effective Learning Process			involvement in learning		
		M	(Whilst-Activity): Mastery of learning material	62.9 (6)	
	47-56	F	Applying appropriate and proper language in communication of learning	48.4 (9)	
		M	Stimulating and maintaining students involvement in learning	61.2 (6)	
	57-66	F	(Pre-Activity): Begin the effective learning		
		M			

On the other hand, female teachers who had range of age 37 to 46 years old mostly cited that they dominantly stimulated and maintained students' involvement in learning. In contrast, male teachers mostly cited that they dominantly mastered learning material. Female teachers who had range of age 47 to 56 years old mostly cited that they dominantly used appropriate and proper language in communication during learning process while male teachers mostly had perception that they dominantly stimulated and maintained students' involvement during learning. Lastly, female with range of age 57 to 66 years old mostly cited that they dominantly started the effective learning than the other indicators.

Teachers' Perception on Learning Evaluation Sections in terms of Age

Table 9
Teachers' Perception on Learning Evaluation

Indicator	Age		Most Dominant Item	Scale Range in Percentage	
				5 Usually	6 Always
				% (N)	% (N)
Learning Evaluation	27-36	F	(Post-Activity): Closing learning process effectively	55 (3)	

		M	Applying appropriate and proper language in communication of learning	70 (2)	
37-46		F	Stimulating and maintaining students involvement in learning		65.5 (20)
		M	(Whilst-Activity): Mastery of learning material	62.9 (6)	
47-56		F	Applying appropriate and proper language in communication of learning	48.4 (9)	
		M	Stimulating and maintaining students involvement in learning	61.2 (6)	
57-66		F	(Pre-Activity): Begin the effective learning		
		M			

In learning evaluation, female who had range of age 27 to 36 years old mostly cited that they dominantly applied the feedback while male teachers dominantly designed evaluation instrument. On the other hand, female teachers who had range of age 37 to 46 years old mostly cited that they dominantly applied strategy and method of evaluation. In contrast, male teachers mostly cited that they dominantly designed evaluation instrument. In line with it, female teachers who had range of age 47 to 56 years old mostly cited that they dominantly applied strategy and method of evaluation while male teachers mostly had perception that they dominantly applied feedback as evaluation. Lastly, female with range of age 57 to 66 years old mostly cited that they dominantly designed evaluation instrument.

CONCLUSION

Certified teachers tend to maintain their performance in different dominant indicators based on their own professional development as certified

teachers. In addition, most of the certified teachers in this study have fulfilled the requirements of being professional teachers. The results of teachers' perception about their performance implied that the teachers had almost mastered the four competences mentioned in Government Decree No. 19/2005 Article 28 Verse 3 containing pedagogical competences, professional competences, personal competences, and social competences.

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