

Profile of Post-Certification Public High School Teachers' Teaching Behavior

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ABSTRAK

Mewujudkan generasi emas 2045 bagi generasi milenial, lebih relevan dilakukan dengan trilogi pendidikan seperti keluarga, sekolah dan masyarakat. Oleh karena itu pendidikan mempunyai peranan penting melalui pendidikan kecerdasan intelektual serta kemampuan manusia dapat dikembangkan sehingga pendidikan diyakini sebagai solusi terbaik. Berbagai upaya dilakukan oleh pemerintah dalam rangka meningkatkan mutu pendidikan di Indonesia melalui peningkatan profesionalisme guru baik itu melalui penataran, pelatihan, hingga sertifikasi guru. Adapun urgensi pentingnya dilakukan penelitian ini adalah untuk memperoleh gambaran profil perilaku mengajar guru SMA Negeri. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan jumlah responden 3 orang guru model SMA yang sudah bersertifikasi dan 80 orang siswa yang dilibatkan dalam pengisian kuisioner perilaku mengajar guru atau Teacher Behavior Inventory (TBI) yang meliputi aspek kejelasan, antusiasme, interaksi, organisasi, kecepatan, pengungkapan, kemampuan berbicara, dan hubungan interpersonal. Data yang diperoleh dianalisis dengan menggunakan analisis statistik. Hasil penelitian menunjukkan bahwa perilaku mengajar guru SMA Negeri pasca sertifikasi berada pada kategori baik.

ABSTRACT

Realizing the 2045 golden generation for the millennial generation, it is more relevant to do this with an educational trilogy such as family, school and community. Therefore education has an important role through intellectual intelligence education as well as human abilities can be developed so that education is believed to be the best solution. Various efforts have been made by the government to improve the quality of education in Indonesia through increasing teacher professionalism, such as through upgrading, training, and teacher certification. The aims of this study is to analyzing teaching behavior of public high school teachers after teacher certification. This research is a quantitative descriptive study with the number of respondents being 3 certified high school model teachers and 80 students involved in filling out the Teacher Behavior Inventory (TBI) questionnaire which includes aspects of clarity, enthusiasm, interaction, organization, speed, disclosure, speaking ability, and interpersonal relationships. The data obtained were analyzed using statistical analysis. The results of the study showed that the teaching behavior of public high school teachers after certification was in the good category.

1. INTRODUCTION

The year 2045 is a historic moment, because Indonesia is even 100 years old or a century of Indonesia. In 2045, Indonesia will get a demographic bonus, which is the population of Indonesia where 70% are in productive age (15-64 years) (Nurfadhilah, 2019; Shaturaev, 2021). In facing this demographic bonus, Indonesia is faced with the fact that Indonesia's leadership in 2045 will be led by young people at this early age, therefore a strong and globally competitive millennial generation is needed (Malihah, 2015; Prasarti & Prakoso, 2020). Realizing the 2045 golden generation for the millennial generation, it is more relevant to do this with an educational trilogy such as family, school and community (Permatasari &

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Murdiono, 2022; Sammons, 2010). Therefore education has an important role through intellectual intelligence education as well as human abilities can be developed so that education is believed to be the best solution. On the other hand, it shows that education in Indonesia still needs special attention, sad facts show such as 19% of 25-34 year-olds in Indonesia had a tertiary qualification in 2021 compared to 47% on average across The Organization for Economic Cooperation and Development (OECD) countries (Argina et al., 2017; Habibi & Suparman, 2020), graduates from schools or tertiary institutions who are not ready to enter the world of work due to their lack of competence, Indonesia's Human Development Index (HDI) ranking is still low where in 2019 it ranked 114th out of 191 countries and in 2021/2022 it ranked 52th below Malaysia with a rating of 62, Indonesia has low teacher competence caused by many factors (Nahari et al., 2020; Yaniariza et al., 2022). Based on some of the data mentioned above, it shows that the quality of human resources especially teacher in Indonesia is still low which has an impact on the low level of education. In line with previous study which states that the quality of education in developing countries in the Asia Pacific region, Indonesia is ranked 10th out of 14 countries while for teacher quality, quality lies at level 14 of 14 developing countries (Shaturaev, 2021). Even though Teachers are the determinants of the success of learning because the components that exist in the learning system majority determined by the teacher.

The importance of the existence of quality teachers is an absolute requirement for the presence of quality education systems and practices. Various efforts have been taken by the Indonesian government to improve the quality of human resources especially teacher in the field of education from the recruitment system until providing training, teacher equalization programs and a professional working groups (Retnaningsih & Susanto, 2018; Sholihah et al., 2020; Turner et al., 2009). Teacher salary increases and welfare. However on the other hand, the decline in teacher quality has occurred, one of which is due to the low teacher income or salary (Ozturk, 2017; Tusriyanto, 2014). Even though government's attention to professionalism in education is manifested in law no 14 of 2005, which regulates the professionalism of Indonesian teachers aimed at raising the economic status and quality of the teachers by building a certification system for educators and education staff, in the form of educator/teacher quality policy standards (Ozturk, 2017; Sukmayadi & Yahya, 2020). Certification means to improve the quality of teacher competence. The results of the study stated that the effect of teacher certification on performance teachers. This is indicated by the existence of a positive correlation and significant results between the influence of teacher certification, teacher competence, work motivation, work commitment and teacher performance (Lisnawati, 2018; Retnaningsih & Susanto, 2018). Meanwhile research results by previous study mention that certification in terms of teacher performance in Bogor city shows little difference between certified and non-certified teachers (Nurhattati et al., 2020). Other study mention that the certification of teachers has a partial and important influence on the success of teachers performance (Akbar et al., 2021). One of the most important elements for improving the quality of education on students' abilities in the learning process is the quality and teaching skills of teachers. For a teacher, to be able to improve their teaching skills they must develop their teacher professionalism. The development of professionalism encourages the ability of each individual teacher or teacher as an educational practitioner both in the classroom and in the community (Fox et al., 2007; Leonard, 2016).

According to previous study as a determinant of the quality of education in the future in the process and success of learning is largely determined by the professionalism of the teacher (Lisnawati, 2018). The professionalism of a teacher in teaching and learning activities is manifested in teaching behavior. Teacher behavior is one of the most significant factors influencing student learning (Jiang et al., 2021; Nanda Sukawati et al., 2019; van Mook et al., 2009). Previous study mentions the components that include teaching behavior are: clarity of methods for clarifying concepts, teacher enthusiasm in teaching, interactions to develop student participation, arrangements in arranging subject matter, steps in providing information, assessment criteria, sound characteristics, and the relationship between teachers and students to increase student activity (Murray, 1983). Meanwhile, there are still rare studies that examine teacher professionalism, especially in the city of Denpasar. The urgency of the importance of conducting this research is to obtain a policy, especially regarding teacher certification which has an impact on increasing teacher professionalism which can be used as a basic formula in formulating policies. Based on this, the researcher is interested in analyzing teaching behavior of public high school teachers, especially in the city of Denpasar after teacher certification.

2. METHOD

This study uses a mix-method approach. A mixed approach is used for explain and understand teacher behavior when teaching in post-certification classes. The type approach used is embedded design. Thus, in collecting data, researchers used questionnaires, observation, interviews, and documentations.

The population in this study were all teachers at SMA Negeri in Denpasar City who were certified, while the research samples were 3 certified teachers and 80 students using a purposive sampling technique. This research was conducted with a quantitative descriptive research design. Descriptive research was conducted to evaluate the teaching behavior of post-certification teachers. Evaluation is carried out by uncovering the mean and standard deviation of post-certification teacher teaching behavior which are then categorized based on teacher teaching behavior criteria. The teacher's teaching behavior instrument used in this study was adapted from the Teacher Behaviors Inventory (TBI) developed by Harry G. Murray which consisted of 60 statements. The categories for teacher teaching behavior use the categories presented in Table 1.

Table 1. Criteria for The Category of Teacher Teaching Behavior

No.	Rentang Skor	Category
1.	4.21 < x ≤ 5.00	Very good
2.	3.81 < x ≤ 4.20	Good
3.	3.21 < x ≤ 3.80	Average
4.	2.91 < x ≤ 3.20	Deficient
5.	0 < x ≤ 2.90	Very Deficient

The criteria used in the selection of research subjects were active teachers in the schools that were sampled, namely SMA Negeri 6 Denpasar and SMA Negeri 9 Denpasar which had been certified and 90 students as respondents. Data analysis was performed with descriptive statistics

3. RESULT AND DISCUSSION

Result

The results of the statistical analysis of teacher teaching behavior as a whole are presented in Table 2.

Table 2. The Results of the Overall Analysis of The Variable Aspects of Teacher Teaching Behavior

No.	Aspect	Mean (X̄)	Standard Deviation (SD)	Total Mean
1.	Clarity	3.87	0.18	3.91
2.	Enthusiasm	3.80		
3.	Interaction	3.62		
4.	Organization	3.96		
5.	Pacing	4.19		
6.	Disclosure	3.86		
7.	Speech	4.17		
8.	Rapport	3.81		

Base on Table 2, there are 8 aspect that analyze on teacher behavior, such as clarity, enthusiasm, interaction, organization, [acing, disclosure, spech, and rapport. All of the data obtail toral mean to 3.91. Furthermore, each of these aspects is analyzed statistically and descriptively, for clarity aspect in more detail is show in Table 3.

Table 3. The Results of Aspect Clarity

No. Item	Indicator	Mean (X̄)	Standard Deviation (SD)	Total Mean
1.	Gives several examples of each concept	4.32	0.45	3.87
2.	Uses concrete everyday examples to explain concepts and principles	3.52		
3.	Fails to define new or unfamiliar terms	4.05		
4.	Repeats difficult ideas several times	3.22		
5.	Stresses most important points by pausing, speaking slowly, raising voice, and so on	3.83		
6.	Uses graphs or diagrams to facilitate explanation	3.39		
7.	Points out practical applications of concepts	4.12		

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
8.	Answers students' questions thoroughly	4.41		
9.	Suggests ways of memorizing complicated ideas	3.19		
10.	Writes key terms on blackboard or overhead screen	4.03		
11.	Explains subject matter in familiar colloquial language	4.47		

Base on Table 3, the result of aspect clarity obtain standard deviation score of 0.45 and total mean of 3.87. Then for result aspect of enthusiasm is show in Table 4.

Table 4. The Results of Aspect Enthusiasm

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Speaks in a dramatic or expressive way	3.49	0.58	3.80
2.	Moves about while lecturing	3.69		
3.	Gestures with hands or arms	4.02		
4.	Exhibits facial gestures or expressions	4.03		
5.	Avoids eye contact with students	4.40		
6.	Walks up aisles beside students	3.73		
7.	Gestures with head or body	3.36		
8.	Tells jokes or humorous anecdotes	3.74		
9.	Reads lecture verbatim from prepared notes or text	2.40		
10.	Smiles or laughs while teaching	4.24		
11.	Shows distracting mannerisms	4.70		

Base on Table 4, the result of aspect enthusiasm obtain standard deviation score of 0.58 and total mean of 3.80. Then for result aspect of interaction is show in Table 5.

Table 5. The Results of Aspect Interaction

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Encourages students to ask questions or make comments during lectures	3.86	0.42	3.62
2.	Criticizes students when they make errors	2.88		
3.	Praises students for good ideas	4.29		
4.	Asks questions of individual students	3.31		
5.	Asks questions of class as a whole	4.18		
6.	Incorporates students' ideas into lecture	3.66		
7.	Presents challenging, thought-provoking ideas	3.31		
8.	Uses a variety of media and activities in class	3.38		
9.	Asks rhetorical questions	3.69		

Base on Table 5, the result of aspect interaction obtain standard deviation score of 0.42 and total mean of 3.62. Then for result aspect of organization is show in Table 6.

Table 6. The Results of Aspect Organization

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Uses headings and subheadings to organize lectures	3.86	0.16	3.96
2.	Puts outline of lecture on blackboard or overhead screen	4.11		
3.	Clearly indicates transition from one topic to the next	3.86		
4.	Gives preliminary overview of lecture at beginning of class	4.03		
5.	Explains how each topic fits into the course as a whole	4.22		
6.	Reviews topics covered in previous lectures at beginning of each class	3.91		
7.	Periodically summarizes points previously made	3.73		

Base on [Table 6](#), the result of aspect organization obtain standard deviation score of 0.16 and total mean of 3.96. Then for result aspect of pacing is show in [Table 7](#).

Table 7. The Results of Aspect Pacing

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Dwells excessively on obvious points	3.87	0.22	4.19
2.	Digresses from major theme of lecture	4.09		
3.	Covers very little material in class sessions	4.21		
4.	Asks if students understand before proceeding to next topic	4.56		
5.	Sticks to the point in answering students' questions	4.21		

Base on [Table 7](#), the result of aspect organization obtain standard deviation score of 0.22 and total mean of 4.19. Then for result aspect of disclosure is show in [Table 7](#).

Table 8. The Results of Aspect Disclosure

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Advises students as to how to prepare for tests or exams	4.06	0.16	3.86
2.	Provides sample exam questions	3.82		
3.	Tells students exactly what is expected of them on tests, essays or assignments	3.91		
4.	States objectives of each lecture.	3.56		
5.	Reminds students of test dates or assignment deadlines	4.00		
6.	States objectives of course as a whole	3.80		

Base on [Table 8](#), the result of aspect disclosure obtain standard deviation score of 0.16 and total mean of 3.86. Then for result aspect of speech is show in [Table 9](#).

Table 9. The Results of Aspect Speech

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Stutters, mumbles or slurs words	4.47	0.35	4.17
2.	Speaks at appropriate volume	4.29		
3.	Speaks clearly	4.58		
4.	Says "um" or "ah"	4.18		
5.	Voice lacks proper modulation (speaks in monotone)	3.56		
6.	States objectives of course as a whole	3.92		

Base on [Table 9](#), the result of aspect speech obtain standard deviation score of 0.35 and total mean of 4.17. Then for result aspect of rapport is show in [Table 10](#).

Table 10. The Results of Aspect Rapport

No. Item	Indicator	Mean (\bar{X})	Standard Deviation (SD)	Total Mean
1.	Addresses individual students by name	3.95	0.31	3.81
2.	Announces availability for consultation outside of class	3.28		
3.	Offers to help students with problems	3.67		
4.	Shows tolerance of other points of view	4.10		
5.	Talks with students before or after class	4.07		

Base on [Table 10](#), the result of aspect rapport obtain standard deviation score of 0.31 and total mean of 3.81.

Discussion

Post-certification teacher teaching behavior on the aspect of clarity is in the good category (mean total = 3.87). Even though the clarity aspect is included in the good category, there needs to be an increase or improvement efforts for item number 9 which is in the less category. Creative innovation in helping students remember an idea or material that is considered complicated to remember. Furthermore, on items number 2, 4 and 6 which are in the medium category and need to be re-optimized, for example through contextual learning. The application of contextual learning is an effort to improve students' higher-order thinking skills and self-efficacy. Learning is done by associating material with real-life contexts, so that students are able to be in the cognitive domain of analyzing, evaluating, and creating (Abidin et al., 2020; Haryanto & Arty, 2019). Emphasis on material or ideas that students find difficult through repetition. In learning to increase students' understanding through visual media such as graphs or diagrams in an effort to facilitate the explanation of material that is considered difficult. According to previous study students' achievement via contextual learning strategy were seen to increase significantly due to the interaction between the new concepts and prior concepts that had been available in the students' cognitive structure (Nurhattati et al., 2020). Besides, the increment is caused due to the application of various teaching aids such as diagrams, graphs and concept maps that are appropriate to the topics learned.

Post-certification teacher teaching behavior on the enthusiasm aspect in Table 4 is in the good category (mean total = 3.80). Although the enthusiasm category is included in the good category, several indicator items need improvement efforts such as item number 9 which is still in the very lacking category. According to previous study the learning strategy is the main factor in improving the learning process (Haryanto & Arty, 2019). So that the strategy does not move away from the target to be achieved, it needs a better understanding in learning activities. The careful preparation of a teacher in preparing teaching materials is expected to be able to attract students' interest in the material and the subject matter being explained. In addition, students' responses to the meaning of the teacher's nonverbal communication behavior for students have an important role in the learning process. This is in line with the findings in the results of research which state that the teacher's facial expressions are a channel for the teacher's emotional expression that influences how students respond to further learning (Sitompul, 2012). Furthermore, item number 1, 2, 6, 7 and 8 need to be improved. Teachers enthusiasm is components of effective teaching can make all the difference towards having a class that is not only more teaching fun for teachers but also for students. Enthusiasm, finally, is the real that engenders excitement and activity in a classroom (Mee Mee et al., 2020; Soleh & Zainiyati, 2020).

The teaching behavior of post-certification teachers in the interaction aspect in Table 5 is in the good category (mean total = 3.62). The indicator items that need to be re-optimized are indicator item number 2. The teacher uses the act of criticizing to give advice to students who deviate from the rules. So through the act of criticizing, students should be trained and accustomed to discipline at school and at home and wherever students are. In addition, through asking questions to students individually the interaction that can occur is a two-way interaction (Mulyanto et al., 2018; Sitompul, 2012). The existence of two-way interaction is expected in the learning process to occur active participation of students. In addition, there are 4 indicator items that are in the medium category, namely numbers 4, 6, 7, 8, 9 that need to be optimized. In line with previous study that state by maintaining good interactions, speaking clearly and audibly, making several efforts to motivate students, and providing reinforcement and feedback is also an effort in creating a good psycho-social learning environment (Megawati et al., 2020).

The teaching behavior of post-certification teachers on organization aspects in Table 6 is in the good category (mean total = 3.96). Of the 7 existing indicator items, 1 item is in the very good category, 5 items are in the good category and 1 item is in the medium category. In the organization of topics and learning materials, it is important to make a summary of important points or essential material that needs to be emphasized during teaching and learning activities. Reading, studying, exploring and reviewing material are ways that teachers can take to master learning material. All of the aspects of the teacher's teaching behavior variable, the pacing aspect has a high average in the good category (total mean = 4.19) in Table 7. This is shown from 3 items in the very good category and 2 items in the good category. Item number 4 gets the highest average where the teacher gets the very good category on the descriptor asking whether students understand before continuing to the next topic. This is in line with the results of observations where it was found that when the teacher gave students the opportunity to ask questions, the students seemed enthusiastic to ask questions. A teacher is not only required to pay attention to the content of the lesson being delivered, because the teacher must also pay attention to the process experienced by students in understanding a concept, which can be shown by asking students whether they understand the topic discussed before moving on to the next topic. Previous study mention that a teacher's attention to tight pacing allows for a distribution of classroom time that favors a diversity and

wealth of activities and especially communicative, oral, paired activities within one class period (Goldsmith, 2010). This finding was reinforced by the results of observation than shown the teachers behavior at its core in answering student questions when students experience difficulties in addition to that the teacher consistently demonstrates the behavior of providing feedback to students by asking if there is still anything that is not understood

The teaching behavior of post-certification teachers on the disclosure aspect in Table 8 is in the good category (mean total = 3.86). There are 4 indicator items in the good category and 2 indicator items in the medium category, namely numbers 4 and 6, where the two indicators are related to learning objectives. Learning objectives are a very important factor in the learning process. With the existence of goals, the teacher has guidelines and goals to be achieved in teaching activities. If the learning objectives are clear and firm, then the steps and learning activities will be more directed. The objectives in learning that have been formulated should be adjusted to the availability of time, infrastructure and readiness of students. The assignment technique actually aims to make students more active and creative so as to produce even better learning with the practice assignments given by the teacher (Maryati et al., 2019; Wulansari, 2021). With the quantity of assignments given by the teacher to students, it is expected to be able to awaken students to always maximize their abilities in learning. The teacher should also provide guidance or supervision to students so that students can work on and complete assignments properly and students are able to fully understand all the material that has been given by the teacher. Supervision that can be given by the teacher includes students regarding test dates or assignment deadlines that have been given. Meanwhile other study mention that using teacher self-disclosure in the classroom is effective not only for creating and maintaining warm, close and respectful relationships between teachers and students, but it is also related to students' motivation to learn (Zardeckaite-matulaitiene, 2014). This is reinforced by the results of observations where when the teacher explains or emphasizes examples of how to solve important questions to students even by using different colored board markers to emphasize things that are important for students to pay attention to. The teaching behavior of post-certification teachers in the aspect of speech in Table 9 is in the good category (mean total = 4.17). There are 3 indicator items in the very good category, 2 indicator items in the good category and 1 indicator item in the medium category, namely item number 5. Directives speech acts in the classroom are very useful for the teacher because it is used to manage and control the students' behavior during the teaching learning process. Teacher's directives demand the students' compliance. Moreover, the teacher's directives are also a good model for students to learn pragmatics in the classroom (Andewi & Waziana, 2019; Manik & Hutagaol, 2015). This finding was reinforced by the results of observation than shown in general, the teacher's model when teaching in class displays a ready performance and speaks clearly. This is an average experience of more than 5 years in teaching, so as to be able to bring good speaking skills when teaching.

The teaching behavior of post-certification teachers in the rapport aspect in Table 10 is in the good category (mean total = 3.81). There are 3 indicator items that are in the good category and 2 indicator items that are still in the medium category. This shows that there is still a need for improvement in indicators with descriptors announcing availability for outside-class consultation and offering to help students who are having problems. According to previous study the relationship in the form of good teacher and student interpersonal communication, is able to influence student activity in experiencing, learning transactions and in the process of solving problems (Sareong, 2020). More important than the discrete acts or utterances produced by the teacher is the general philosophy guiding the building of rapport within the classroom, to which students appear to respond favorably and which has generated perceptions of pathways to student success (Murray, 1983; Sybing, 2019). Based on the exposure of each aspect of teacher teaching behavior, it was found that overall the teaching behavior of teachers in public high schools was in the good category. The analysis conducted revealed that the purpose of certification is well-defined, well-understood and well-operated, the results of certification in terms of teacher performance have shown the ability to plan good learning, manage and evaluate student learning. This study proposes to the government to maintain consistency in teacher performance, class-based performance appraisals, which are needed on continuous post-certification. It is expected that this study will be an essential reference for the relevant researchers, educational practitioners, and policy makers to develop better teacher certification systems

4. CONCLUSION

Cultivating The conclusion from the research that has been carried out is that the teaching behavior of post-certification high school teachers in the city of Denpasar is in the good category. Obtaining the highest average score is on the aspect of speed and the lowest score is on the aspect of

interaction. The certification in terms of teacher performance in public senior high school in Denpasar City have shown the ability to plan good learning, manage and evaluate student learning

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