# The Influence of Certification on the Teaching Professionalism of Aqidah–Akhlaq Teachers

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## Abstract

The objectives of this study are: (1) to describe the certification status of Aqidah Akhlak teachers at Madrasah Aliyah Negeri 1 Solok Selatan; (2) to describe the level of teaching professionalism among teachers at Madrasah Aliyah Negeri 1 Solok Selatan; and (3) to analyze the influence of Aqidah Akhlak teacher certification on teaching professionalism at Madrasah Aliyah Negeri 1 Solok Selatan. This study employed a quantitative method. Data were collected using a questionnaire. The data source consisted of 60 students from the Religious Sciences program at Madrasah Aliyah Negeri 1 Solok Selatan. This research is classified as a population study. The findings of this study are as follows: (1) The description of Aqidah Akhlak teacher certification, based on 60 respondents, shows a mean score of 60.083, which falls within the interval of 55–61 and is categorized as high. (2) The description of teaching professionalism, based on 60 respondents, shows a mean score of 54.133, which falls within the interval of 52–57 and is also categorized as high. (3) There is a significant influence of Aqidah Akhlak teacher certification on teaching professionalism at Madrasah Aliyah Negeri 1 Solok Selatan. This conclusion is supported by the results of a linear regression test, which produced a significance value of $0.000 < 0.05$, indicating that Ha is accepted and Ho is rejected. The extent of the influence can be seen in the summary table, with an R square value of $0.494 \times 100$, meaning that the certification contributes 49.4% to teaching professionalism.

## INTRODUCTION

Teacher certification has become a widely discussed topic in Indonesia today. Many studies examine how teacher certification influences teacher performance, professionalism, and other related aspects, arguing that certification improves teachers' work quality (Maghfur, 2022). In this thesis, the author seeks to determine the extent to which teacher certification affects the professionalism of Aqidah Akhlak teachers. Before addressing this matter, a discussion on the teaching profession in Indonesia will be presented (Pernanda, 2021).

Teachers bear the responsibility of realizing the goals of national education. As stated in Law No. 20 of 2003 on the National Education System (SISDIKNAS): "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, and aims to develop learners' potential so that they become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." In line with these goals, education is not only intended to foster intellectual development, but also aims to shape the character and personality of learners. Consequently, the responsibilities of teachers become even greater (Cindarbumi, 2018). Teachers must possess good morals and character because they serve as role models for learners and are also regarded as exemplary figures within the community (Kurniawan, 2015).

Education is closely related to human development, beginning with physical growth, health, skills, thoughts, emotions, and social attitudes (Rismayanthi, 2011). Law No. 20 of 2003, Article 1 Paragraph 1 on the National Education System states that education is "a conscious and planned effort to create an active learning environment that develops learners' spiritual potential, personality, intelligence, morals, and skills" (Nasional, 2003).

In the context of education, teachers hold a crucial and strategic role. They are positioned at the forefront of educational implementation (Dianto, 2017). Teachers interact directly with learners to transfer knowledge and technology while simultaneously instilling positive values through guidance and example (Nugraha et al., 2024). For this reason, teachers are required to continuously enhance their professionalism in order to achieve educational objectives (Faiqoh, 2019).

Teachers also hold a strategic position in achieving national development goals, particularly in the field of education (Disas, 2017). Education has increasingly become a key focus of the government, and teachers—as one of the most important components determining educational success—also receive greater attention (Widiansyah, 2018). The government aims to position teaching as a primary profession comparable to medicine, notary practice, and accounting. Every teacher must possess formal proof of professional competence issued by an authorized institution. This verification process is carried out through teacher certification (Badriah, 2023).

Recognition of teachers as professional educators is demonstrated through an educator certification obtained via the teacher certification program (Darmawan, 2020). A teaching certificate is formal proof acknowledging a teacher's professional status (Latiana, 2019). Teacher certification, as part of the effort to improve teacher quality, is expected to enhance teachers' performance in fulfilling their duties and responsibilities in the subjects they teach (Widiansyah, 2018).

Teachers are the most influential component in creating a quality educational process and outcome (Riowati & Yoenanto, 2022). Therefore, any effort to improve the quality of education will not yield significant results without the support of competent and professional teachers (Alamsyah et al., 2020). Sriyono states that certified teachers possess higher competence and that certification serves as an instrument to achieve professional teacher quality. This is consistent with the findings of Kasmini et al., which highlight the impact of professional allowances on pedagogical and professional competencies among teachers in Singkawang (Juniardi & Yuniati, 2024).

There are various ways teachers can improve their professionalism, one of which is by participating in the teacher certification program (Ali, 2022). One approach to enhancing professional competence is through certification. Certification is the process of granting an educator certificate to teachers and lecturers (Latiana, 2019). The objectives of certification are to determine teachers' eligibility to serve as learning facilitators, to improve teacher professionalism, to enhance educational processes and outcomes, and to accelerate the achievement of national education goals (Madina, 2023).

## METHODS

This study employs a quantitative approach because the data collected are numerical and will be processed statistically (Octaviani & Sutriani, 2019). Quantitative research involves the use of numerical data, starting from data collection, interpretation, and the presentation of results (Syahroni, 2022). This research falls under the category of ex-post facto with a correlational research type (Wulandari et al., 2021).

Ex-post facto research is a type of study in which the independent variables have already occurred when the researcher begins observing the dependent variable (Handayani & Subakti, 2021). Correlational research refers to a study that involves collecting data to determine whether there is a relationship between two or more variables. In this study, the population serving as the object of analysis consists of all 60 students of class XII IPK. The researcher decided to use a total population sampling technique, which is "a sampling method in which the sample size is equal to the population" (Solissa et al., 2023).

## RESULTS AND DISCUSSION

### Table 1. Overview of Aqidah Akhlak Teacher Certification

To obtain an overview of teacher certification, the researcher used the frequency distribution formula. The formula is as follows:

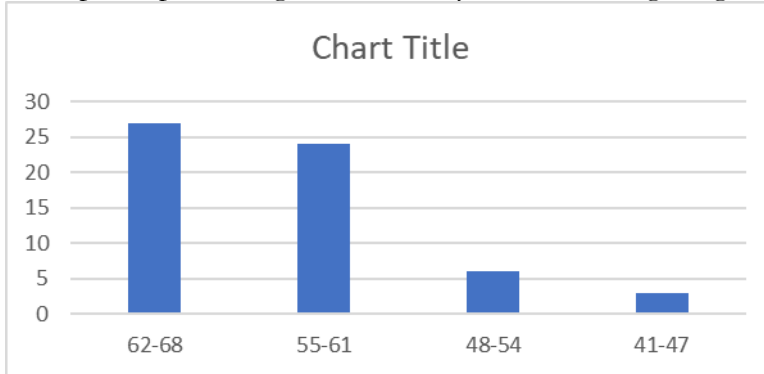$$I = \frac{skor\ tertinggi - skor\ terendah + 1}{KI}$$

$$= \frac{68 - 41 + 1}{4} = \frac{28}{4}$$

$$= 7$$

Based on the formula above, the overview of Aqidah Akhlak teacher certification can be seen in the table below:

| No | Kelas Interval | Frekuensi | Presentase | Klarifikasi |
|---|---|---|---|---|
| 1 | 62-68 | 27 | 67,5% | Sangat Tinggi |
| 2 | 55-61 | 24 | 40% | Tinggi |
| 3 | 48-54 | 6 | 10% | Rendah |
| 4 | 41-47 | 3 | 5% | Sangat Rendah |
|  | Jumlah | N=60 | 100 |  |

Example of presenting research analysis results using images or diagrams



sed on the table above, it can be seen that students who stated that the certification of Aqidah Akhlak teachers falls into the very high category numbered 27 students, or 67.5%. Those who stated that certification falls into the high category numbered 24 students, or 40%. Students who indicated that certification falls into the low category numbered 6 students, or 10%, and those who stated that certification falls into the very low category numbered 3 students, or 5%. After calculating the total score, with an overall score of 3605 and 60 students, the mean obtained was 60.08, which lies within the interval 55–61 and is classified as high. Therefore, it can be concluded that the overall description of Aqidah Akhlak teacher certification falls into the high category.

## Table 2. Overview of Teacher Professionalism

To obtain an overview of teachers' teaching professionalism, the researcher used the frequency distribution formula. The formula is as follows:
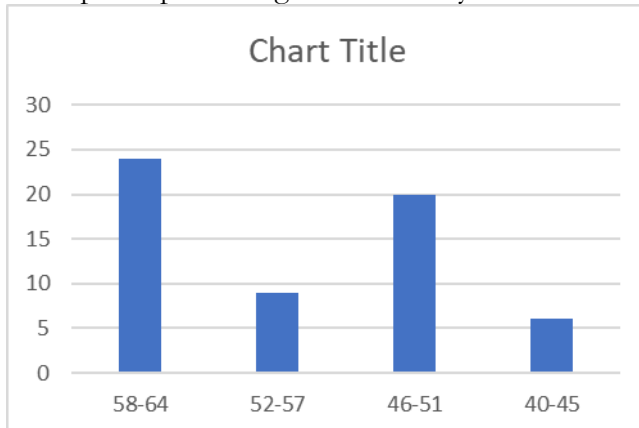
$$I = \frac{skor\ tertinggi - skor\ terendah + 1}{KI}$$

$$= \frac{64-40+1}{4} = \frac{25}{4} = 6{,}25$$

Based on the formula above, the overview of teachers' teaching professionalism can be seen in the table below:

| No | Kelas Interval | Frekuensi | Presentase | Klarifikasi |
|----|----------------|-----------|------------|-------------|
| 1 | 58-64 | 24 | 40% | Sangat Tinggi |
| 2 | 52-57 | 9 | 15% | Tinggi |
| 3 | 46-51 | 20 | 33,3% | Rendah |
| 4 | 40-45 | 6 | 10% | Sangat Rendah |
|  | Jumlah | N=60 | 100% |  |

Example of presenting research analysis results using images or diagrams.



Based on the table above, it can be seen that 24 students, or 40%, stated that the teachers' teaching professionalism falls into the very high category; 9 students, or 15%, stated that it falls into the high category; 20 students, or 33.3%, stated that it falls into the low category; and 6 students, or 10%, stated that it falls into the very low category.

After calculating the total score, with an overall score of 3248 and 60 students, the mean obtained was 54.133, which lies within the interval 52–57 and is classified as high. Therefore, it can be concluded that the overall level of teaching professionalism among teachers at Madrasah Aliyah Negeri 1 Solok Selatan is high.

**Table 4.3 Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

|  |  | Unstandardized Residual |
|--|--|-------------------------|
| N |  | 60 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 4.30452816 |
| Most Extreme Differences | Absolute | .111 |
|  | Positive | .057 |
|  | Negative | -.111 |
| Test Statistic |  | .111 |
| Asymp. Sig. (2-tailed) |  | .061[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test, the significance value obtained was 0.061 > 0.05, indicating that the residual values are normally distributed.

**Table 4.4 Homogeneity Test**

**Test of Homogeneity of Variances**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Profesionalitas mengajar guru | Based on Mean | 1.780 | 1 | 118 | .185 |
| | Based on Median | 2.043 | 1 | 118 | .156 |
| | Based on Median and with adjusted df | 2.043 | 1 | 113.103 | .156 |
| | Based on trimmed mean | 1.965 | 1 | 118 | .164 |

Based on the data obtained, the significance value of the effect of Aqidah Akhlak teacher certification (X) on teachers' teaching professionalism (Y) is 0.185 > 0.05. Therefore, it can be concluded that the data on the effect of Aqidah Akhlak teacher certification on teaching professionalism has a homogeneous variance.

**ANOVA$^a$**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1531.855 | 1 | 1531.855 | 56.696 | .000$^b$ |
| | Residual | 1567.078 | 58 | 27.019 | | |
| | Total | 3098.933 | 59 | | | |

a. Dependent Variable: profesionalitas mengajar guru
b. Predictors: (Constant), sertifikasi guru akidah akhlak

To examine the effect of Aqidah Akhlak teacher certification on teachers' teaching professionalism, an analysis was conducted using the simple linear regression formula. The results show a significance value of 0.000 < 0.05, indicating that Ha is accepted and Ho is rejected. This means that Aqidah Akhlak teacher certification has a significant effect on teaching professionalism.

The magnitude of this effect can be seen in the summary table, with an R square value of 0.494 × 100, which equals 49.4%. For further details, the data are presented in the table below:

**CONCLUSION**

Based on the results of the research and the discussion presented in the previous chapter, the conclusions are as follows:
1. The certification of Aqidah Akhlak teachers at Madrasah Aliyah Negeri 1 Solok Selatan is categorized as high. This is reflected in the mean score of 60.08, which falls within the interval 55–61, with a percentage of 40%.

2. Teachers' teaching professionalism at Madrasah Aliyah Negeri 1 Solok Selatan is also categorized as high. This is reflected in the mean score of 54.133, which falls within the interval 52–57, with a percentage of 15%.
3. There is a significant effect of Aqidah Akhlak teacher certification on teaching professionalism at Madrasah Aliyah Negeri 1 Solok Selatan. The coefficient of determination (R square) is $0.494 \times 100$, which equals 49.4%. This indicates that 49.4% of the variation in teaching professionalism (Y) can be explained by Aqidah Akhlak teacher certification (X), while the remaining 50.6% is influenced by other factors. Therefore, Ha is accepted, and Ho is rejected.

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