

# The Effect of Lecturer Certification on Improving Teaching Performance: A Case Study of Japanese Language Lecturers in West Java

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**Abstract.** The Government of the Republic of Indonesia provides allowances for certified lecturers to improve the quality of lecturers. Lecturer certifications are competency tests for lecturers who have met the professional lecturer certificate requirements. The purpose of this study is to discuss the effect of lecturer certification on improving the teaching performance of lecturers. The method used in this research is the descriptive method. Data was collected by distributing questionnaires online. Respondents in this study were 25 Japanese language lecturers from 7 private universities in West Java namely Universitas Komputer Indonesia, Universitas Kristen Maranatha, Universitas Nasional Pasim, Universitas Widyatama, STBA Yapari Bandung, Universitas Pakuan, and IPB Cirebon who have been lecturer certified. This research was conducted from July to November 2022. The results showed that lecturer certification has a significant positive effect on improving the teaching performance of lecturers. This can be seen from the high influence of lecturer certification on increasing the pedagogical, professional, social and personal competence of lecturers, thus increasing the quality of Japanese language learning. It is hoped that this can also improve students' abilities in hard skills and soft skills to face competition in the global market. Therefore, continuous self-quality improvement for certified lecturers is needed.

## 1. Introduction

Setiana stated that to improve the quality of learning in higher education is to improve the quality and quantity of lecturers [1]. Law No. 14 of 2005 states that to become professional teachers and lecturers, they must have four competencies, namely pedagogical, professional, social and personal competencies, all of which constitute one unified whole [2]. One of the ways that the government does this is by holding certifications for teachers and lecturers. Regulation of the Minister of National Education No. 47 of 2009 regarding lecturer certification states that lecturer certification is the awarding of educator certificates for

lecturers [3]. This is done as a form of appreciation from the government to improve the quality of lecturer performance in the fields of teaching, research, community service, and other supporting activities. The lecturer certification program is an effort to improve the quality of national education and improve the welfare of lecturers, by encouraging lecturers to continuously improve their professionalism [4]. Japanese language lecturers are of course also expected to have certificates as professional lecturers. A survey by the Japan Foundation explains that the number of Japanese language lecturers and universities administering Japanese language study programs in West Java is the highest in Indonesia [5]. Research on the importance of lecturer certification was conducted by Setiana who stated that lecturer certification has a significant influence on improving lecturer careers [6]. Suranto, et al stated that there was a significant effect between certification on improving the performance of Surakarta Health Polytechnic lecturers [7]. Furthermore, Hammond argued that lecturer certification allowances, lecturer education, and lecturer training had a positive and significant effect on the performance of lecturers. [8]. In addition, Goldhaber and Brewer stated that certified teachers have an effective role in improving the quality of teaching and learning [9]. In line with this, Setiawati stated that certified teachers have better teaching quality than uncertified teachers [10]. However, this study specifically discusses the effect of lecturer certification on the teaching performance of Japanese language lecturers from various universities in West Java, who have been certified with a working period of more than 10 years. This research is important because there has been no research on the impact of certification on the teaching performance of Japanese literature lecturers. This study aimed to describe how lecturer certification affects lecturer performance, especially in teaching Japanese. This research used a quantitative descriptive method, using a questionnaire as a research instrument

## 2. Method

This research has used a quantitative descriptive method. This method was chosen because in its implementation research is carried out by seeking information related to symptoms or phenomena that occur, then clearly describing how the goals set can be achieved, planning approaches, and collecting various types of data to make reports. Data collection was carried out by distributing questionnaires via the Google form, from July 1 to November 30, 2022. Respondents in this study were 25 Japanese language lecturers from 9 universities in West Java who already had lecturer certification.

## 3. Results and Discussion

Based on the results of a questionnaire distributed via a google form, it is known that Lecturers' responses regarding the awarding of lecturer certification allowances encourage an increase in lecturer teaching performance are presented in Table 1.

**Table 1.** Lecturers' responses regarding the awarding of lecturer certification allowances encourage an increase in lecturer teaching performance

Responses	Percentage (%)
Agree	8
Strongly Agree	92

Based on table 1, it can be seen that 8% of respondents agreed and 92% of respondents stated that they strongly agreed that the awarding of a lecturer certification allowance encourages an increase in lecturer performance in the field of teaching. This indicates that all lecturers think that the certification allowance encourages increased performance. This is following the opinion of Sinarti and Rahmawati who stated that

lecturer certification allowance, lecturer education, and lecturer training positively and significantly influence the performance of lecturers of several universities in Batam [11]. Furthermore, lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of pedagogical competence will be presented in table 2.

**Table 2.** Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of pedagogical competence

Responses	Percentage (%)
Do not Agree	4
Agree	44
Strongly Agree	52

Based on table 2, it can be seen that 4% of lecturers do not agree, 44% of lecturers agreed and 52% of lecturers strongly agreed that lecturer certification influences the increasing understanding of pedagogical competence. From these results, it can be assumed that all lecturers think that lecturer certification can improve their professional competence. This is following the opinion of Pahrudin et al who stated that one of the driving factors for teacher motivation to increase pedagogical competence is the existence of teacher certification. [12]. Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of professional competence are described in Table 3

**Table 3.** Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of professional competence

Responses	Percentage (%)
Strongly Agree	100

Based on table 3, it can be seen that 100% of lecturers strongly agreed that lecturer certification influences an increasing understanding of professional competence. From these results, it can be assumed that all lecturers think that lecturer certification can improve their professional competence. This is following Mantra's opinion which states that teacher certification encourages an increase in professional competence [13]. Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of social competence are described in Table 4

**Table 4.** Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of social competence

Responses	Percentage (%)
Do not Agree	12
Agree	48
Strongly Agree	40

Based on table 4, it can be seen that 12% of lecturers do not agree, 48% of lecturers agreed and 40% of lecturers strongly agreed that lecturer certification influences the increasing understanding of social

competence. From these results, it can be assumed that most lecturers think that lecturer certification can improve their social competence, which means that there is also an increase in the quality of learning. This is following Westergård's opinion which states that increasing the social competence of teachers affects improving the quality of the teaching and learning process [14]. This showed that lecturer certification has an impact on increasing their social competence. Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of personal competence are described in Table 5 below.

**Table 5.** Lecturers' perceptions regarding the effect of lecturer certification on increasing understanding of personal competence

Frequency	Percentage (%)
Agree	16
Strongly Agree	84

Based on table 5, it can be seen that 16% of lecturers agreed and 84% of lecturers strongly agreed that lecturer certification influences an increasing understanding of personal competence. From these results, it can be assumed that all lecturers think that lecturer certification can improve personal competence. This is following the opinion of Bhagava and Pathy which states that an increase in the personal competence of the teacher has a significant effect on improving the quality of learning [15]. This showed that lecturer certification has an impact on increasing personal competence.

#### 4. Conclusion

Based on the results of the research above, it can be concluded that lecturer certification has a significant positive effect on improving the teaching performance of lecturers. This can be seen from the high influence of lecturer certification on increasing the pedagogical, professional, social and personal competence of lecturers, thus increasing the quality of Japanese language learning. It is hoped that this can also improve students' abilities in hard skills and soft skills to face competition in the global market. Therefore, continuous self-quality improvement for certified lecturers is needed.

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