

# IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION TEACHER CERTIFICATION POLICY IN IMPROVING TEACHER PERFORMANCE

**Achmad Ardiansyah\***

Universitas Indraprasta PGRI, Indonesia  
[achmadardiansyah99@gmail.com](mailto:achmadardiansyah99@gmail.com)

**Zul Andry Saputra**

Universitas Indraprasta PGRI, Indonesia  
[zulandry8@gmail.com](mailto:zulandry8@gmail.com)

**Supardi Uki Sajiman**

Universitas Indraprasta PGRI, Indonesia  
[supardius77@gmail.com](mailto:supardius77@gmail.com)

**Hasbullah**

Universitas Indraprasta PGRI, Indonesia  
[bhasbullah81@gmail.com](mailto:bhasbullah81@gmail.com)

**M. Baihaki Hidayatullah**

Al-Ahgaff University, Fuwwah, Yaman  
[mbaihakilintang30@gmail.com](mailto:mbaihakilintang30@gmail.com)

*\* Corresponding Author*

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## **ABSTRACT**

*This study aims to determine the implementation of certification policies in improving teacher performance, identify supporting and inhibiting factors of certification policies, and analyze the impact of its implementation on teacher performance at SDN Jagakarsa 03 Pagi. This study uses a qualitative descriptive approach with data collection techniques through interviews, documentation, and observation. The results of the study show that the performance of certified teachers in these schools is effective and continues to be maintained. The supporting factors found include the support of the principal, a positive learning environment, and the existence of certification allowances. The inhibiting factor that arises is the moral responsibility as a certified teacher. The positive impact of this policy is an increase in financial well-being that allows teachers to purchase learning supplies. However, there are also negative impacts in the form of the use of allowances that are sometimes not in accordance with their designation. Although not the main focus, the results of this study indirectly reflect that certification policies can strengthen the learning of Islamic Religious Education (PAI) when the financial and professional stability of teachers supports the integration of Islamic values in learning practices.*

**Keyword:** *Certification, Policy Implementation, Teacher Performance*

## **How to Cite**

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## INTRODUCTION

Section 39.2 of the National Education System Act specifies that an educator is a professional who is responsible for planning, implementing, and evaluating learning outcomes. In addition, especially in higher education, teachers are also tasked with instructing, investigating, and implementing research and community contribution activities. From the point of view of Islamic education, teachers are not just "teachers" (*mu'allim*), but "spiritual leaders" (*murabbi*) who cultivate noble morals and Islamic values. It is also responsible for the mission of ". Al-Ghazali referred to teachers who pass on knowledge and morality to the next generation as "successors of the Prophet" (Nurhikmah, 2024). Therefore, the policy on teacher certification should not only improve the educational and professional qualities of teachers, but also strengthen teachers' responsibility and dedication to teaching practices based on Islamic values, including Islamic religious education (PAI).

Teachers are expected to increase their level of professionalism in this regard. Students' academic success and positive attitudes are examples of learning outcomes that show how teaching practices have improved teacher quality. When a teacher can carry out their responsibilities efficiently and make proper use of the few resources available to them in order to foster educational cooperation, they are regarded as professionals. This is in line with studies showing that more professional teachers are generally more successful in their instruction and improve student achievement. (Aini et al., 2024). In addition, the professionalism of teachers in the modern era (5.0 era) requires the ability to be an adaptive facilitator, innovator, and leader in learning, all of which is directly linked to the improvement of the quality of education (Munawir et al., 2025).

In order to assess the success of teachers in education, it is essential to have a training institution that can measure the quality of teachers and make judgments based on change. As an effective training method that affects the performance of teachers, the government has introduced various alternatives. The areas involved in improving the quality of teachers are divided into four professional competencies: professional, social, personal, and pedagogical (Tamphu et al., 2024). The government is working to improve the quality of education, reviewing the curriculum, improving educational facilities, enhancing teacher welfare, and implementing "Teacher Professional Education" (PPG). We have made efforts in various fields, such as the implementation of a teacher certification system called "Teacher Certification System". Given the importance of teacher development, the PPG program plays a pivotal role in the development of outstanding teachers. Specialized education is positioned as education that aims to acquire specific skills according to each field.

Measuring the success of teachers in education requires a teacher training agency that measures quality and determines opinions through changes. Alternative ideas for effective teacher education that impact performance have been implemented by the government. The realm of teacher quality development encompasses four professional competencies: professional competence, social competence, personality competence, and pedagogical competence. The government has made efforts to improve the quality of education, starting from refining the curriculum, improving educational facilities, enhancing teacher welfare, to conducting certification for teachers known as Teacher Professional Education (PPG). In relation to the urgency of teacher competencies, this PPG program is highly relevant for enhancing the capacity of competent teachers.

Professional education is referred to as education that prepares participants to have specialized skills according to their field.

From the perspective of Islamic education, teacher certification requires the integration of spirituality, morality, and the intention of the lillah (service to God) in the learning process (Nata, 2020). Recent research has also shown that certified teachers with a deep understanding of Islam tend to be more consistent in shaping students' religious personalities and fostering a school culture that reflects Islamic values (Izzah et al., 2025). Teachers are not only teachers of knowledge, but also moral and spiritual exemplars who embody the values of Islam in their daily lives. Therefore, the teacher certification process should ideally also assess the totality of the teacher's personality and their spiritual dedication to their duties. In other words, accreditation should not be limited to an administrative process, but should also serve to strengthen the mission of comprehensive and transformative Islamic education.

The main purpose of the certification program is to improve the well-being and academic performance of teachers and to support professionalism in the job. However, many teachers are still not certified, and even though they have passed certification and are receiving welfare benefits, there has been no significant change in teacher performance. According to the survey results, while teacher certification has some effect on improving capacity and welfare, there are still bureaucratic barriers to its operation, and the benefits are not distributed equitably (Ananda et al., 2025). In fact, certified teachers improved their professional skills by 25.8% and their welfare by 9.9% (Firdaus et al., 2025). However, in order to maximize the effectiveness of accreditation, it is essential to coordinate with internal motivation and appropriate organizational support (Seputri et al., 2024). Therefore, teachers are required to have a high sense of self in order to create an environment in the classroom and maintain order in order to effectively and continuously develop the character of their students.

Although almost 90% of the teachers at SDN Jagakarsa 03 Pagi are already qualified, there are instances in which a teacher's performance is impacted by their certification. When opposed to non-certified teachers, certified teachers are generally thought to be more competent and professional. In actuality, though, there are instances of non-certified educators working alongside certified teachers in terms of skill and knowledge, and it may be claimed that the distinction between the two is whether or not certification is there. Therefore, the teacher certification system is considered to be a factor that affects the performance of teachers' duties, the enhancement of welfare, and the professional protection of the government. Against this backdrop, the author conducted a study on the implementation of teacher certification policies at SDN Jagakarsa 03 Pagi with the aim of improving teacher performance.

The focus of this study centers on three key aspects of SDN Jagakarsa 03 Pagi's teacher certification policy implementation. First, how the implementation of accrediting policies enhances the effectiveness of teachers in developing lesson plans, executing lessons, and evaluating learning objectives. Second, it is necessary to investigate the elements that facilitate and prevent the implementation of policies. These elements include external issues such as government laws and allowance distribution, as well as internal aspects such as teacher morale and principal leadership. Third, we need to identify how the introduction of an accreditation policy contributes to improving teacher performance in terms of teacher expertise, sense of responsibility,

and impact on student character development. Based on these perspectives, this study aims to comprehensively assess the implementation of teacher certification policies and their impact on teacher quality improvement in SDN Jagakarsa 03 Pagi and to identify the factors that enhance or hinder their effectiveness.

### **Teacher Performance**

Teacher performance is measured by both the quality and quantity of teacher behavior in the teaching and learning process, which is measured by factors such as the creation of learning plans, the delivery of lessons, and the effective evaluation of learning outcomes (Lailatussaadah, 2020). This performance is also an important indicator of how well teachers are demonstrating their professional abilities in practice. Teacher performance also has a significant impact on the overall quality of education in the school, as it directly affects students' motivation to learn and outcomes. In addition, ongoing training and feedback opportunities can help improve teacher performance and reinforce professionalism in the classroom.

Teacher performance is one that indicates the competence that the teacher has in carrying out his duties in school, and is explained by the specific behavior of the teacher, especially that manifests itself in learning activities Supardi in (Muspawi, 2021). In other words, the performance of the teacher is observable in the context of performing duties related to the lesson. Learning activities unfold through a series of processes: lesson planning, implementation, and assessment. Evaluation of performance is essential for improving teachers' qualifications, as these activities clearly demonstrate their professionalism and sense of responsibility. It has also been shown that high teacher performance has a significant impact on student learning outcomes and the achievement of the school's educational goals.

Teacher performance refers to a teacher's perception of the performance of their duties based on aspects such as quality, responsibility, integrity, cooperation, and agency (Juhri & Suhardi, 2023; Zubair et al., 2017). Also, this performance is interpreted as a multifaceted result of the job, such as the quality of the deliverables produced by the teacher. These aspects are important indicators of how well the teacher meets professional expectations in achieving educational goals. In addition, teacher performance has a direct impact on improving the quality of education and improving the learning environment. High-performing teachers are also more likely to build trust with students, which tends to have a positive impact on their motivation to learn.

Lecture and teacher performance is a very important factor, and students are the main evaluators of that performance Clewes in (Ardiana, 2017) In short, student assessments provide valuable feedback on a variety of aspects, including teaching methods, material comprehensibility, engaging in learning, and visual and motivational instruction. In addition, incorporating students' perspectives is a practical cue that can lead to self-improvement for teachers and improving the quality of education. Teacher performance refers to the ability of teachers to effectively demonstrate their knowledge and skills in a real-world educational setting. The main indicators of the teacher's performance include (1) the design of the learning program, (2) its implementation, (3) assessment activities, (4) the use of assessment results, (5) the improvement and development of learning activities (Dinda Wulandari et al., 2024; Putri & Imaniyati, 2017; Tarutung & Tampubolon, 2022). In addition, these indicators provide an important foundation for the continuous improvement of the quality of education. By balancing these abilities by teachers, it is expected that students will improve their learning

outcomes and homogenize the quality of their lessons. In addition, improving the performance of teachers leads to the credibility of the entire educational institution.

The performance of teachers, both conceptually and generally, includes three aspects: "professional, social, and personal competence." The criteria required of teachers include the following 10 basic professional skills: This includes an understanding of teaching materials with basic academic concepts, the management of teaching and learning programs, the management of classrooms, the use of learning media and materials, the understanding and utilization of educational infrastructure, the coordination of teaching and learning interactions, the evaluation of student learning outcomes, the use of learning support functions and teaching material resources, the introduction and implementation of school management, and the understanding of the results of education and research that can be used to improve the quality of teacher (Maris et al., 2017).

The performance of teachers in education refers to the quality of the organization of teaching and learning activities, that is, the high level of execution of the teacher in the performance of his main duties (Alfaiz, 2024; Kusumaningrum et al., 2019) The teacher's performance is measured by metrics such as the ability to develop a learning plan, implement educational activities, evaluate learning outcomes, and develop a more expansive learning program. In addition, good teaching performance promotes independent learning for students and helps to create a positive learning atmosphere in the classroom. In addition, when teachers perform well, they achieve their learning goals and continuously improve the quality of their education. In addition, teachers who can consistently carry out a series of processes from planning to implementation, evaluation, and improvement will be recognized by society for their professional credibility and sense of responsibility.

Performance refers to the achievement or degree of achievement that indicates the extent to which an individual has been able to accomplish a task assigned to him within a certain period of time, based on pre-agreed goals or criteria. Indicators of teacher performance include (1) the ability to develop and prepare educational plans, (2) the ability to understand and master the material to be taught, (3) the ability to implement teaching methods and strategies, (4) the appropriate assignment of tasks to students, (5) the effective management of the classroom environment, and (6) the ability to evaluate and analyze learning outcomes (Anggraeni, 2017; Zahara et al., 2025). In addition, when teachers demonstrate these skills at a high level, student learning outcomes are greatly improved. Effective teachers are also more likely to gain trust and respect in the classroom. In addition, the continuous improvement of performance is directly linked to the professional growth of teachers themselves, and is the driving force behind raising the overall quality of education.

Performance refers to a set of actions or activities that an individual actively engages in in order to achieve a preset goal. Teacher performance criteria include (1) valuing engagement with each student, (2) preparing for learning and planning effectively, (3) appropriate use of learning media and materials, (4) providing students with a diverse learning experience, and (5) demonstrating active leadership (Elfira et al., 2024; Rivai et al., 2019). When teachers develop high-quality educational activities based on these standards, they make a significant contribution to improving students' comprehension and motivation to learn. Teacher performance also plays an important

role in creating a learning environment within the classroom. And teachers who perform well tend to have a positive impact on the overall institutional rating.

To evaluate the performance of teachers, several indicators are used. The first is the quality of work, which is judged by the mastery of teaching materials, class management, classroom management, etc. The second is "speed and accuracy of work," which includes the use of learning media and resources, understanding the basic principles of education, and planning a learning program. The third category is "operational initiatives," which include classroom leadership, managing learning activities, and evaluating student outcomes. Fourth, "Aptitude for work" requires the ability to understand and apply the functions of student guidance and counseling, and to utilize a variety of educational methods. Fifth, there is "communication ability," and the ability to improve the quality of learning through understanding and organizing school management and interpreting research results is subject to evaluation (Mukhtar & MD, 2020).

Based on the theoretical arguments, teacher performance can be defined as the activity in which a teacher performs the duties, roles, and responsibilities assigned to him or her based on his or her professional competence, such as planning a learning program, achieving effective learning, assessing its achievements, and building good interpersonal relationships. Aspects of a teacher's performance include (1) quality of work, (2) speed and accuracy of work, (3) initiative in work, (4) job performance, and (5) communication skills.

### **Teacher Certification**

According to Susanto (2016), teacher certification is the process of awarding an educator certificate to teachers, which is issued to teachers who meet the professional standards required for the realization of quality education. States that certification is the act of officially acknowledging a person's abilities in a particular profession (Permana, 2017; Sari et al., 2025). Therefore, teachers are required to obtain an educator certification by completing a professional education course, and the recognition of teachers as a profession is supported by this educator certification.

Teacher certification is a set of processes for awarding an educator certificate to a teacher, and this certificate is given when the teacher is recognized as meeting professional standards (Fitria & Zainuddin, 2025; Latiana, 2019). Professional teachers are essential to the quality of education and its practices. State that teacher certification is a form of policy implementation to ensure professionalism as a school educator (Masengi et al., 2023). The implementation of the law is crucial to the realization of the good goals that have been set, and the "good thing" here refers to the four basic competencies that teachers should possess: professionalism, social skills, personality, and pedagogical competence. Teacher certification is understood to be the process of officially acknowledging a person's ability to provide educational services at a particular educational institution after passing a competency assessment exam conducted by an accrediting body Mulyasa in (Abubakar, 2016). This certification certifies that a teacher has passed a series of competency tests and is part of a guarantee system for achieving high quality education. Also, this process is carried out with the aim of ascertaining the professionalism and readiness of the teacher for education, as well as addressing the learning needs of the students.

Accreditation refers to the process by which an accreditation body officially awards a certificate to an educator, such as a teacher or lecturer, when they are

recognized as meeting the criteria for professional competencies and qualifications (Munawir et al., 2022; Noviyanti Asyarah et al., 2024). This certificate is an important demonstration of your expertise and credibility as an educator. Certified educators are seen as a key enabler of the quality of education, which gives learners peace of mind. The introduction of the certification system also plays a role in promoting the professional and career development of teachers in the field of education. Based on theoretical arguments, teacher certification can be summarized as the process of formally recognizing a teacher as having the ability to provide educational services in a particular educational institution after a competency assessment conducted by an accrediting body. This certification process is an important means of ensuring that teachers have the professional skills and knowledge. It also aims to ensure the quality of education and develop teachers who respond to the needs of learners. Certification improves the professional status of teachers and increases their credibility and responsibility in the classroom.

## METHOD

In this study, a qualitative approach is used. According to Junaidi and Fauzan (2017), qualitative research is research that emphasizes the meanings and significance inherent in goods and services, events, phenomena, and social phenomena, and those meanings are used to construct theoretical concepts. The purpose of this study is to gain an in-depth understanding of the implementation process of the teacher certification scheme aimed at improving teacher performance at SDN Jagakarsa 03 Pagi. This study is classified as a qualitative descriptive study. Descriptive research is a research method that aims to systematically, objectively, and accurately describe the facts and characteristics of the phenomenon in question. Through this method, researchers will explore and uncover social phenomena such as the perceptions, experiences, and practices of stakeholders regarding the implementation of teacher certification systems, especially in schools.

The study is based on the research design of qualitative descriptions and focuses on the general principles that underlie various phenomena involved in human life. These phenomena are analyzed from the point of view of socio-cultural adaptation and their essence is revealed. Qualitative data analysis is carried out simultaneously with the data collection process and is carried out through observations, interviews, etc. In this way, the paradigm of this research aims to gain a deep understanding of the phenomena in the field. Researchers were selected using a purposeful sampling method (perpassive sampling) based on those who were expected to be able to provide meaningful information related to the research theme. The selection criteria for collaborators include: 1) certified and uncertified teachers working for SDN Jagakarsa 03 Pagi, 2) principals responsible for the implementation of the teacher certification system in schools, and 3) stakeholders involved in school administration.

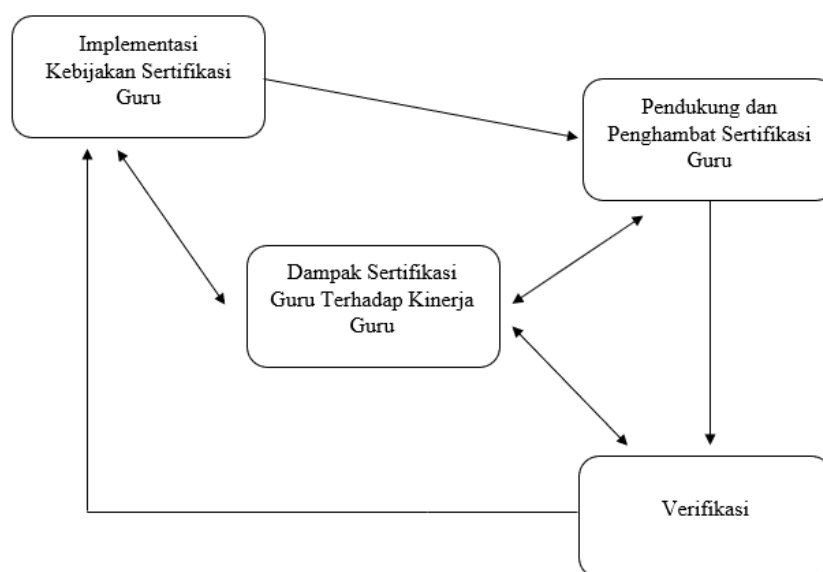


**Figure 1.** Research Design

The design of this study allows us to understand the interaction between variables, namely the impact of teacher certification on teacher performance, as well as the factors that support or hinder its implementation.

## RESULTS AND DISCUSSION

### RESULT

#### **Implementation of Teacher Certification Policy at SDN Jagakarsa 03 Pagi.**

This study examines the performance of certified teachers working for SDN Jagakarsa 03 Pagi. The focus of the study extends to the development of learning plans, the implementation of learning, methods of assessment, and the teacher's own self-development activities. From a learning planning perspective, teachers have the ability to create syllabi and Learning Implementation Plans (RPPs) in accordance with the curriculum, which are prepared at the beginning of the semester and used as a guide in structuring learning activities. A standardized lesson plan format not only ensures that learning is effective and consistent, but also deepens the meaning of learning by taking into account the characteristics of students. In addition, teachers use information technology to assist in the creation of learning-related documents.

In terms of classroom delivery, teachers follow pre-planned activities and incorporate creative methods such as differentiated learning and project-based learning. The educational burden is distributed in accordance with the existing rules, and additional duties are also properly managed under the guidance of the Education Department. And even in the face of constraints, such as sub-optimal textbook distribution rates, teachers are actively using technology and resources to improve the quality of learning. In addition to tests and observations, evaluation activities incorporate a variety of methods such as presentations, group work, and portfolios to understand student learning outcomes. Teachers are responsible for accurately recording the results of these assessments in their gradebook, and through this multifaceted approach to assessment, they aim to provide a deeper and more meaningful learning experience for students. In terms of personal development, teachers participate in learning communities such as "KOSTIG" and are actively engaged in

trainings and workshops, as well as sharing good practices with their peers. Currently, no teachers have published academic publications, but we see some teachers who have the potential to do so in the future. Planned self-development support by principals encourages teachers to improve their expertise and lays the foundation for a confident commitment to knowledge sharing and improving the quality of education (Sidik & Widayati, 2020).

These results reveal that the implementation of the teacher certification system is consistent with the theory of educational administration, especially in terms of learning management and the development of educational personnel. Certified teachers have shown steady growth in lesson planning, conducting assessments, and developing their professional skills. This is also related to the fact that the accreditation system, which is a state intervention aimed at improving the quality of education, functions as a form of performance-based public policy. Furthermore, from the perspective of Islamic education, the improvement in the performance of certified teachers indicates the practice of the values of *amana* (trust) and *ihusan* (excellence) in educational activities. Teachers see education as a form of faith and service, and strive every day to provide quality education with a sense of responsibility. The design of learning activities that take into account the characteristics of each child is consistent with Talbiya's principles, which aim at comprehensive and continuous development. In addition, teacher certification indirectly contributes to the character development of learners, especially in Islamic Education (PAI) classes. When teachers are aware of their role as moral role models and integrate Islamic values in all subjects, students can learn through hands-on experience religious values such as collaboration, responsibility, and honesty. These efforts suggest that the teacher certification system can contribute to the improvement of the quality of character education based on Islamic values in elementary schools.

### **Supporting and Inhibiting Factors for the Implementation of Teacher Certification Policy at SDN Jagakarsa 03 Morning.**

The implementation of the teacher certification system at SDN Jagakarsa 03 Pagi is supported by support from various aspects, including the legal basis for the policy, human resources, facilities, infrastructure, and finances. The legal legitimacy of the system is based on decrees such as Law Number 14 of 2005 on Teachers and Lecturers and Regulation Number 18 of the Minister of Education 2007 on the Accreditation of In-Service Teachers, and there is a solid legal foundation. In terms of human resources, principals actively support teacher performance, and a positive work culture that is not tied to seniority, regular training, and collaborative relationships among teachers are helping to improve teacher performance. In addition, the cooperation of parents is also an important support for teachers to carry out their duties.

In addition, the facilities and infrastructure in place at SDN Jagakarsa 03 Pagi are also essential for the effective implementation of educational activities. Facilities such as internet access, computers, laboratories, libraries and multipurpose halls enrich the learning environment for teachers and students. For example, Pendopo is used to present learning outcomes and share information among teachers. In addition, financial support through the provision of a teacher certification allowance provides teachers with the opportunity to purchase laptops and teaching materials to support their professional activities. That said, there are also some difficulties that are more ethical and spiritual than technical ones. Certified teachers often feel a higher sense of

responsibility because they feel like they are role models, and that expectation can put pressure on them. However, this burden is not a major obstacle and does not impede the implementation of the policy itself. Rather, thanks to the active support system of the people involved, certified teachers are fulfilling their responsibilities well. In systems education management theory, inputs such as accredited teachers and supportive work environments create a high-quality educational process, which is consistent with the fact that communication, resources, and the attitudes of implementers have a significant impact on the success of policies, as seen in Edward III's theory (Edward, 1980). From the point of view of Islamic education, teacher certification is not just a professional qualification, but also a manifestation of honesty and trust in education. Certified teachers embody moral integrity, which positively influences the formation of religious character in PAI (Islamic Education). This accreditation system will contribute to the deepening of Islamic values in more meaningful and transformative educational practices.

### **The Impact of the Implementation of the Teacher Certification Policy at SDN Jagakarsa 03 AM**

Every policy has an accompanying impact, both positive and negative. The implementation of the teacher certification policy at SDN Jagakarsa 03 Pagi has shown a significant positive impact, especially in improving teacher welfare and the quality of education services. Improving financial well-being through certification allowances allows teachers to focus more on teaching and provides learning support facilities. From the perspective of education management, this shows that there is a strengthening of human resource inputs and facilities that have an impact on a more effective and quality learning process. In terms of public policy, this is in line with the Edward III Model which emphasizes the importance of resource support and commitment of policy implementers in determining the success of implementation. Furthermore, certification also encourages the improvement of teachers' professionalism in designing and implementing learning. This has an impact on improving the quality of learning, including Islamic Religious Education (PAI), both in terms of substance, approach, and example. Within the framework of Islamic values, certification is a medium to strengthen the attitude of trust and responsibility of teachers in educating with sincerity. However, on the other hand, there are still teachers who have not made optimal use of professional allowances for self-development. This incompatibility between rights and responsibilities is a moral challenge that needs to be considered, so that the certification policy not only improves the administrative aspect, but also forms the superior character of students through the example of teachers with noble character.

### **DISCUSSION**

The implementation of the teacher certification system at SDN Jagakarsa 03 Pagi has made a significant contribution to improving the teaching skills of teachers and the quality of education. Certified teachers are more specialized in creating lesson plans (RPPs), developing materials, and designing learning activities for student diversity. The differentiated learning methodologies and project-based instruction they are adopting mark a positive shift to student centered education, which is in line with the purpose of the certification system to enhance the professionalism of teachers. As a result, the

lessons are not only curriculum compliant, but also tailored to the learning needs of each student.

In terms of assessment, certified teachers use more diverse and practical assessment methods, such as group presentations, portfolios, and performance tasks, as well as written exams (Fathullah & Sunarti, 2017; Musnawa et al., 2024). This comprehensive assessment methodology is based on the principles of "authentic assessment" to provide a more accurate picture of students' comprehension and skills, and is transparent and trustworthy. In addition, certified teachers are striving to continuously improve their abilities through learning communities and training activities, but there are still few papers published as research results, which can be said to be one of the issues to be developed in the future.

Behind the successful implementation of this policy, there are various supporting factors such as solid legal grounds, the development of facilities, and financial incentives (Rahmawati, 2024). The seniority-free school culture and the active leadership of the principal encourage collaboration and innovation among teachers (Kusnandar, 2018). The cooperation of parents and the enhancement of educational resources such as Internet access, multipurpose halls, and laptops equipped with certification allowances also improve the educational environment. This is consistent with the idea of Edward III's theory that the outcome of a policy depends largely on communication, resources, and the attitude of the implementer.

On the other hand, challenges have also emerged, especially related to ethical responsibility and inner integrity. Certified teachers can feel the pressure of being called upon to behave by example at all times, and while their moral imperatives do not hinder policy advancing, they highlight the high ethical standards that come with professional certification (Fauzi et al., 2025). From the perspective of Islamic education, this sense of responsibility is rooted in the values of "*amana*" (trust) and "*ifsan*" (excellence), and certified teachers are expected to contribute to character development and integrate Islamic values into all subjects (Orgianus et al., 2024).

Overall, the implementation of the teacher certification system at SDN Jagakarsa 03 Pagi has been successful in improving the quality of education, both in terms of improving students' academic performance and internalizing moral values. This initiative has strengthened the professionalism of teachers and has contributed significantly to the improvement of the quality of Islamic education (PAI) in particular. However, in order to be fully effective, a stronger consistency must be established between the reward system for accreditation and the teachers' continuous self-improvement. Accreditation should not be seen as mere a means of remuneration, but as an ongoing mission to reconcile professionalism and ethical responsibility in education.

## CONCLUSION

The implementation of the teacher certification system at SDN Jagakarsa 03 Pagi has been steadily yielding results. Seventeen of the school's 19 teachers are certified, and the study reveals that certified teachers excel in lesson planning, implementation, evaluation, and self-improvement. They use technology to efficiently create syllabi and lesson plans and help improve their quality. Despite the fact that textbooks are not idealized, differentiated learning and project-based learning are designed to maximize

the potential of students. Learning assessments incorporate a diverse, learner-centered approach to portfolios, demonstrations, and presentations to ensure an accurate understanding of students' understanding and abilities. In terms of self-improvement, faculty members actively participate in training activities and sharing practices both inside and outside the learning community, but the academic dissemination of research results is still insufficient, and this is an issue for the future. Principal leadership is a key factor in increasing the professionalism and innovation of teachers, and a culture that supports change, peer collaboration, and ongoing training also contribute to teacher development.

In addition, financial support will enable teachers to equip themselves with teaching materials such as laptops and instruction manuals, which will further enhance their professional attitude. While there is also internal pressure for certified teachers to serve as moral examples, they are able to perform their duties effectively by optimizing support for diverse stakeholders. Through the accreditation allowance, teachers recognize the need for personal growth and are a driving force to improve educational services to students. However, professional allowances are not always used for educational purposes, and the impact should be monitored. Therefore, in order to maximize the benefits of the certification system, further operational ingenuity is required. The teacher certification system is of great significance for Islamic education, and should aim not only to improve educational technology, but also to cultivate values such as honesty, spirituality, and trust in education. Certified teachers are expected to serve as moral role models for students, especially in PAI (Islamic Education), and such educational policies should be integrated with the character development, integrity, and religious consciousness that Islamic education aims for. Therefore, in order to reinforce Islamic values in learning practices, there is a need to develop follow-up policies to support the use of accreditation allowances.

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