



INTISARI

Implementasi kebijakan sertifikasi guru telah berjalan sepuluh tahun dan menyedot dana publik yang tidak sedikit untuk membayar Tunjangan Profesi Guru. Namun kebijakan ini tidak diikuti dengan metode evaluasi kinerja guru paska sertifikasi sehingga keberhasilan kebijakan ini tidak dapat diukur secara jelas. Salah satu faktor yang menentukan keberhasilan implementasi suatu kebijakan adalah persepsi aktor yang menjadi objek dari kebijakan. Penelitian ini bertujuan untuk mengetahui persepsi guru tentang kebijakan sertifikasi dan faktor-faktor yang memengaruhi persepsi guru terhadap kebijakan sertifikasi guru.

Penelitian ini diadakan di Kabupaten Samosir dengan menggunakan metode kombinasi kuantitatif dan kualitatif untuk mendeskripsikan persepsi guru tentang sertifikasi dan faktor-faktor yang memengaruhinya. Responden dalam penelitian ini diperoleh melalui metode *multistage sampling* sebanyak 126 orang guru yang telah tersertifikasi di 13 SMP Negeri dan Swasta. Data diperoleh melalui kuesioner, wawancara dan dokumen terkait sertifikasi guru. Pengolahan data kuantitatif dilakukan dengan teknik statistik deskriptif menggunakan distribusi frekuensi sedangkan data kualitatif menggunakan model Miles dan Huberman.

Penelitian ini menemukan bahwa guru menerima setiap ketentuan yang ada dalam kebijakan sertifikasi guru meskipun belum sepenuhnya memahami amanat dari kebijakan tersebut. Penerimaan tersebut berkaitan dengan tunjangan profesi yang akan mereka terima. Sertifikasi belum identik dengan status profesional melainkan masih berkaitan dengan pemenuhan syarat administrasi untuk sertifikasi dan pencairan TPG. Agar tujuan kebijakan sertifikasi guru benar-benar tercapai, perlu dilakukan intervensi terhadap persepsi guru melalui komunikasi yang intens baik melalui sosialisasi formal maupun informal sehingga terjadi internalisasi nilai-nilai guru profesional.

Kata kunci: sertifikasi guru, kebijakan, guru profesional, kualifikasi, kompetensi, prosedur, Tunjangan Profesi guru (TPG).



ABSTRACT

The implementation of the teacher certification policy has been running for ten years and government has spent a lot of money to pay teacher's professional allowance (TPA). However this policy was not followed up by the evaluation of teacher's performances after the certification so the result of this policy could not be measured. One of the key factors that determined the successful implementation of this policy was the actor's perception that became the object of policy. The aim of this research was to find out the teachers perception of the policy of certification and the factors that influenced this perception.

The study was conducted in Samosir Regency and used the mixture method of quantitative and qualitative to describe the teacher perception of the certification and the factors that influenced it. The respondents of this study were obtained through the multi stage sampling to 126 junior high school teachers in 13 public and private schools. The data were gained through questionnaires, interviews and by collecting document which were related with the certification of the teachers. The method which are used for the process of quantitative data was the descriptive statistical technique which was using the distribution of frequency while the qualitative data was using Miles and Huberman's model.

The study found that teachers receive any existing provisions in teacher certification policies even though not yet fully understand the mandate of the policy. The acceptance with regard to the profession will be allowances they receive. The certification has not been synonymous with professional status but still related to the fulfillment of the terms of the Administration for certification and disbursement of TPA. Teacher certification policy objectives in order to be truly achieved, interventions need to be performed against the perception of teachers through an intense communication either through formal or informal socialization which internalization of the values of professional teachers.

Keywords: teacher certification, policy, professional teacher, qualification, competence, procedure, TPA