

Teacher Certification vs. Actual Performance: Unraveling the Controversy Over Professional Allowances and Their Impact on Teacher Productivity

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Abstract.

This study aims to analyze and reveal how professional allowances provided through the teacher certification program contribute to teachers' actual teaching productivity at Darussalam Junior High School in Blokagung, Banyuwangi. This study employs a qualitative approach using a case study design to analyze the contribution of professional allowances to teachers' teaching productivity at Darussalam Junior High School in Blokagung, Banyuwangi. The research was conducted in May 2026, involving four informants selected through purposive sampling, consisting of the principal, the vice principal for curriculum, and two certified teachers. Data were collected through observation, semi-structured interviews, and document analysis, then analyzed using the Miles, Huberman, and Saldaña interactive model through the stages of open coding, axial coding, and selective coding. Data credibility was ensured through source triangulation, methodological triangulation, and member checking. The results indicate that professional allowances can enhance teachers' work motivation and sense of responsibility as professionals, but do not automatically increase teaching productivity. Learning productivity is more strongly influenced by teachers' professional commitment, as reflected in their willingness to continue learning, innovate, and develop adaptive teaching strategies. This study emphasizes that the effectiveness of certification cannot be adequately measured solely by improvements in well-being or certificate ownership, but rather by teachers' ability to actualize their competencies in teaching practice. These findings broaden the perspective on certification policy evaluation by positioning Teacher Professional Capital and Professional Commitment as the foundation for building a performance-based evaluation system aimed at continuously improving the quality of learning.

Keywords: Teacher Certification; Professional Allowance and Teaching Productivity.and Teaching Productivity.

I. INTRODUCTION

Why hasn't the improvement in teachers' well-being through professional allowances always been accompanied by a tangible increase in teaching productivity in the classroom? This question remains a topic of ongoing debate among academics, education practitioners, and policymakers (Rutledge, 2024) . Since the implementation of the teacher certification program as a tool for the professionalization of educators, the government has positioned professional allowances as both a form of appreciation and an incentive to enhance competence, commitment, and the quality of learning (Świstak & Smoleń, 2022; Lu & Chen, 2025) . Normatively, this policy is based on the assumption that improved well-being will encourage teachers to work more professionally, innovatively, and productively in carrying out their duties.

However, various phenomena in the field reveal a reality that does not always align with these expectations. There are still certified teachers who adhere to conventional teaching methods, lack pedagogical innovation, make minimal use of educational technology, and have not demonstrated significant improvement in the quality of lesson planning, implementation, or assessment(SOL, 2023; Prabowo et al., 2025) . On the other hand, there are also teachers who have not yet obtained certification but are able to demonstrate high levels of dedication, creativity, and teaching productivity. This situation indicates that certification is not necessarily the sole determinant of teacher performance.

This discrepancy highlights a gap between policy objectives and implementation at the school level, raising questions about the effectiveness of professional allowances as a tool for improving teaching productivity. In the context of Darussalam Blokagung Junior High School, this issue is particularly relevant given that the school is expected to deliver high-quality learning experiences amid dynamic changes in the curriculum, the digital transformation of education, and increasing demands for 21st-century competencies.

Therefore, it is important to conduct an in-depth analysis of whether professional allowances truly contribute to improving teachers' actual performance, or whether they merely serve as an administrative tool that emphasizes compliance with formal requirements over the transformation of teaching practices. This study is expected to provide an empirical picture of the relationship between teacher certification and teaching productivity, while also serving as a basis for evaluating the implementation of certification policies so that they are not only oriented toward improving welfare but also produce tangible changes in the quality of education.

Studies on the relationship between teacher certification, professional allowances, and teaching performance have attracted the attention of various researchers; however, the results obtained still show mixed findings, leaving room for further research. A study conducted by Gershberg et al., (2023) concluded that teacher certification contributes positively to enhancing teacher professionalism, particularly in the areas of lesson planning, subject matter mastery, and the fulfillment of pedagogical competencies. However, the study also found that this increase in professionalism has not yet fully translated into a sustained increase in teaching productivity, as it is still influenced by intrinsic motivation, school organizational culture, and individual teachers' commitment to performing their duties.

Furthermore, a study by Pamfih (2022) shows that the provision of professional allowances successfully improves teachers' well-being and job satisfaction, but does not automatically improve the quality of the learning process or classroom innovation. The authors emphasize that the success of certification policies requires a performance evaluation system focused on learning outcomes, not merely on meeting administrative requirements. Meanwhile, the study Muremela et al., (2023) , found that there are significant differences between certified and non-certified teachers in terms of instructional administration; however, these differences are not always reflected in the quality of instructional interactions, teaching creativity, or student learning outcomes. These findings suggest that certification primarily promotes compliance with administrative standards rather than transforming instructional practices in the classroom.

Based on these three studies, it can be understood that the effectiveness of teacher certification and professional allowances remains a debated issue, as various studies have not yet demonstrated a consistent relationship between improved welfare and actual improvements in teacher performance. Some studies focus on aspects of professionalism, while others measure job satisfaction; however, research on teaching productivity as a tangible representation of the implementation of teacher competencies remains relatively limited, particularly in the context of pesantren-based schools.

Therefore, this study occupies a unique position because it not only analyzes the impact of professional allowances on the fulfillment of formal competencies but also examines how this policy is reflected in teachers' actual teaching productivity at Darussalam Junior High School in Blokagung, Banyuwangi. Consequently, this study is expected to enrich the body of research on the effectiveness of teacher certification policies while providing an empirical perspective on the gap between professional recognition through certification and actual teaching practices in the classroom.

The novelty of this study lies in its effort to reconstruct our understanding of the effectiveness of teacher certification by shifting the focus of analysis from merely the possession of a certificate and the receipt of a professional allowance to actual performance as reflected in teaching productivity in the classroom. Unlike previous studies, which generally emphasized aspects of professionalism, pedagogical competence, job satisfaction, or compliance with instructional administration requirements, this study examines whether professional allowances actually result in tangible changes in the quality of teachers' performance, such as teaching consistency, instructional innovation, the use of educational technology, classroom management, and students' active engagement in the learning process.

Furthermore, this study was conducted at Darussalam Blokagung Junior High School in Banyuwangi, a pesantren-based school whose organizational culture, Islamic values, and teacher development system differ from those of public schools. This context offers a new perspective on how certification policies are implemented in an educational environment that integrates teacher professionalism with pesantren-based institutional values. Thus, this study offers a conceptual contribution by strengthening the argument that the

success of teacher certification should not be measured solely by the fulfillment of administrative standards or improvements in welfare, but also by the extent to which the policy is able to drive tangible improvements in teaching productivity and the quality of learning. This novelty is expected to enrich the discourse on the evaluation of teacher certification policies while also serving as a foundation for the development of a teacher performance evaluation model that is more oriented toward teaching practices than merely formal recognition.

Given the continuing divergence in research findings regarding the effectiveness of teacher certification and the inconsistent relationship between the provision of professional allowances and improvements in teaching performance, this study aims to analyze and uncover how professional allowances through the teacher certification program contribute to teachers' actual teaching productivity at Darussalam Junior High School in Blokagung, Banyuwangi. Academically, there is a significant *research gap* because most previous studies have focused more on the impact of certification on professional competence, well-being, job satisfaction, or the completeness of instructional administration, while studies evaluating teachers' actual performance as a tangible manifestation of professionalism remain relatively limited, particularly in pesantren-based schools, which have distinctive organizational cultures and teacher development systems.

As a result, the effectiveness of professional allowances is still often measured using formal indicators that do not fully reflect the quality of classroom teaching practices. Addressing this gap, this study makes a theoretical contribution by broadening the perspective on the evaluation of teacher certification policies through an approach that prioritizes teaching productivity as the primary indicator of teacher professionalism.

From a practical standpoint, the research findings are expected to serve as a basis for schools and policymakers in developing certification evaluation mechanisms that are not only focused on meeting administrative requirements and improving welfare, but also emphasize tangible impacts on the quality of learning, pedagogical innovation, and the continuous improvement of educational quality. Thus, this study not only fills a gap in the literature regarding the relationship between certification and teachers' actual performance but also offers a more comprehensive evaluative perspective on the implementation of certification policies within the context of Indonesian education.

II. RESEARCH METHODS

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the implementation of teacher certification and its relationship to teachers' instructional productivity at Darussalam Junior High School in Blokagung, Banyuwangi. This approach was chosen because the study is not oriented toward testing statistical relationships between variables but rather seeks to uncover the meanings, experiences, and empirical realities of how professional allowances are translated into daily teaching practices. The research was conducted over the course of one month, in May 2026, focusing on learning activities, the performance of teachers' professional duties, and the performance evaluation mechanisms implemented by the school. Data collection was conducted through four direct observations covering classroom learning activities, academic evaluation meetings, instructional supervision by the principal, and teachers' reflection sessions following the learning process (Nasution & Junaidi, 2024; Hasan et al., 2025). Observations were conducted non-participatively using an observation sheet containing indicators of teaching productivity, including the readiness of teaching materials, effective time management, variety of teaching methods, use of instructional media, teacher-student interaction, and the ability to evaluate learning (Abdussamad & Sik, 2021; Sari et al., 2022).

The research subjects were selected using purposive sampling, so that only informants deemed to have the most relevant information regarding the research focus were chosen. There were four research informants: a school principal, a vice principal in charge of curriculum, and two certified teachers who had received professional allowances for at least three years and had at least five years of teaching experience. These characteristics were selected because the informants were considered to have a good understanding of the implementation of the certification policy, the process of teacher professional development, and the

dynamics of teaching and learning after receiving professional allowances (Kusumastuti & Khoiron, 2019; Mulyana et al., 2024).

Interview data were collected through semi-structured interviews; thus, the researcher used an interview guide while still allowing informants the freedom to describe their experiences in greater detail. Some of the indicators used in the interview guide included perceptions of the purpose of teacher certification, changes in teaching motivation after receiving a professional allowance, forms of instructional innovation implemented, strategies for improving teaching productivity, obstacles in implementing professional competencies, school supervision mechanisms, and the indicators schools use to evaluate teacher performance after certification (Sugiyono, 2022; Niam et al., 2024).

In addition to observations and interviews, this study also employed a documentary analysis as a data triangulation technique. The documents analyzed included instructional materials (teaching modules, lesson plans, or other materials still in use at the school), teaching schedules, academic supervision results, Teacher Performance Evaluation (PKG) reports, teacher attendance records, continuing professional development programs, and other supporting documents related to the implementation of teacher certification. Document analysis was conducted through a process of identifying, classifying, reducing, and interpreting the content of the documents to identify both alignments and discrepancies between administrative data and the teaching practices observed in the field. All data were then analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which involves data condensation, data presentation, and the iterative drawing and verification of conclusions until consistent patterns emerge (Roosinda et al., 2021; Nartin et al., 2024).

The analysis process was conducted through systematic coding stages. The first stage was open coding, which involved identifying and assigning codes to all relevant information emerging from interviews, observations, and documentation—such as codes related to teaching motivation, instructional innovation, work discipline, academic supervision, and the use of professional allowances. The second stage is axial coding, which involves linking various codes that share conceptual relationships to form broader categories for example, the relationship between professional allowances, work motivation, instructional innovation, and teaching productivity (Prabowo et al., 2024). Next, selective coding is performed to integrate all categories into main themes that comprehensively explain the relationship between teacher certification and actual performance.

To ensure the credibility of the findings, the study employed source triangulation, methodological triangulation, and member checking—that is, reconfirming the results of the interpretation with the informants to ensure that the data obtained truly reflect the empirical conditions at Darussalam Junior High School in Blokagung, Banyuwangi. This approach is expected to yield valid, in-depth findings that provide a comprehensive picture of the effectiveness of professional allowances in improving teachers' teaching productivity.

III. RESULTS AND DISCUSSION

Research Results

Professional Allowances Enhance Teaching Motivation

The research findings indicate that professional allowances are one of the factors that positively influence teachers' motivation in carrying out their professional duties. Based on observations, certified teachers tend to demonstrate higher levels of discipline—in terms of attendance, the preparation of teaching materials, and the conduct of teaching and learning activities according to the established schedule. The provision of professional allowances is viewed not only as a form of improved welfare but also as the state's recognition of teachers' professional competencies. This encourages teachers to maintain their professional image by taking greater responsibility in carrying out their duties as educators. Nevertheless, the study also found that this increase in motivation has not yet fully translated into a consistent improvement in teaching productivity. Some teachers demonstrate high enthusiasm in conducting lessons, while others still maintain teaching patterns that are relatively the same as before they obtained certification.

Thus, these findings indicate that professional allowances successfully boost work motivation; however, the transformation of motivation into teaching productivity is still influenced by teachers' internal factors, the school's work culture, and each individual's professional commitment. The results of an interview with one certified teacher reinforce these findings. The informant explained that professional allowances provide both a moral boost and a sense of responsibility to work better, as the status of a certified teacher carries professional consequences for which one must be accountable. As stated by one certified teacher:

"After receiving the professional allowance, I feel I have a greater sense of responsibility than before. I try to be more disciplined about coming to school, prepare my teaching materials more thoroughly, and participate in professional development activities. For me, this allowance isn't just extra income, but a sign of trust that must be repaid with responsibility as a professional teacher. However, I also see that the passion for teaching ultimately comes down to each teacher's individual commitment. Some have continued to grow after certification, but others have not changed their teaching methods much because they feel they have already fulfilled their administrative obligations." **(Certified Teacher, Interview, May 2026).**

This finding indicates that professional allowances can boost teachers' motivation and sense of responsibility toward their work, but do not automatically improve the quality or productivity of learning. In other words, the motivation that arises from financial incentives still requires support in the form of professional commitment, a conducive school culture, and ongoing professional development in order to translate into tangible improvements in teaching performance. This finding underscores that the effectiveness of certification policies depends not only on the provision of professional allowances but also on teachers' ability to internalize that professional status into their daily teaching practices.

To provide a more systematic understanding of the research findings, the author presents indicators that represent the relationship between the provision of professional allowances, changes in teacher motivation, and their implications for teaching productivity. The following figure shows that an increase in motivation does not automatically result in an increase in actual performance, as it is still influenced by several interacting supporting factors.

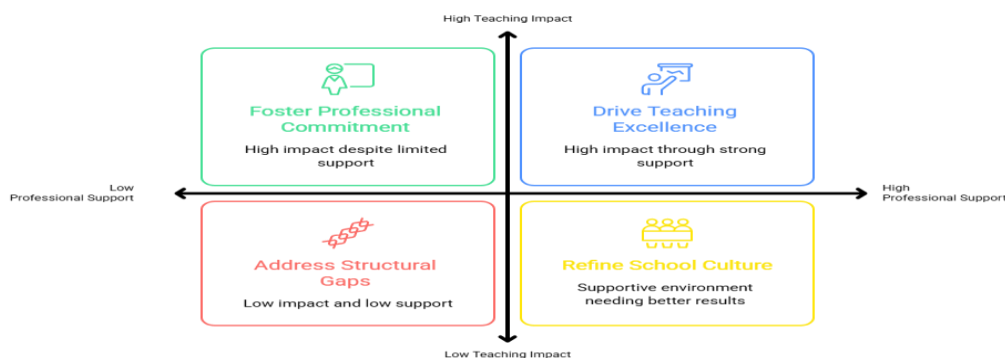


Fig. 1. Indicators of How Professional Allowances Enhance Teaching Motivation

Based on these indicators, it can be understood that professional allowances serve as an initial catalyst that enhances teachers' motivation, discipline, and professional responsibility. However, this increase in motivation does not directly result in optimal teaching productivity unless it is supported by professional commitment, a positive school work culture, and ongoing professional development. Thus, the relationship between professional allowances and teaching productivity is indirect. The effectiveness of certification is determined more by teachers' ability to internalize professional recognition into innovative, consistent teaching practices that are oriented toward improving students' learning outcomes.

Teacher Certification Does Not Automatically Improve Teaching Productivity

Research findings indicate that holding a teaching certificate does not automatically lead to an increase in teaching productivity among teachers at Darussalam Junior High School in Blokagung, Banyuwangi. Based on observations, some teachers who have obtained certification still employ teaching methods that tend to be conventional, dominated by lectures and assignments. Varied teaching strategies, the

use of digital media, and student-centered learning approaches have not been consistently implemented by all certified teachers.

Although instructional administration improved after teachers obtained certification, changes in classroom teaching practices have not shown uniform progress. Conversely, while some teachers are actively developing innovative teaching methods and utilizing technology as a teaching tool, these efforts are driven more by personal initiative than by certification status. These findings indicate that certification is a form of professional recognition of teachers' competencies but cannot serve as the sole indicator for assessing teaching productivity. Thus, improvements in the quality of learning are more determined by teachers' commitment to continuous innovation, the development of their competencies, and the adaptation of teaching strategies to students' needs. These findings are reinforced by the results of an interview with the Vice Principal for Curriculum, who stated:

"Certified teachers are indeed more organized when it comes to instructional administration. However, the quality of teaching in the classroom still depends on each teacher's willingness to innovate. A certificate is no guarantee that all teachers will teach more effectively." **(Deputy Principal for Curriculum, Interview, May 2026).**

This statement underscores that certification does not automatically guarantee an increase in teaching productivity. Certification programs can promote compliance with administrative requirements, but transforming teaching practices requires other supporting factors, such as intrinsic motivation, a strong culture of learning, ongoing academic supervision, and teachers' commitment to continuously improving their competencies. Therefore, this study emphasizes that the success of certification policies should not be assessed solely based on the fulfillment of formal standards, but also on teachers' ability to implement innovative and effective teaching that lead to improvements in student learning outcomes.

Professional commitment is a stronger predictor of actual performance

Research findings indicate that the teaching productivity of teachers at Darussalam Junior High School in Blokagung, Banyuwangi, is more strongly influenced by professional commitment than by their certification status. Based on the observations, teachers who are highly committed to their profession tend to demonstrate better teaching readiness by preparing comprehensive teaching materials, using learning media appropriate to the subject matter, and conducting ongoing learning assessments. Teachers also appear to be more responsive to students' needs by adjusting their teaching methods to make the learning process more active and effective.

Conversely, there are teachers who have obtained certification but have not yet demonstrated significant changes in their teaching practices because they still rely on routine teaching methods. This situation indicates that teaching productivity is not solely determined by professional recognition through certification but is more heavily influenced by an individual's commitment to continuously improving their quality as an educator. These findings suggest that professional commitment is the primary factor driving teachers to continue learning, adapt to developments in education, and deliver higher-quality instruction. Thus, certification serves as a tool to support professionalism, while professional commitment is the primary force that determines the actual quality of a teacher's performance in the learning process. These findings are reinforced by an interview with the principal of SMP Darussalam Blokagung in Banyuwangi, who stated:

"Teachers who are highly committed will continue to perform well, whether they are certified or not. What matters most is not the certificate, but the teacher's willingness to continue learning and improving their teaching methods." **(School Principal, Interview, May 2026).**

This finding confirms that professional commitment has a greater impact on teaching productivity than certification status alone. Therefore, improving the quality of learning requires strengthening a professional culture that encourages teachers to continuously develop their competencies, reflect on their teaching practices, and innovate in meeting students' learning needs. These findings indicate that the success of certification policies will be maximized when accompanied by a strong professional commitment from each teacher in carrying out their duties as educators.

IV. DISCUSSION OF THE RESEARCH

Professional allowances boost teaching motivation

The findings of this study indicate that professional allowances serve a broader purpose than merely being a tool for improving well-being; they also function as a form of professional recognition that can strengthen teachers' work motivation. However, this increase in motivation does not automatically translate into improved teaching productivity. This suggests that the relationship between financial incentives and actual performance is indirect, as it is influenced by internal factors such as professional commitment, intrinsic motivation, and teachers' awareness of the need to continuously develop their competencies. This finding aligns with Self-Determination Theory, developed by Rutledge, (2024) , which explains that extrinsic motivation such as the provision of professional allowances can encourage work behavior, but sustained performance improvement will only occur if these incentives are successfully internalized into intrinsic motivation.

In this context, teachers who view professional allowances as a professional trust tend to demonstrate greater responsibility and dedication than teachers who view them merely as additional income. Furthermore, these findings also support the work of Świstak & Smoleń, (2022) , which distinguishes between *hygiene factors* and *motivator factors*. Professional allowances can be categorized as *hygiene factors* that serve to increase job satisfaction and reduce dissatisfaction; however, they are not sufficient to generate outstanding performance unless accompanied by motivator factors such as achievement, self-development, professional recognition, and a sense of responsibility toward one's work. From the perspective of teacher professionalism, these findings are also consistent with the concept of "Teacher Professionalism" proposed by Lu & Chen, (2025) , which states that the quality of teacher performance is determined not only by incentive policies but also by teachers' ability to build *professional capital*, which consists of *human capital*, *social capital*, and *decisional capital*.

Thus, this study confirms that the effectiveness of teacher certification should not be measured solely by its success in improving well-being or work motivation, but rather by the extent to which professional allowances encourage teachers to internalize professional values into their teaching practices, thereby resulting in a sustainable increase in teaching productivity.

Certification does not automatically improve teaching productivity

The findings of this study indicate that teacher certification serves more as a mechanism for professional recognition than as an instrument that automatically improves teaching productivity. Possession of a teaching certificate indicates that a teacher has met the established competency standards, but the implementation of those competencies in classroom practice still depends on the teacher's ability to apply them consistently. Thus, there is a gap between formally recognized competencies and actual performance in the classroom.

These findings align with the Performance = Ability × Motivation × Opportunity (AMO Theory) developed by SOL,(2023) , which explains that performance is influenced not only by ability represented in this context by certification—but also by motivation and organizational support (*opportunity*) to implement those competencies. This means that certification only reinforces the aspect of ability, whereas teaching productivity will only increase if supported by intrinsic motivation and a school environment that encourages learning innovation. This finding is also consistent with the concept of Teacher Professionalism from Gershberg et al.,(2023) , which emphasizes that teacher professionalism is a dynamic process built through continuous learning, reflection on teaching practices, and a commitment to continually improving the quality of learning—not merely obtained through administrative recognition. Furthermore, from the perspective of Pamfoh's "(2022) , changes in teaching behavior do not occur merely because of policies or incentives, but emerge when teachers gain real-world experience that learning innovations have a positive impact on students' learning outcomes.

Therefore, certification cannot be viewed as the ultimate goal of teacher professionalism, but rather as a starting point for competency development that must be followed by ongoing professional development,

academic supervision, and a learning culture that supports innovation. Thus, this study emphasizes that the effectiveness of certification policies will be more meaningful if their success is measured based on changes in the quality of teaching practices and teaching productivity, rather than solely on certificate ownership or the fulfillment of administrative requirements.

Professional commitment is a more decisive factor in actual performance

The findings of this study indicate that professional commitment is the primary determinant distinguishing formal professional recognition from teachers' actual performance in the classroom. Although certification provides legitimacy for teachers' competencies, teaching productivity is, in practice, more influenced by teachers' willingness to continue learning, engage in reflection, and develop learning strategies tailored to students' needs. This indicates that certification merely provides a professional foundation, whereas the quality of its implementation is determined by each teacher's level of professional commitment. These findings align with the Professional Commitment theory proposed by Muremela et al., (2023) , which explains that individuals with high professional commitment demonstrate a strong attachment to their profession, possess a moral responsibility to deliver their best performance, and are motivated to engage in continuous self-development. In the context of education, teachers with high professional commitment not only fulfill their administrative duties but also strive to improve the quality of learning through innovation and reflection on their teaching practices.

These findings also support the concept of Teacher Professional Capital developed by Malen & Hart, (2022) , which asserts that teacher quality is built through the integration of *human capital* (individual competencies), *social capital* (professional collaboration), and *decisional capital* (the ability to make appropriate pedagogical decisions). Certification only strengthens the *human capital* aspect, whereas actual performance improvement requires strengthening *social capital* and *decisional capital* through a culture of learning, collaboration, and professional experience. Furthermore, these findings align with the theory of Reflective Practice by Ayres, (2025) , which states that high-quality professionals are those who continuously reflect on their actions to improve their work practices.

Therefore, this study confirms that teaching productivity cannot be achieved through certification policies alone but requires a strong professional commitment so that teachers can translate their competencies into innovative, adaptive teaching practices focused on improving the quality of student learning. Thus, professional commitment serves as a strategic factor that bridges the recognition of formal competencies with the actual realization of high-quality teacher performance.

V. CONCLUSION

This study shows that the effectiveness of teacher certification programs through the provision of professional allowances cannot be understood as a linear relationship between improved well-being and increased teaching productivity. The findings reveal that professional allowances successfully boost teachers' work motivation and sense of responsibility as professionals; however, these improvements do not automatically lead to changes in teaching productivity. Learning productivity is, in fact, more strongly determined by teachers' professional commitment, which is reflected in their willingness to continue learning, innovate, reflect on teaching practices, and develop adaptive learning strategies tailored to students' needs. Thus, this study expands the theoretical perspective on the evaluation of certification policies by emphasizing that professional recognition should be positioned as a supporting factor, while professional commitment serves as the primary mechanism that transforms formal competencies into actual performance. The theoretical contribution of this study lies in strengthening the argument that the effectiveness of certification is best explained through the integration of the *Teacher Professional Capital* and *Professional Commitment* perspectives, such that the success of the policy is measured not only by certificate ownership or improved well-being but also by teachers' ability to actualize their competencies in teaching practice.

In this context, the findings at Darussalam Junior High School in Blokagung, Banyuwangi, indicate that the school's professional culture plays a crucial role in strengthening the impact of certification on the quality of learning. Therefore, the implications of this study emphasize the need to shift the certification evaluation system from an administrative orientation toward an evaluation based on actual performance that measures instructional innovation, professional reflection, and their impact on students' learning processes. Future research is recommended to develop a certification evaluation model that integrates the variables of professional commitment, school organizational culture, and instructional leadership through a comparative design across grade levels or school types to obtain a certification implementation model that is more adaptable to various educational contexts. Ultimately, teacher certification should not be viewed as the end of the professionalization process, but rather as the starting point for creating a sustainable, innovative learning ecosystem focused on improving the quality of education.

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