International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Problems Of Teacher Certification Implementation In Improving The Professionalism Of Educators In Madrasas: Implementation Analysis, Administrative Constraints, And Performance Impacts

Fahriana
Pascasarjana UINSI Samarinda
Titi Kadi
UINSI Samarinda

Abstract

Teacher certification is a fundamental policy instrument designed by the Indonesian government to improve the quality of education through standardization of competencies and the provision of professional allowances. However, its implementation in the madrasah environment faces various complex problems. This study aims to analyze in depth the obstacles to the implementation of teacher certification in madrasas and their impact on the professionalism of educators. The main problems raised include administrative barriers in the digital system, regional competency disparities, and the phenomenon of post-certification performance stagnation. The importance of this task lies in the need for a critical evaluation of certification policies to ensure that professional allowances are directly proportional to the improvement of the quality of learning. The methodology used is a systematic literature study with a descriptive-analytical approach, reviewing secondary data, previous research results, and the latest ministry policies related to the 2024-2026 period. The results of the study found that although certification has a positive impact on financial well-being, the improvement of professionalism is often hampered by the administrative burden of the Simpatika and EMIS 4.0 systems, as well as the lack of continuous coaching. There is evidence of a significant gap between teachers in urban and remote areas, where access to training and digital infrastructure is the main obstacle. In addition, it was found that certification tends to be viewed as a financial end goal rather than a continuous competency development process. The conclusion of the study emphasizes the importance of integrating more adaptive data systems, strengthening the spiritual dimension in the professionalism of madrasah teachers, and transforming the Teacher

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Professional Education (PPG) scheme to be more flexible.

Keywords: Teacher Certification, Professionalism, Madrasah, Sympathy, Educator Performance.

INTRODUCTION

The national education system in Indonesia is currently in the midst of a major transformation that aims to realize the vision of a Golden Indonesia 2045. In the midst of efforts to increase global competitiveness, the role of teachers in madrasah institutions is crucial because they carry out a dual responsibility, namely to produce a generation that is intellectually superior while having strong moral-religious integrity. Madrasahs, as formal educational institutions that have the characteristics of Islam, play a strategic role in shaping the nation's character. However, social facts show that the quality of education in madrassas is often underestimated compared to public schools, both in terms of the availability of infrastructure facilities and the competence of their educators. Sociopolitically, the government has tried to equalize the position of madrassas through various regulations, including Law Number 14 of 2005 concerning Teachers and Lecturers which mandates certification programs as a formal mechanism to recognize the professionalism of teachers.

The economic condition of madrasah educators, especially those with non-State Civil Apparatus (ASN) status, is a very sensitive issue and is a strong background for the birth of the certification policy. Many madrasah teachers in various regions still receive honorariums below the minimum wage standard, while the workload they carry is not much different from their colleagues in public schools. This economic fact creates a paradox; On the one hand, teachers are required to be professional and highly dedicated, but on the other hand, their basic needs have not been met properly. Therefore, the Teacher Professional Allowance (TPG) that accompanies certification graduation is seen as not just an appreciation, but a "backbone" for the economic welfare of educators. However, this high dependence on financial aspects often distorts the meaning of professionalism itself, where certification is often considered the end point of economic struggle, rather than the starting point of competency development.

Politically, madrasah governance is under the auspices of the Ministry of Religion (Kemenag), which has different bureaucratic and budgetary dynamics from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This often causes discrepancies in the implementation of policies in the field. For example, as of March 2026, the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Ministry of Religion is still struggling to complete the administrative process for hundreds of thousands of madrasah teachers so that their allowance rights can be paid on time. This budget political issue is often a "hot ball" that affects the motivation of teachers in madrasas. In addition, Indonesia's vast geographical environment and consisting of thousands of islands presents its own challenges. Teachers in remote areas such as Enggano Island or remote areas of West Nusa Tenggara face infrastructure accessibility obstacles that severely hinder them from participating in the digital-based certification process.

There are facts in the literature that show inconsistencies in results between certification policies and real performance improvements in the classroom. Several recent literature studies (2024-2025) report that certified teachers show significant improvements in learning planning and evaluation of learning outcomes. In contrast, there is a comparative quantitative study that concludes that there is no significant difference in performance between certified and non-certified teachers, as the demands of professionalism in the field force all teachers to perform at their best regardless of their certification status. This contradiction shows the existence of a "missing link" in the implementation of certification, namely the lack of continuous post-certification coaching that causes teachers to revert to conventional teaching methods after receiving benefits.

The main purpose of this study is to dissect the problems of the implementation of teacher certification in madrassas holistically, starting from the root of administrative problems to the psychological impact on the professionalism of educators. This paper also seeks to evaluate the effectiveness of digital data collection systems such as Simpatika and EMIS 4.0 which are instruments for determining the feasibility of madrasah teacher certification. In addition, this study aims to provide strategic recommendations related to regulatory changes in 2025/2026, including the elimination of the requirement for 24-hour face-to-face and the flexibility of Teacher Professional Education (PPG).

The argument built in this report states that the professionalism of madrasah teachers will not increase substantially as long as the certification system is still trapped in an administrative-procedural paradigm. The research hypothesis assumes that digital bureaucratic constraints and inequality of access to infrastructure in remote areas are the main factors that hinder the achievement of the noble goal of certification. If the government does not synchronize data more precisely and shift the focus from document fulfillment to pedagogic quality assurance, then the Teacher Professional Allowance will only become an instrument to increase purchasing power without making a real contribution to the transformation of the quality of learning in madrasas.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The manifestation of professionalism in the madrasah environment has its own peculiarities which are often referred to as the term professionalism based on Islamic values. Madrasah teachers are seen not only as teachers, but as spiritual directors (murobbi and mudarris) who carry the mission of religion and science simultaneously. The requirements for professionalism in the Islamic perspective include piety, breadth of knowledge, justice, and sincerity (the goal of Rabbani). This pattern requires madrasah teachers to have intellectual "jihad" in carrying out the mandate of education. The integration of formal government competencies with Islamic ethical values is the main pattern that distinguishes the professionalism of madrasah teachers from teachers in public schools.

The second concept that is the focus of the study is certification as a professional standardization instrument. Certification is defined as the process of giving formal recognition of teachers' competencies through the granting of educator certificates. Its history in Indonesia has gone through several phases, ranging from portfolio assessment to the Teacher Professional Education (PPG) scheme. The pattern of implementing certification in madrasas today is highly dependent on digital databases. The manifestation of this certification is the issuance of a Teacher Registration Number (NRG) and a Decree on the Feasibility Analysis of Allowance Recipients (SKAKPT). The latest trend points to a shift towards flexibility, where starting in 2025, the requirement of a minimum of 24 hours of face-to-face contact will be removed and replaced with the conversion of other supporting activities.

However, there are fundamental flaws in the certification system that often lead to "professional disorientation". These weaknesses include teacher orientation that focuses too much on financial incentives rather than incentive-driven performance. In addition, the certification process is often considered a laborious administrative burden due to the complexity of data synchronization between EMIS and Simpatika systems. This pattern creates a situation where teachers feel pressured by digital bureaucracy so they don't have enough time to do pedagogic reflection on their teaching practices in the classroom.

The third concept is related to the madrasah ecosystem itself as a research locus. Madrasah is categorized into Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) which each have different professional challenges. The categorization of public and private madrasas also gives rise to a significant pattern of welfare disparities. In private madrasas, budget constraints are often the main obstacle for teachers to participate in qualification improvement programs (such as continuing their studies to the S1 level) which is an absolute requirement for certification. Weak infrastructure in 3T (Frontier, Outermost,

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Disadvantaged) areas exacerbate this condition, where teachers in these areas often lag behind in obtaining the latest information on certification registration or professional training.

RESULTS

Concrete evidence of the implementation of teacher certification in madrasas can be seen from the quantitative achievements managed by the Ministry of Religion as of early 2026. Although there has been great progress in the number of teachers with professional qualifications, there is still a wide gap between the determination of status and the realization of teachers' financial rights.

Madrasah Teacher Certification Status (March 2026)	Number of Teachers	Remarks
Have a Teacher Registration Number (NRG)	405.438	Total qualified legitimate teachers.
SKAKPT Has Been Issued (Ready to Disburse)	246.449	The initial stage of disbursement of alimony.
In the Process of Finalizing Administration	158.989	Waiting for system data validation.
Certified Teacher (Cumulative)	>	Overall figures as of 2026. [30]

The statistics above show that around 39% of teachers who already have NRG are still held back in the process of finalizing the administration. The explanation of this data refers to the complexity of the bureaucratic system which involves multi-level verification from madrasah operators to review by the Government Internal Supervision Apparatus (APIP). This data relationship shows that the efficiency of the digital system (Simpatika/EMIS) is inversely proportional to the volume of data that must be processed, which ultimately results in a delay in the payment of allowances during the January-February 2026 period. This triggers psychological anxiety among educators who rely heavily on these allowances to meet their daily needs.

The second evidence regarding competency problems is found through a comparison of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

performance results between certified and uncertified teachers. Based on the results of statistical analysis on several case studies in madrasas, a non-uniform pattern was found. On the one hand, research at SMPIT Al-Husna showed that the average score of professional competence of certified teachers was 122.4 out of an ideal score of 140, which was categorized as good. However, another comparative study using the t-test statistical test showed a significance value of 0.000 with a very low t-coefficient (0.123), which means that technically there was no drastic difference in teaching performance between the two groups.

The explanation for this phenomenon is that teachers who have not been certified often have a higher motivation to prove their quality in order to gain recognition in the future. On the other hand, certified teachers sometimes experience "creative stagnation" because they feel they are in their financial comfort zone. This data relationship provides a strong signal that professional allowances have not been the single factor that automatically boosts pedagogical quality in the classroom. In fact, the results of the interviews revealed that there were certified teachers who still gave assignments to students without conducting adequate evaluations, which is a reflection of the low commitment to professionalism.

The third evidence relates to specific administrative constraints in the transition of the EMIS 4.0 system. Based on the 2026 field report, the emergence of the "S29 Status Trap" in the Simpatika application has become a scourge for teachers. This technical issue arises due to several factors:

1. The insynchronization of NIK and NUPTK data between the Emis (central) and Simpatika (local) databases, where a difference of just one letter can thwart the issuance of S29.
2. The workload of at least 24 hours face-to-face is difficult for teachers in small madrasas or madrasas in remote areas due to the limited number of study groups.
3. Delay in verifying digital attendance is an absolute requirement for the disbursement of benefits.

Further explanation of this shows that the government deliberately conducts a strict review through APIP to avoid double payment or budget post errors for teachers who are mutated or promoted.24 However, the relationship between strict financial supervision and the speed of teacher rights services is often unbalanced, so that the bureaucracy seems to prioritize administrative security over the welfare of educators.

The fourth piece of evidence comes from a case study in West Nusa Tenggara (NTB) that illustrates regional disparities. The 2021 NTB Education Statistics data shows a striking inequality of qualifications: in urban areas, 60% of madrasah teachers have a S1 degree, while in rural areas

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

only 30% This qualification limitation automatically closes rural teachers' access to certification programs. In addition, economic conditions in remote areas make it difficult for teachers to finance further education. On Enggano Island, infrastructure problems such as the lack of stable internet access make synchronizing data to the Ministry of Religion's central server an extraordinarily difficult struggle for operators and teachers. This case study proves that a nationally uniform certification policy fails to address the reality of infrastructure inequality in various corners of Indonesia.

DISCUSSION

The summary of the results of this study underlines that the teacher certification program in madrassas has succeeded as an instrument of welfare, but has failed as the main driving force for the professionalism of educators equally. Administrative problems in the EMIS 4.0 and Simpatika systems, stagnation of post-certification performance, and regional qualification disparities in NTB and other remote areas are clear evidence of systemic barriers. Despite the trillions of rupiah budgets disbursed, its effectiveness in changing learning practices in the classroom is still highly questionable.

Discursively, these findings reinforce the theory of "stunted educational administration", in which the institutional focus is more on the fulfillment of formality procedures than on the substance of quality. When compared to the results of previous studies that tended to be optimistic, this report found a tendency to "pseudo-professionalism". Madrasah teachers do have certificates, but the implementation of the curriculum in the classroom is often incomplete and the use of information technology is still far from ideal. A striking difference is found in the motivation aspect; Certification, which is supposed to be an intrinsic motivation driver, actually triggers more short-term extrinsic motivation.

Reflection on the results of this study is a sign that our education system is still very oriented towards input (number of certified teachers) rather than output (student learning achievement). The phenomenon of the absence of significant differences between certified and non-certified teachers in some case studies suggests that the school environment and the work culture of madrassas have a stronger influence on performance than the certification status itself. This signifies that professionalism is a product of a healthy learning ecosystem, not just a product of a few months of short training in the PPG program.

Of these findings are very serious for the future of Islamic education in Indonesia. If these administrative and quality problems are not immediately addressed, then the dignity of madrasah

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

as a superior educational institution will continue to be eroded. The uncertainty of disbursement of professional allowances due to digital system constraints can trigger a decrease in teacher dedication, which ultimately has an impact on students' low academic achievement. In addition, the inequality of quality between teachers in cities and villages will create educational castes that are detrimental to people in remote areas.

Results of the study show this pattern? The root of the problem lies in three main things: First, the design of a very rigid and load-based certification policy (24 hours), which is incompatible with the reality of private madrassas in remote areas. Second, the limited capacity of servers and technology infrastructure within the Ministry of Religion is not ready to accommodate large-scale data migration in a synchronous manner. Third, lack of supervision and post-certification coaching; The government seems to consider its task complete after providing certificates and allowances, without periodic evaluations of teachers' performance in the classroom.

The next step (NOW-WHAT) demands fundamental reforms in the governance of madrasah teachers. Based on the Ministry of Religion's Strategic Plan (Renstra) 2025-2029, strengthening madrasah governance must be focused on perfect data synchronization between EMIS and other personnel systems to minimize administrative obstacles. The latest policy in 2025 that removes the requirement of 24-hour teaching and converts it with other self-development activities is the right step that must be implemented massively immediately. In addition, an "Affirmation Certification" scheme is needed for teachers in remote areas that provides ease of procedure without neglecting the quality of minimum standards. Digital transformation through EMIS 4.0 must be followed by intensive training for madrasah operators so that no more teachers become victims of data input errors.

CONCLUSION

Based on the in-depth analysis that has been carried out, the most important finding of this study is that there is a significant disconnect between the administrative achievement of certification and the improvement of the quality of the professionalism of educators in madrasas. Although the certification program effectively improves the economic well-being of teachers, its impact on the effectiveness of learning in the classroom is still not optimal and tends to be stagnant. Administrative problems in the EMIS 4.0 and Simpatika digital systems have proven to be the main obstacles that consume teachers' energy, while regional disparities between urban and rural areas create chronic quality inequalities.

The contribution of this research lies in the identification of the problem of "procedural

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

professionalism" which suggests that the provision of benefits without continuous coaching will not result in educational transformation. This study provides a new perspective for policymakers in the Ministry of Religion to focus not only on the quantity of certified teachers, but rather on post-certification quality assurance mechanisms. The use of the latest data in 2026 regarding the challenges of the digital system makes a practical contribution to efforts to improve the governance of the education bureaucracy in Indonesia.

This study has limitations in the scope of the subject which is still dominated by literature studies and secondary data. The dynamics of education policy that are very fast in the 2025-2026 government transition era may give rise to new variables that have not been fully captured in this report. Therefore, the direction of further research is recommended to evaluate the long-term impact of the policy of eliminating the 24-hour teaching requirement on teachers' pedagogic creativity. In addition, research on the model of community-based teacher training (Micro-credential) in remote madrassas needs to be developed to overcome barriers to access to higher education for teachers in remote parts of the archipelago. Overall, the certification of madrasah teachers must be returned to its essence: not just an instrument of welfare, but a sacred promise to educate the life of the nation with professionalism rooted in spiritual values.

FUTURE DIRECTIONS

Based on the findings regarding the phenomenon of "procedural professionalism" and the various limitations of this study, several future research directions need to be considered to deepen educational transformation in madrasah environments. First, further research is needed that specifically evaluates the effectiveness of post-certification quality assurance mechanisms . The primary focus should be on how to create a monitoring system capable of ensuring that improvements in teacher welfare are linearly correlated with pedagogical innovation in the classroom, going beyond simply fulfilling administrative workloads.

Second, given that digital workload in the EMIS 4.0 and Simpatika systems was identified as a major obstacle, future studies should explore the integration of more streamlined digital bureaucratic governance . This research could examine aspects of digital literacy and the psychological impacts, or *technostress,* experienced by teachers to identify bureaucratic models that support rather than drain educators' instructional energy.

Third, to address the quality gap between urban and rural areas, further research is recommended to test community-based teacher training or *micro-credential* models in remote areas. This is crucial for mapping how technology and local collaboration can reduce geographic

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

barriers to access to high-quality professional development.

Finally, in line with the policy dynamics of the 2025-2026 government transition, a longitudinal study is needed to monitor the long-term impact of the policy of eliminating the 24-hour teaching requirement . This research must be able to demonstrate whether the provided time flexibility actually translates into deeper teaching creativity. Through this series of research directions, it is hoped that the orientation of madrasah teacher certification can shift from being a mere administrative instrument to strengthening a professional identity rooted in spiritual values and national service.

REFERENCES

Anisa, Muthia Diva, Ananda Al Fitria Aisyah, Ayu Tia Rachmawati Raden, and Abdurrahmansyah. "The Role of Teacher Certification in Improfing The Quality of Educarion in Indonesia." Pedagogic Journal of Education 20, no. 1 (2025): 44–54.

Cut Kumala Sari, Melva Rossi, And Sri Sundari. "Teachers' Perceptions of the Impact of Certification on Teaching Quality and Well-Being." Pearl of Education and Sport 2, no. 3 (May 2025): 188–96. Https://Doi.Org/10.61132/Mupeno.V2i3.287.

Hamid, Abd. "Teacher Professionalism in the Learning Process." Journal of Social and Religious Research 10, No. 1 (2020).

Hanafi, Halid. "Teacher Professionalism in Efforts to Form Quality Students." Jariah : Journal of Risalah Addariya 1, No. 1 (2024).

Khatima, Winda Husnul, Tivany Pebiola, and Resti Komala Sari. "Problem Analysis Regarding the Limitations of Educators on the Outermost Island, Especially Mathematics Teachers at SMAN 6 North Bengkulu, Enggano District." Scientific Journal of Mandira Cendikia Research 1, No. 1 (2023).

Mahdiyyah, Aura, Nurul Arsi, Nia Nazlia, and Rama Dhania Br Sitepu. Madrasah Teacher Competency Development Policy. 02, No. 02 (2025).

Maps, Journals, and Archives. Yuli Andriani. "The Impact of the Certification Program on Improving Teacher Professionalism at SMAN 1 Gaung, Indragiri Hilir Regency." Map (Journal of Management and Public Administration) 3, no. 4 (December 2020): 549–60. Https://Doi.Org/10.37504/Map.V3i4.292.

Ramadani, Khairu, Nurul Hidayah, and Abdul Wahid. "Teacher Professionalism in the Perspective of Islamic Education: Integration of Competencies and Islamic Values." At-Tadbir : Journal of Islamic Education Management 5, No. 2 (2025).

Refi Mariska, Annisya Ridhotulloh, Rosmadani, Rizki Ananda, and Nasrul. "Improving the Ability of Elementary School Teachers Through Teacher Certification." Scientific Journal of Education Citra Bakti 11, No. 3 (August 2024): 792–806. Https://Doi.Org/10.38048/Jipcb.V11i3.3734.

Salim, Agus and Suryati. "The Development and Challenges of Madrasah Education in West Nusa

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Tenggara: An Analysis of Statistics, Policy, and Legal Aspects." Realism: Law Review 2, No. 3 (December 2024): 239–70. Https://Doi.Org/10.71250/Rlr.V2i3.47.

Supendi, Pepen, Ari Daryani, and Desi Safitri. "Teacher Professional Education (Ppg)." Journal of Education and Teaching 1, no. 5 (2023): 7–17.

Udin, Drajat. "Collaboration of Islamic Religious Education Teachers with Guidance and Counseling Teachers in an Effort to Internalize Islamic Religious Education Values at Madrasah Aliyah Negeri Sungai Gelam, Muaro Jambi Regency." Journal of Paris Langkis 1, No. 2 (March 2021): 113–25. Https://Doi.Org/10.37304/Paris.V1i2.2451.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License