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

Analysis Of The Performance Of Certified Teachers In Elementary Schools

Fauziah Ahmad Zain Nainggolan
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan
Restu
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan
Hidayat
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan
Samsidar Tanjung
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan
Noni Rozaini
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan
Yusnaidi
Magister Pendidikan Dasar,Fakultas Ilmu Pendidikan,Universitas Negeri Medan

Corresponding Author: fauziahahmadzain@gmail.com

Abstract

The purpose of study This is 1) to describe aspect certified teacher competencies in learning at SDN 101783, SDN 101777, and SDN 1017402 Saentis in 2025/2026 Academic Year, 2) describes aspect certified teacher performance in learning in 3 schools, and 3) explaining implications aspect certified teacher performance to competence in carry out task learning. Type of research descriptive qualitative and quantitative which aim For describe and understand in a way deep phenomenon performance of certified teachers based on the data obtained through interviews, observations, and questionnaires open. This research carried out at SDN 101783, SDN 101777, and SDN 1017402 Saentis whose addresses are Medan Percut Road No.Km 15.5, Saentis, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. School This are in the same area or complex nearby schools so that easy For done research. Subject study is a certified teacher who teaches in three school namely SDN 101783, SDN 101777, and SDN 1017402 Saentis. There are 45 certified teachers selected become object research. Research results find that aspect Certified

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Teacher Competencies in 3 schools different where SDN 101777 has categorized as High, which means that teachers at the school the Already own excellent ability in operate task his professionalism. For SDN 101783 and SDN 1017402 which are categorized as Medium, it shows that the teacher has also Enough own will professional, but Still must given encouragement, training, or mentoring so that they more Spirit Again in work. Then, the aspect of Certified Teacher Performance find achievement results different work where SDN 101777 is categorized as High, which means achievement good job as planner, implementer, assessor, and evaluator. SDN 101783 Sedang, which means achievement enough work as a teacher who has professional, will but Still need motivation as well as training. Meanwhile, SDN 1017402 is categorized Low own It means that the teacher must get attention For guided and trained so that capable increase performance professionalism in the future. Implications Performance Aspects of Certified Teachers from Competence in Carrying out Learning Tasks find that the more tall the more competencies teachers have, the more good teacher performance in carry out his duties.

Keywords: Teacher Performance, Certification, Teacher Competence

INTRODUCTION

A teacher is a profession whose primary duty is to educate, teach, guide, direct, train, assess, and evaluate students to shape their character and personality so that they develop holistically. Sa'ajiz (Ilma et al., 2015) stated that that Teacher *performance is the work achieved by a teacher in carrying out their duties in accordance with the responsibilities given to them.* This means that *teacher* performance is the work results achieved by a teacher in carrying out their duties in accordance with the responsibilities given to them. Teacher performance is the work results achieved by a teacher in carrying out their professional duties in accordance with the responsibilities given to them, which are reflected in the ability to plan learning, carry out the learning process, assess learning outcomes, and carry out evaluations and follow-up on learning (Sterrett & Richardson, 2020).

In Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Prayoga, et al. (Riyanti, 2020) stated that Law Number 14 of 2005 concerning Teachers and Lecturers not only establishes the definition and

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position of teachers, but also emphasizes the importance of teacher performance as a determining factor in the quality of national education. Alfaiz (An et al., 2021) stated that teacher performance is reflected in the teacher's ability to plan learning activities, implement the learning process, and assess and evaluate student learning outcomes. Good planning will determine the quality of learning implementation, while assessment and evaluation function to determine the level of success of the learning that has been implemented.

In carrying out planning work, teachers play a role in systematically preparing all learning components before the teaching and learning process takes place. Usriyah & Pd (2021) stated that this planning performance is realized through the preparation of learning tools such as syllabi, Lesson Plans (RPP), teaching materials, learning media, and assessment instruments that are in line with learning objectives. Good planning reflects the teacher's readiness to manage learning and demonstrates professional skills in organizing materials, methods, and learning strategies in an integrated manner. Similarly, Kurniasari et al. (Park et al., 2019) stated that teacher performance in planning also includes the ability to analyze student characteristics, determine clear learning objectives, and adapt materials and methods to students' needs and learning conditions. This means that learning planning is not merely administrative, but also serves as the primary foundation for the success of learning implementation and the achievement of optimal learning outcomes, which are the result of teacher performance.

The performance of teachers as implementers is reflected in their ability to carry out the learning process according to the established plan. Auliyah et al. (Chung & Fisher, 2022) stated that teachers are tasked with implementing learning objectives through structured, systematic teaching and learning activities oriented towards achieving student competencies. Teachers deliver lesson materials using appropriate methods, use appropriate learning media, and manage the class to create a conducive and interactive learning atmosphere (Xintian, 2019). Furthermore, Abidin (2024) stated that the performance of teachers as implementers is also demonstrated through their ability to guide, motivate, and direct students during the learning process. Teachers not only act as material deliverers but also as facilitators who help students understand the material, develop their potential, and foster discipline and responsibility. This means that the success of implementing learning is largely determined by the teacher's performance in managing time, methods, and interactions with students effectively.

Furthermore, teacher performance as an assessment tool can be understood as determining the level of student learning achievement. Syahrial et al. (2025) stated that in the

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role of assessor, teachers are tasked with designing and implementing the assessment process in accordance with the established learning objectives (Karousiou et al., 2019). Assessment is carried out through various techniques, such as written tests, assignments, observations, performance, and portfolios, so as to be able to describe students' abilities comprehensively. Ramli et al. (2025) stated that as assessors, teachers are required to be objective, fair, and transparent in assigning grades. Assessments not only focus on the knowledge (cognitive) aspect, but also include the attitude (affective) and skills (psychomotor) aspects. This means that the results of assessments conducted by teachers can reflect the overall development of student learning (Parkhouse et al., 2022).

The role of teachers as assessors extends beyond assigning grades to students, including providing feedback. Andayani & Madani (2023) state that teachers as assessors provide feedback that helps students identify their strengths and weaknesses and motivates them to improve their learning outcomes. Therefore, teachers as assessors play a significant role in improving the quality of learning and educational success. Nawanti et al. (2024) state that the role of teachers in assessment extends beyond simply assigning grades, but significantly determines the quality of the teaching and learning process and overall educational outcomes. This means that through appropriate, objective, and ongoing assessments, teachers can determine students' levels of understanding and development, identify their strengths and weaknesses, improve learning methods and strategies, and help students improve their learning outcomes (Powell & Bodur, 2019). Therefore, teacher assessments are an important tool for improving the learning process and ensuring that educational goals are optimally achieved (Paul & Jena, 2022).

A teacher's performance as *an evaluator* is reflected in their ability to comprehensively assess and interpret learning outcomes to determine the level of success of the teaching and learning process that has been implemented. Intan et al. (2022) stated that in their role as *an evaluator,* teachers not only observe student learning outcomes but also evaluate the learning process, the methods used, and the appropriateness between objectives, materials, and learning strategies. Furthermore, Suciani et al. (2023) stated that as *an evaluator,* teachers analyze assessment data to identify strengths and weaknesses in learning. The evaluation results are used as a basis for making improvement decisions, such as conducting remedial, enrichment, or changing learning strategies. This means that the teacher's performance as *an evaluator* serves as a means of professional reflection to continuously improve the quality of learning (Sanusi & Wasliman, 2021).

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Through the role *of evaluator,* teachers also ensure that learning objectives have been achieved according to established standards. Zahroh & Hilmiyati (2024) stated that systematic and continuous evaluation helps teachers improve learning effectiveness, thus positively impacting student development and overall educational success. This means that evaluation activities carried out in a planned, regular, and continuous manner enable teachers to identify the strengths and weaknesses of the learning process that has been implemented. Through consistent evaluation, teachers can improve teaching methods and strategies, learning becomes more targeted and effective, students gain a better learning experience, and educational goals can be optimally achieved. Thus, evaluation is not just an assessment activity, but an important tool for improving the quality of learning and encouraging student development and overall educational success (Kartini et al., 2020).

Teacher performance as planners, implementers, assessors, and *evaluators* is closely related to the title of certified teacher, because certification is essentially a recognition of teacher professionalism in carrying out their duties as a whole. Sunandar Komara (2025) said that teachers who have obtained a teacher certificate are expected to be able to demonstrate optimal performance in all four roles such as planners, implementers, assessors, and evaluators. This means that teacher performance as planners, implementers, assessors, and *evaluators* is an important indicator in assessing the quality of certified teachers. Hendrik Dewantara (2024) said that the title of certified teacher does not only indicate passing the competency test, but must also be reflected in ongoing professional performance to improve the quality of learning and educational success (Napitupulu & Napitupulu, 2019). The certification program regulated in Law Number 14 of 2005 emphasizes that the title of certified teacher is not just a formal title, but must be reflected in the professional performance of teachers who are able to improve the quality of education and student success in a sustainable manner through planning, implementing, assessing, and *evaluating* (Natuna et al., 2023).

In the initial observation conducted at Public Elementary Schools (SDN) 101783, 101777, and 107402 Saentis for the 2025/2026 Academic Year, it was found that the number of certified teachers was 45 people and those who were not certified were 38 people. The large number of certified teachers in these three schools should have contributed well to the performance of teachers as planners, implementers, assessors, and evaluators. However, in reality, there are still deficient performance of certified teachers in planning, such as a mismatch between plans and student needs, where teachers have not fully adapted materials and methods to student abilities

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or characteristics. Second, limited time and administrative burdens cause teachers to be less than optimal in preparing learning tools, such as syllabi and complete and detailed Learning Implementation Plans (RPP). Third, limited mastery of technology and learning media can make learning plans less innovative and varied, so they are not interesting for students. Thus, even though teachers have been certified, the performance of planners still requires coaching and mentoring so that learning planning can be carried out systematically, according to standards, and is able to improve the quality of learning and student success.

Interviews with several certified teachers revealed that the lack of variety in teaching methods and strategies makes learning monotonous, resulting in students being less active and motivated. Second, suboptimal classroom management, such as difficulties managing discipline, interaction, or group work, can disrupt the smooth flow of learning. Third, limited use of learning media and technology hinders teachers in delivering material in an engaging and interactive manner. Fourth, some teachers face challenges adapting material to students' ability levels, resulting in some students having difficulty understanding the lessons. Furthermore, high workloads and limited time are also contributing to the high cost of teaching. Limited resources sometimes prevent teachers from focusing on optimally implementing learning. As a result, learning objectives are not fully achieved, and student learning outcomes are less than optimal. This means that even though teachers have obtained certification, learning implementers still require support, training, and professional development to implement effective, engaging learning and improve student achievement and development (Karakose et al., 2021).

Interviews with school principals revealed that certified teachers' performance in assessments often faces several obstacles that can impact the objectivity and effectiveness of the learning process. First, a misalignment between assessment instruments and learning objectives can result in assessment results not fully reflecting students' abilities. Second, a lack of variety in assessment techniques, such as relying solely on written tests without accompanying observations, assignments, or portfolios, can limit teachers' understanding of students' overall development. Third, subjectivity in assessments can still occur, particularly in affective and psychomotor aspects, resulting in less than fully objective grades. Fourth, time constraints and administrative burdens sometimes force teachers to rush through assessments, resulting in inaccurate assessments. This can impact follow-up learning, such as remedial or enrichment programs, which should be tailored to students' needs (Thurm & Barzel, 2020).

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Furthermore, the performance constraints of certified teachers in evaluations include: first, the lack of teachers' ability to comprehensively analyze assessment results, which results in evaluations being merely a formality rather than a means of improving the learning process. Second, suboptimal follow-up to evaluations, such as the development of learning strategies, methods, or media, can limit learning improvements. Third, the lack of reflection on learning effectiveness can lead to teachers being unaware of the weaknesses of the methods or approaches used. As a result, the learning process does not develop significantly, and the achievement of educational goals is less than optimal (Lohmann et al., 2021). This means that even though teachers have been certified, performance in assessments and evaluations still requires professional guidance, training, and mentoring so that the learning process can be improved sustainably, effectively, and have a positive impact on student achievement and development (Hakim et al., 2022).

Several theories that put forward the performance of certified teachers, such as AHMAD (2025), say that the performance of certified teachers includes the teacher's ability to carry out four main roles, namely as planners, implementers, assessors, and *evaluators.* These four roles are interrelated and are indicators of teacher professionalism that are recognized through certification. The same opinion was also expressed by Sari, et al. (2025) who said that the performance of certified teachers has been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that certified teachers must be able to plan, implement, assess, and evaluate learning consistently and continuously. This means that the performance of certified teachers is not only assessed from their teaching abilities, but also from their ability to plan, assess, evaluate, and manage the learning process professionally. This is in line with Law Number 14 of 2005, which emphasizes that professional teachers must be able to carry out these four roles consistently and continuously.

Several studies on the performance of certified teachers, such as Harefa (2025), analyzed the influence of teacher certification on teacher performance and professionalism in Indonesia. The results of the study showed that the performance of certified teachers contributes to aspects of learning planning, implementing the teaching and learning process, and evaluating learning outcomes. This finding is in line with the research of AHMAD (2025) which discussed the performance management of certified teachers at MTsN and MTsN 2 Tanggamus. The results showed that the performance management of certified teachers is good in terms of planning, implementation, and evaluation. This means that the performance of certified teachers focuses

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on four aspects: planning, implementation, assessment, and *evaluation* (Purnamasari et al., 2020).

Another study revealed a different reality, as revealed by EDDY (2021) regarding the influence of academic supervision, pedagogical competence, personality competence, social competence, and professional competence on the performance of Islamic religious education teachers in high schools in South Lampung. The study found that teacher performance was related to academic supervision, pedagogical competence, personality competence, social competence, and professional competence (Yusnita et al., 2022).

Research on the performance of certified teachers is crucial because it relates to planners, implementers, assessors, and *evaluators.* However, various findings in the field indicate that the performance of certified teachers does not fully meet the four predetermined aspects: some certified teachers still lack technological expertise, lack innovation in implementing learning methods, and have not yet optimally developed professional competencies on an ongoing basis. This situation creates a gap between the objectives of certification and the reality of teacher performance in schools. The question arises whether the performance of certified teachers truly contributes to improving the quality of learning or merely serves as an administrative fulfillment (Mackey & Evans, 2011). This situation creates a situation that is inconsistent with the ideal objectives of certification and the practice of teacher performance in the field, so it needs to be studied scientifically. Thus, research on the performance of certified teachers in three Saentis Public Elementary Schools in the 2025/2026 Academic Year has strategic value in efforts to demonstrate the actual performance of certified teachers (Sanjar & Doston, 2022).

Therefore, it is very important to know:

a) What are the competency aspects of certified teachers in learning at SDN 101783, SDN 101777, and SDN 1017402 Saentis in the 2025/2026 Academic Year?
b) What are the performance aspects of certified teachers in learning at these 3 schools?
c) What are the implications of the performance aspects of certified teachers on their competence in carrying out learning tasks?

Certified Teacher Performance

The word performance is a description of the results of a person's or a group's work in carrying out their duties and responsibilities in accordance with established goals. North (2025) says that *performance is output derived from processes, human or thermal.* It means performance

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is results from a process that is carried out human. Performance always connected with ability man in Work so that show results the work he achieved. Widiati (2021) said that performance No only seen from how much Lots work done, but also from quality results work, accuracy time, and method work That done. This means in a way conceptual, performance reflect combination between abilities, efforts and opportunities that are owned somebody in work. Someone who has ability tall but No supported by motivation and environment good job, not yet Of course show optimal performance. On the other hand, good performance looks when individual capable utilise potential himself in a way maximum For reach results effective and efficient work (Gestsdóttir et al., 2024).

Teacher in his profession as educator sued For own good performance. Indriawati, et al (Skantz-Åberg et al., 2022) said that teacher performance is abilities and results work shown by the teacher in carry out task professional, including activity plan learning, carrying out the learning process teaching, assessing results learning, and guiding and fostering student in accordance with not quite enough responsibilities and standards that have been determined. Kartika & Arifudin (2023) said that teacher performance is results Work real in a way the quality and quantity achieved by a teacher in carry out his duties in accordance with not quite enough the answer given to him which includes

Preparing learning programs, implementing learning, implementation evaluation and analysis evaluation. This means results Work That covers all major processes in activity teaching, namely :

1. Developing a learning program (planning materials, methods, and learning objectives),
2. Carrying out learning (teaching process in class),
3. Carrying out evaluations (assessing student learning outcomes), and
4. Analyze evaluation results (process and use assessment results to improve learning).

In other words, teacher performance is not only assessed from teaching alone, but from the entire process of planning, implementing, and assessing learning which is carried out responsibly.

Certification is the process of granting educator certificates to teachers and lecturers, or formal proof of recognition given to teachers and lecturers as professionals. Hendrik Dewantara (2024) stated that through certification, teachers and lecturers are deemed worthy of carrying out strategic roles in the learning process, because they have proven their ability to plan, implement, and evaluate learning effectively. This means that more than just a status symbol,

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certification provides legitimacy for an educator's competence and work quality. With certification, teachers and lecturers are expected to be able to improve the quality of learning, develop themselves continuously, and carry out their duties responsibly as professionals committed to the advancement of education (Haug & Mork, 2021).

Harmawan et al. (2025) stated that certification is not merely the granting of a title or recognition, but rather a comprehensive assessment process to ensure that a teacher truly deserves to be called a professional educator (Zulkipli et al., 2022). This process is carried out by examining several important requirements, namely (Desimone & Garet, 2021):

1. Academic qualifications (Yang et al., 2025). Teachers must have a level of formal education that meets established standards.
2. Competence. Teachers must master the pedagogical, professional, personality, and social skills required for their teaching duties (Alshaikhi & Khasawneh, 2026).
3. Physical and mental health. Teachers must be in a supportive environment to carry out their educational duties optimally.
4. The ability to realize national education goals. Teachers are expected to be able to educate, teach, guide, and assess students to achieve national education goals (Sa'ajiz, 2023).
5. Improved welfare. Certification also provides rewards in the form of allowances that help improve teachers' welfare, enabling them to work better and more professionally.

In essence, certification is a comprehensive process to ensure that a teacher has the appropriate competence, health, and qualifications, and deserves recognition and well-being as a professional (Rafiq-uz-Zaman, 2026).

In addition to being certified, teachers must also possess competence. Good teacher competence, coupled with good salaries, is expected to lead to good performance. its performance Good then the teaching and learning process is also good. Good teaching and learning process expected can bear fruit quality education. Thinking like that's what underlies that teachers need certified (Hasibuan et al., 2026). The purpose of certification That Alone is with existence improvement quality and quality learning by existing teachers certified said. With existence certification educators (Musyadad & Sari, 2024), it is hoped competencies possessed by teachers as teacher Can improve the learning process in accordance with standards that have been determined. Alfath & Huliatunisa (2021) said that past certification educator This It is hoped that teachers can become quality educators with proven existence owner certificate educator

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after declared to have passed the competency test (Hartanto et al., 2026). In other words, certification is very necessary done For a teacher because with existence certification That Alone Can make education quality that makes generation the more progress. A teacher must own various integrated capabilities like (Suryanti & Arifani, 2021):

1 Knowledge, namely lessons, learning methods, and educational insights needed in the teaching process (Guo et al., 2023).
2 Behavior or attitude, namely the way teachers behave and act professionally, responsibly, disciplined, and are role models for students (Ghaffarian Asl & Osam, 2021).
3 Skills, namely practical abilities in planning, implementing and evaluating learning effectively.

In other words, competency represents the comprehensive abilities a teacher must possess to carry out their duties professionally and achieve established educational goals. The higher a teacher's competency, the better the quality of learning provided to students. The ability to accomplish something in accordance with the tasks assigned to someone (Ferreira, 2026).

RESEARCH METHOD

This research uses descriptive qualitative and quantitative research types. Kusumastuti et al. (Ventista & Brown, 2023) stated that qualitative and quantitative research The aim is to understand the meaning, processes, and phenomena in depth through measuring and statistically testing the relationships between variables. In this study, this type of research aims to describe and understand in depth the phenomenon of certified teacher performance based on data obtained through interviews, observations, and open-ended questionnaires. Qualitative data are analyzed through data reduction, data presentation, and drawing conclusions to obtain a complete picture of the planning, implementation, assessment, and evaluation of learning carried out by certified teachers (Cambay & Paglinawan, 2024).

This research was conducted at SDN 101783, SDN 101777, and SDN 1017402 Saentis, located at Jalan Medan Percut No. Km 15.5, Saentis, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. These schools are located in the same area or adjacent school complex, making it easy to conduct the research. These three schools play a vital role in providing educational services to elementary school-aged children in the neighborhood (Bordoh, 2025).

Research subjects are a crucial element in any research because they determine relevant and accurate data sources. In this study, the subjects were certified teachers teaching at three

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schools: SDN 101783, SDN 101777, and SDN 1017402 Saentis in the 2025/2026 academic year (Anas et al., 2026). located at Jalan Medan Percut No. Km 15.5, Saentis, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. These teachers were chosen as subjects because they are directly involved in the certification program and are the primary implementers of the classroom learning process (Hammond et al., 2017).

The selection of research subjects is based on certain criteria, namely teachers who have a professional teacher certificate. and actively teaching at the school during the research period (Gudmundsdottir & Hatlevik, 2018). This criterion was chosen to ensure that the data obtained truly reflects the performance of certified teachers, both in terms of planning, implementing, and evaluating learning. Furthermore, certified teachers were also the focus of the research because they were expected to demonstrate changes in performance, motivation, and professionalism relevant to the objectives of the certification program (Negrín-Medina et al., 2022).

The number of research subjects was adjusted to reflect the population of certified teachers in the three schools, namely 45 teachers. All subjects who met the criteria were included to ensure representativeness of the research data and provide a comprehensive picture of certified teacher performance (Ainley & Schulz, 2025). Therefore, these subjects served as the primary data source for collecting information through instruments such as questionnaires, interviews, observations, and supporting documents related to the certification program implementation (Fitrah et al., 2025).

RESEARCH RESULTS AND DISCUSSION

Discussion

Based on the results of data analysis, it was found that (Adolfina & Rahmawati, 2025):

1. Competency Aspects of Certified Teachers in 3 different schools where SDN 101777 has a competency level of 3.28 which is categorized **as High.** SDN 101783 with a competency level of 2.58 and SDN 1017402 which is 2.53 which are each categorized **as Medium.** This means that teachers at SDN 101777 already have good knowledge, skills, values, and behavior in carrying out professional duties. Likewise, SDN 101783 and SDN 1017402 have sufficient knowledge, skills, values, and behavior, but still need further encouragement, training, or mentoring so that their competency can be improved (Dassan Gwajekera & Matiku Joshua, 2024).

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2. The Performance Aspect of Certified Teachers found that teachers in 3 schools have different work achievement results where SDN 101777 has a performance of 3.28 which is categorized as **High,** SDN 101783 which is 3.22 is categorized **as Medium,** and SDN 1017402 which is 2.42 is categorized **as Low.** This means that certified teachers at SDN 101777 have shown good work achievement as planners, implementers, assessors, and *evaluators.* This proves that They have carried out their professional duties in accordance with the responsibilities given to them (Abidin, 2024). Meanwhile, SDN 101783 has also demonstrated sufficient work achievements as a professional teacher, but still requires motivation and training. On the other hand, SDN 1017402, which has a low category, must receive attention, not only from the local government, but also the central government, in order to provide guidance and training to improve its professional performance (Supriyanto et al., 2019).
3. The Implications of Certified Teacher Performance Aspects from Competence in Carrying Out Learning Tasks found that there is a tendency that the higher the competency possessed by teachers, the better the teacher's performance in carrying out their duties. However, this relationship is not always the same in every aspect of performance. This is seen in SDN 101777, where teacher competency is 3.28 and teacher performance is 3.28, both of which are in the high category. This condition indicates that teachers who have good pedagogical, professional, social, and personality competencies tend to be able to plan, implement, assess, and evaluate learning optimally (Luodeslampi et al., 2019).

CONCLUSION

Based on the results of the analysis and discussion conducted regarding the performance of certified teachers at Saentis State Elementary School in the 2025/2026 Academic Year, the following conclusions can be drawn:

1. The Competency Aspects of Certified Teachers in 3 different schools where SDN 101777 is categorized as **High,** which means The teachers at these schools already possess excellent professional skills. SDN 101783 and SDN 1017402, which are categorized **as "Medium,"** indicate that these teachers also possess sufficient professional skills, but still require encouragement, training, or mentoring to enhance their work ethic.
2. The Performance Aspect of Certified Teachers found different work results where SDN 101777 was categorized as **High, which means** good work achievements as planners,

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implementers, assessors, and *evaluators.* SDN 101783 **is categorized as "Medium," meaning** the teacher has achieved sufficient professional performance, but still requires motivation and training. Meanwhile, SDN 1017402 is categorized as **"Low,"** meaning the teacher requires guidance and training to improve their professional performance in the future.

3. Implications of the Performance Aspects of Certified Teachers from Competence in Carrying Out Learning Tasks found that the higher the competence a teacher has, the better the teacher's performance in carrying out his/her duties.

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