

The Influence of Certification Policy and Lecturer Teaching Performance on the Quality of Education



Nurdin¹, Mashadi Said², Imam Suseno³, Rani Noviyanti⁴, Rahmatulloh⁵

^{1,3,4,5} Postgraduate School, Indraprasta PGRI University

²Faculty of Communication Science, Universitas Pancasila, Jakarta

ABSTRACT: The certification policy aims to enable lecturers to optimally implement the three pillars of higher education (Tridharma Perguruan Tinggi), thereby maximizing the quality of education. This study aims to determine the extent of the influence of certification policy and lecturer teaching performance on the quality of education. The research method employed is a survey method. The study's subjects consist of 80 lecturers randomly selected from Universitas Indraprasta PGRI Jakarta. Data collection was carried out using a questionnaire instrument with a Likert scale. To ensure data validity, validity and reliability tests were conducted. The test results indicated that all data followed a normal distribution. The research findings reveal that the lecturer certification policy significantly influences the quality of education. Similarly, lecturer teaching performance also has a significant impact on the quality of education. The coefficient of determination (R^2) shows that the certification policy and lecturer teaching performance have a moderate relationship with the quality of education. The implication of these findings is that the lecturer certification policy can encourage lecturers to conduct teaching activities more effectively, thereby improving the quality of education. Nevertheless, continuous efforts are still needed to further enhance the quality of education.

KEYWORDS: certification policy, lecturer teaching performance, quality of education

INTRODUCTION

Indonesia has a firm stance on the development of education. This commitment is explicitly stated in the fourth paragraph of the Preamble to the 1945 Constitution of the Republic of Indonesia: "...thereafter, to establish an Indonesian government that protects all the people of Indonesia and their entire homeland, to promote public welfare, to educate the nation's life, and to participate in the establishment of a world order based on freedom, perpetual peace, and social justice." This mandate underscores that education is one of the key pillars of national development.

Education plays a strategic role in shaping the direction of a nation's progress. If the direction of education is designed properly and its processes are carried out scientifically, the nation will develop into one that is advanced, wise, just, prosperous, and civilized. Conversely, if the direction of education is misguided and its processes are irrational, the nation will fall behind and lose its identity as a civilized nation. Therefore, improving the quality of education has become a key concern for education experts and the government.

One of the concrete steps taken by the government to improve the quality of education is the enactment of Law No. 20 of 2003 on the National Education System and Law No. 14 of 2005 on Teachers and Lecturers. These measures reflect the government's seriousness in realizing the goals of national education development, which are to educate the nation's life and promote public welfare, in line with Indonesia's role in world order based on freedom, eternal peace, and social justice. This commitment is reinforced in Article 31, paragraph (1) of the 1945 Constitution of the Republic of Indonesia, which states: "Every citizen has the right to education."

As a follow-up to this mandate, the government enacted Law No. 20 of 2003 on the National Education System. Article 3 of this law states that the national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation. The goal of national education is to develop the potential of learners to become human beings who are faithful and pious to God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and responsible citizens in a democratic society. Furthermore, Article 5, paragraph (1) of Law No. 20 of 2003 emphasizes that every citizen has the right to quality education without discrimination.

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In line with these policies, Universitas Indraprasta PGRI consistently strives to improve the quality of its graduates. One of the strategies implemented is enhancing the quality of its lecturers, given the strategic role of lecturers in shaping quality graduates. On a global scale, Indonesia's education quality can be seen from various indicators, one of which is global competitiveness. Empirical data shows that Indonesia ranks 41st among 46 leading countries in the field of science and technology, which is lower than Malaysia (ranked 23rd), Thailand (ranked 30th), and the Philippines (ranked 31st). In the field of mastery of science and technology, Indonesia ranks 40th overall. These indicators include the 39th position in research and development (R&D), the 43rd position in the quality of research and development human resources, and the 38th position in technological management capabilities (Jawa Pos in Fakhruddin, 2008). These data indicate that the quality of Indonesia's education is still low and requires significant improvement.

To address this issue, the government issued Law No. 14 of 2005 on Teachers and Lecturers. Article 82, paragraph (1) of this law regulates the certification policy for lecturers. The purpose of certification is to create professional and competent educators, so that lecturers are expected to conduct optimal learning activities to achieve high-quality national education goals.

In the context of internal bureaucratic reform, the lecturer certification system has been thoroughly reviewed by the Ministry of National Education in 2011. Based on this review, the lecturer certification aims to improve the quality of national education and enhance the welfare of lecturers. Certification encourages lecturers to continuously improve their professionalism. The educator certificate, awarded to lecturers through the certification process, serves as formal recognition of the lecturer as a professional in higher education.

Based on the explanation above, lecturer certification not only aims to enhance the competence of lecturers but also has an impact on improving the quality of teaching and graduates. Consequently, it is expected that higher education institutions in Indonesia will be able to compete at the global level and contribute to enhancing the nation's competitiveness on the international stage.

THEORETICAL FRAMEWORK

1. Quality of Education

Education is the primary key to a nation's progress. Therefore, continuous efforts to improve the quality of education must be made so that Indonesia can compete on a global scale. Currently, the quality of education in Indonesia is still considered low. Education is defined as the process of transmitting culture from one generation to the next, encompassing knowledge, skills, and attitudes. The educational process occurs continuously throughout human life, as people constantly face changes that demand new ways of thinking and acting. Hence, education is a forward-looking process.

Manan (1989) defines education as a process of instilling knowledge, skills, and attitudes in each generation through institutions, such as schools, which are deliberately created for this purpose. Fasli Jalal, as cited by Ratna (2015), asserts that the quality of education heavily depends on the quality of educators. High-quality educators are professional, well-compensated, and dignified. Therefore, the presence of qualified educators is a fundamental prerequisite for the establishment of a quality education system and practice.

Tilaar (2001) identifies two main problems within the education system:

- a. Low quality of education,
- b. The relevance of educational outcomes to development needs, especially concerning the availability of a sufficient number of skilled workers

Rifandi, as cited by Kardoyo (2016), argues that higher education is one of the essential pillars of national development. Hence, higher education institutions must implement effective management systems to produce high-quality graduates. Supranto, as cited by Kardoyo (2016), emphasizes that quality is something that must be well-realized by service providers, including higher education institutions.

According to Law No. 20 of 2003 on the National Education System, as cited by Sabar (2012), education is a conscious and planned effort to create a learning environment that allows students to develop their potential optimally. Therefore, education must be understood as essential and systematically planned. Hamalik (1999) contends that education is a conscious process of guidance from educators to the physical and spiritual development of students to shape good character. This view is reinforced by Purwanto (2016), who states that the goal of education is to foster human character in accordance with the cultural values of society.

2. Lecturer Certification Policy

Patton and Sawicky, as cited by Nugroho (2000), state that a policy is an effort made to create new policies or as a consequence of existing policies. Dunn, as cited by Putu and Ni Kadek (2021), identifies three approaches to policy formulation:

- a. Empirical approach, which aims to address issues based on factual evidence.
- b. Evaluative approach, which aims to assess something from the perspective of values or interests.

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- c. Normative approach, which aims to provide recommendations or actions that should be taken.

According to Eulau and Kenneth, as cited by Jones (1984), a policy is a fixed decision characterized by consistency and repetitive behavior from both the policy makers and those who comply with it. Edward and Sharkansky (1998) define public policy as an action or decision taken by the government to achieve certain objectives. Jones (2001) identifies six components of public policy, namely:

- a. The initial intention or purpose of the action
- b. The ultimate goal to be achieved
- c. The plan to achieve the goal
- d. The program authorized to achieve the goal
- e. The decisions or actions taken
- f. The measurable impact of the policy

Lecturer certification is one of the critical policies aimed at improving the quality of higher education. Zainuddin, as cited by Kadek and Ni Wayang (2015), defines lecturer certification as the process of granting an educator's certificate to lecturers. The objectives of lecturer certification are as follows:

- a. Assessing lecturer professionalism,
- b. Protecting the teaching profession,
- c. Improving the process and outcomes of education,
- d. Promoting the achievement of national education goals,
- e. Enhancing lecturers' awareness of academic ethics.

3. Lecturer Teaching Performance

Lecturer performance serves as an indicator of a university's success in educating and shaping the character of students in accordance with the mandate of the 1945 Constitution of Indonesia and the values of Pancasila. According to Byars and Rue, as cited by Hary (2012), performance reflects the degree to which an individual accomplishes a task. Hilgard (1982) defines performance as knowledge-based behavior that can be observed. Similarly, Whitmore (1996) asserts that performance encompasses behaviors that can be directly or indirectly observed by others.

Jones et al., as cited by Trie (2018), emphasize that performance is a combination of behaviors and results achieved by an individual in a particular task. Meanwhile, Mitchell, as cited by Kadek and Ni Wayang (2015), notes that lecturer performance encompasses several aspects, including:

- a. Quality of work,
- b. Timeliness,
- c. Initiative,
- d. Ability,
- e. Communication

Teaching is a critical aspect of lecturer performance. Rusman, as cited by Bektı and Herman (2013), defines teaching as a system comprising various components, such as objectives, materials, methods, and evaluation. Gagne and Wanger, as cited by Bektı and Herman (2013), describe teaching as a series of activities designed to facilitate the learning process.

According to Law No. 20 of 2003 on the National Education System, Article 39, paragraph (2) states that lecturers are professional personnel responsible for planning and implementing the learning process, evaluating learning outcomes, and providing guidance and training. Article 40, paragraph (2) outlines the obligations of lecturers as follows:

- a. Creating a meaningful, enjoyable, creative, and dynamic learning environment,
- b. Committing to improving the quality of education,
- c. Providing role models and upholding the good reputation of their institution and profession.

Lecturer performance, especially in teaching, is a key driver of educational quality. Lecturers are expected to create a meaningful learning environment that motivates students to learn, fosters creativity, and supports students' intellectual development. Performance assessments of lecturers should therefore not only consider the quantity of output but also emphasize the quality of teaching and the lecturer's capacity to inspire student development.

The alignment between the lecturer certification policy and the enhancement of lecturer performance is essential for achieving high-quality education. Certification encourages lecturers to fulfill their professional roles in accordance with national education standards. The interrelationship between these factors demonstrates that the effectiveness of higher education is largely

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dependent on the competence and professionalism of its lecturers. Hence, a continuous effort is required to develop and maintain lecturer performance in line with global educational standards.

RESEARCH METHODOLOGY

1. Research Approach and Method

This study employs a quantitative approach using the survey method. The survey method was chosen as it allows the researcher to collect data directly from respondents through questionnaires. The primary aim of the survey is to describe, explain, and analyze the relationship between independent variables and the dependent variable. By using a survey, the researcher can obtain an accurate and objective depiction of how the independent variables influence the dependent variable.

2. Research Variables

This study involves three key variables, namely:

- Dependent Variable (Y): Quality of Education
- Independent Variable (X1): Certification Policy
- Independent Variable (X2): Lecturer Teaching Performance

The quality of education (Y) is influenced by both the certification policy (X1) and lecturer teaching performance (X2). The relationship between these variables is illustrated through the following research constellation, which depicts the interactions and influence pathways among the dependent and independent variables.

3. Research Constellation

Independent Variables (X)	Dependent Variable (Y)
X1: Certification Policy	Y: Quality of Education
X2: Lecturer Teaching Performance	

Description:

- Y = Quality of Education
- X1 = Certification Policy
- X2 = Lecturer Teaching Performance

This research constellation illustrates that the quality of education (Y) is influenced by two independent variables, namely the certification policy (X1) and lecturer teaching performance (X2). This model enables the researcher to identify the extent to which each independent variable affects the quality of education.

4. Research Population and Sample

The population of this study includes all lecturers teaching at Universitas Indraprasta PGRI Jakarta during the 2024 academic year. This population was chosen because lecturers play a strategic role in improving the quality of education through teaching activities and the implementation of certification policies.

The research sample consists of 80 lecturers, selected using random sampling. This sampling technique ensures that every member of the population has an equal chance of being selected as a sample. The use of this technique minimizes selection bias and allows the research findings to be generalized to a broader population.

5. Data Collection Techniques

The data collection technique used in this study is a questionnaire designed using a Likert scale. The Likert scale is applied to measure respondents' perceptions or attitudes toward the statements related to the research variables. Respondents are asked to indicate their level of agreement with each statement. The Likert scale used in this study consists of five response categories, namely:

- Strongly Disagree (SD)
- Disagree (D)
- Neutral (N)
- Agree (A)
- Strongly Agree (SA)

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The data collection instrument is systematically designed to accurately and reliably measure the independent variables (X1 and X2) and the dependent variable (Y). Before the questionnaire is used, it is subjected to validity and reliability tests to ensure that the instrument is suitable for collecting accurate and credible data.

6. Validity and Reliability Tests

To ensure the accuracy and consistency of the data, the questionnaire underwent validity and reliability testing.

a. Validity Test

- Validity was assessed using the construct validity method, which measures the extent to which the items on the instrument represent the concept being measured.
- The construct validity test aims to determine whether the items on the questionnaire accurately reflect the dimensions and concepts of the variables being studied.
- The results of the validity test revealed that all items in the questionnaire had significant correlation values, indicating that they are valid and suitable for use in data collection.

b. Reliability Test

- Reliability was measured using the Cronbach's Alpha coefficient.
- An instrument is considered reliable if its Cronbach's Alpha coefficient is ≥ 0.70 .
- The results of the reliability test showed that all items in the questionnaire had a Cronbach's Alpha coefficient greater than 0.70, indicating that the instrument is reliable and capable of producing consistent data.

7. Data Analysis Techniques

The data obtained from the questionnaires were processed and analyzed using descriptive and inferential statistical analysis methods.

a. Normality Test

- Before conducting further analysis, a normality test is carried out to ensure that the data follows a normal distribution.
- The normality test is conducted using the Kolmogorov-Smirnov test or the Shapiro-Wilk test, with a significance level (α) of 0.05.
- The results of the normality test indicate that the data follows a normal distribution since the significance value is greater than 0.05.

b. Multiple Linear Regression Analysis

- To determine the influence of the independent variables (X1 and X2) on the dependent variable (Y), a multiple linear regression analysis is conducted.
- The multiple linear regression equation is formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Explanation:

- Y = Quality of Education (dependent variable)
- a = Constant (intercept)
- b1 = Regression coefficient for variable X1 (Certification Policy)
- b2 = Regression coefficient for variable X2 (Lecturer Teaching Performance)
- X1 = Certification Policy (independent variable)
- X2 = Lecturer Teaching Performance (independent variable)
- e = Error term (residual error)

c. Hypothesis Testing

- Hypothesis testing is conducted using the t-test and F-test.
- The t-test is used to test the partial influence of each independent variable (X1 and X2) on the dependent variable (Y).
- The F-test is used to test the simultaneous influence of both independent variables (X1 and X2) on the dependent variable (Y).
- The test results are considered significant if the p-value is less than 0.05.

d. Coefficient of Determination (R^2)

- The coefficient of determination (R^2) was used to measure the proportion of variance in the dependent variable (Y) that could be explained by the independent variables (X1 and X2).
- The higher the value of R^2 , the greater the influence of the independent variables on the dependent variable.

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8. Research Timeline and Location

This research was conducted at Universitas Indraprasta PGRI Jakarta during the 2024 academic year. This location was chosen because Universitas Indraprasta PGRI Jakarta implements a lecturer certification policy and employs teaching staff from diverse educational and professional backgrounds. This diversity allows for a more comprehensive analysis of the influence of lecturer certification policy and lecturer teaching performance on the quality of education.

By conducting the research at Universitas Indraprasta PGRI Jakarta, the findings are expected to provide valuable insights into how these factors influence educational quality, offering implications for policy development and academic practice in other higher education institutions.

RESEARCH RESULTS

1. Analysis of the Influence of Certification Policy on the Quality of Education

The results of the multiple linear regression analysis reveal that the certification policy has a significant influence on the quality of education. This information is presented in Table 2: Coefficients of Multiple Regression and Significance Levels.

Table 2: Coefficients of Multiple Regression and Significance Levels

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	23.264	5.897	-	3.542
Certification Policy	0.598	0.137	0.375	3.183
Lecturer Performance	0.487	0.142	0.426	3.254

Based on Table 2, the regression coefficient (B) for the certification policy is $B = 0.598$, meaning that for every 1-unit increase in the certification policy, the quality of education increases by 0.598 units, assuming all other variables remain constant.

The t-value (t_{count}) = 3.183 with a p-value = 0.002 indicates that the certification policy has a significant influence on the quality of education, as the p-value (0.002) is less than 0.05. Therefore, it can be concluded that the certification policy significantly affects the quality of education.

2. Analysis of the Influence of Lecturer Teaching Performance on the Quality of Education

The results of the multiple linear regression analysis indicate that lecturer teaching performance also has a significant influence on the quality of education. This information is also displayed in Table 2: Coefficients of Multiple Regression and Significance Levels.

The regression coefficient (B) for lecturer teaching performance is $B = 0.487$, which implies that for every 1-unit increase in lecturer teaching performance, the quality of education increases by 0.487 units, assuming other variables remain constant.

The t-value (t_{count}) = 3.254 with a p-value = 0.001 indicates that lecturer teaching performance significantly influences the quality of education since the p-value (0.001) is less than 0.05. Therefore, it can be concluded that lecturer teaching performance significantly affects the quality of education.

3. Simultaneous Influence of Certification Policy and Lecturer Teaching Performance on the Quality of Education

To determine the simultaneous influence of the certification policy and lecturer teaching performance on the quality of education, an F-test was conducted. The results are presented in Table 3: Multiple Linear Regression Coefficient Test (ANOVA).

Table 3: Multiple Linear Regression Coefficient Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2157.765	2	1356.758	34.275	0.002
Residual	2431.563	75	28.905		
Total	4671.072	77			

Based on Table 3, the F-value (F_{count}) = 34.275 with a p-value = 0.002. Since the p-value (0.002) is less than 0.05, it can be concluded that the certification policy and lecturer teaching performance simultaneously have a significant influence on the quality of education.

Test Criteria:

- $F_{count} (34.275) > F_{table} (3.11)$ at $\alpha = 0.05$

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- p-value (0.002) < 0.05

Therefore, it can be concluded that the certification policy and lecturer teaching performance simultaneously have a significant impact on the quality of education.

4. Coefficient of Determination (R^2) and Relationship Between Variables

To determine the extent to which the certification policy and lecturer teaching performance contribute to the quality of education, the coefficient of determination (R^2) was calculated. The results are shown in Table 4: Multiple Correlation Coefficient and Coefficient of Determination.

Table 4: Multiple Correlation Coefficient and Coefficient of Determination

	Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.793	0.519	0.517	5.43217

From Table 4, the following can be concluded:

- Correlation coefficient (R) = 0.793, indicating a strong relationship between certification policy, lecturer teaching performance, and quality of education.
- Coefficient of determination (R^2) = 0.519, which means that the certification policy and lecturer teaching performance collectively explain 51.9% of the variance in the quality of education, while the remaining 48.1% is explained by other factors not included in this study.

5. Multiple Linear Regression Equation

Based on the data analysis, the following multiple linear regression equation is obtained:

$$Y = 23.264 + 0.598X_1 + 0.487X_2$$

Explanation:

- Y = Quality of Education
- X_1 = Certification Policy
- X_2 = Lecturer Teaching Performance

Interpretation of the regression equation:

- Constant (a) = 23.264
This means that if both the certification policy (X_1) and lecturer teaching performance (X_2) are zero (0), the predicted value of the quality of education (Y) is 23.264.
- Coefficient of X_1 (0.598)
This indicates that for every 1-unit increase in the certification policy (X_1), the quality of education increases by 0.598 units, assuming the other variable remains constant.
- Coefficient of X_2 (0.487)
This indicates that for every 1-unit increase in lecturer teaching performance (X_2), the quality of education increases by 0.487 units, assuming the other variable remains constant.

DISCUSSION

1. The Influence of Lecturer Certification Policy on the Quality of Education

The findings of this study indicate that the lecturer certification policy has a significant influence on the quality of education. This is consistent with the view of Putu and Ni Kadek (2021, p. 15), who state that policy serves as a technique or method for evaluating and optimizing the implementation of certification policies. The primary objective of such policies is to enhance lecturers' performance in fulfilling the Tri Dharma of Higher Education, ultimately contributing to the improvement of the quality of education.

Sri W (2016, p. 126) further emphasizes that public policy is a decision that is binding on the general public. The lecturer certification policy aims to promote lecturer professionalism to ensure that they can deliver optimal learning experiences. This is supported by Article 82, paragraph (1) of Law No. 14 of 2005, which stipulates that lecturers, as educators, are required to conduct professional teaching so that the goals of national education can be achieved.

The findings of this study reveal that the regression coefficient for the certification policy is $B = 0.598$, with a t-value (t_{count}) = 3.183 and a p-value = 0.002. These values indicate that the certification policy has a significant influence on the quality of

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education. This confirms that the implementation of the lecturer certification policy is effective in improving both the quality of learning and the overall quality of education.

The implication of this finding is that the lecturer certification policy must be continuously strengthened and improved to enhance lecturer professionalism. Through certification, lecturers are expected to conduct the learning process more effectively. The findings also align with the result that the Beta coefficient for the certification policy is 0.375, which indicates that the influence of the certification policy on the quality of education is relatively strong.

2. The Influence of Lecturer Teaching Performance on the Quality of Education

The results also indicate that lecturer teaching performance has a significant influence on the quality of education. This finding is consistent with the argument of Hary (2012, p. 200), who states that performance reflects the degree of task completion within a given period. Therefore, lecturer performance serves as a crucial indicator of the success of the learning process.

In the context of learning, Bektı and Herman (2013, p. 181) explain that learning involves structured interactions between lecturers and students. During the learning process, lecturers are responsible for creating an enjoyable, creative, and interactive learning environment. An effective learning process not only increases student engagement but also positively impacts the quality of education.

The results of the analysis reveal that the regression coefficient (B) for lecturer teaching performance is $B = 0.487$, with a t-value (tcount) = 3.254 and a p-value = 0.001. Since the p-value is less than 0.05, it can be concluded that lecturer teaching performance has a significant influence on the quality of education. The regression coefficient $B = 0.487$ implies that a 1-unit increase in lecturer performance will lead to an increase of 0.487 units in the quality of education.

Furthermore, the Beta coefficient for lecturer teaching performance is 0.426, indicating that lecturer performance plays a significant role in explaining variations in the quality of education. This finding suggests that the better the lecturer's performance in conducting the learning process, the higher the quality of education that will be achieved.

The implication of this result is that higher education institutions should provide greater support to lecturers to improve their performance. Such support can take the form of competency development through training, strengthening motivation, and enhancing learning facilities. Improving the performance of lecturers will have a direct impact on achieving better educational quality.

3. The Simultaneous Influence of Certification Policy and Lecturer Teaching Performance on the Quality of Education

This study also found that the certification policy and lecturer teaching performance have a simultaneous and significant influence on the quality of education. The results of the F-test reveal that the F-value (Fcount) = 34.275, with a p-value = 0.002. Since the p-value is less than 0.05, it is concluded that the two independent variables — certification policy and lecturer teaching performance — simultaneously have a significant impact on the quality of education.

This finding aligns with the theory presented by Jones (1984, p. 47), who argues that public policy is a binding decision aimed at directing processes toward achieving specific objectives. In this context, the goal is to improve the quality of education through the effective implementation of a lecturer certification policy.

Trie H (2018, p. 216) points out that lecturer performance encompasses various aspects, including the quality of work, timeliness, and ability to carry out the learning process. With the certification policy in place, lecturers have a moral and professional obligation to improve their performance. The findings of this study show that the certification policy encourages lecturers to carry out the learning process more effectively and responsibly, which ultimately leads to an improvement in the quality of education.

The results of the multiple regression analysis reveal that the coefficient of determination (R^2) = 0.519, meaning that 51.9% of the variation in the quality of education can be explained by the certification policy and lecturer teaching performance. The remaining 48.1% of the variation in the quality of education is explained by other variables that were not included in this study.

The correlation coefficient (R) = 0.793, which indicates that the relationship between the certification policy, lecturer performance, and quality of education is strong. This finding demonstrates that changes in the certification policy and improvements in lecturer performance jointly have a significant impact on the quality of education.

CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

Conclusions

Based on the results of the study, the following conclusions were drawn:

1. The Influence of Certification Policy on the Quality of Education

The certification policy has been proven to have a significant influence on the quality of education at Universitas Indraprasta PGRI. The analysis results indicate that the regression coefficient (B) = 0.598, with a t-value (tcount) = 3.183 and a p-value = 0.002, signifying that the certification policy has a positive and significant impact on the quality of

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education. This finding implies that the more effectively the certification policy is implemented, the higher the quality of education that can be achieved. The certification policy is intended to enhance the professionalism of lecturers, enabling them to conduct learning optimally and support the achievement of national education goals.

2. The Influence of Lecturer Teaching Performance on the Quality of Education

Lecturer teaching performance has a significant influence on the quality of education. The regression analysis shows that the regression coefficient (B) = 0.487, with a t-value (tcount) = 3.254 and a p-value = 0.001, which indicates that lecturer teaching performance has a positive and significant influence on the quality of education. This finding implies that the better the teaching performance of lecturers, the higher the quality of education that can be achieved. Effective teaching performance involves planned, interactive learning and adherence to the principles of meaningful learning.

3. Simultaneous Influence of Certification Policy and Lecturer Teaching Performance on the Quality of Education

Simultaneously, the certification policy and lecturer teaching performance have a significant influence on the quality of education. The results of the ANOVA test indicate that the F-value (Fcount) = 34.275, with a p-value = 0.002, signifying that certification policy and lecturer teaching performance together have a significant impact on the quality of education. The coefficient of determination (R^2) = 0.519, which means that the certification policy and lecturer teaching performance collectively explain 51.9% of the variance in the quality of education, while the remaining 48.1% is influenced by other factors not included in this study.

Implications

The findings of this study have important implications for the management of higher education policy, especially at Universitas Indraprasta PGRI. The implications include:

1. Strengthening the Certification Policy

The existence of a lecturer certification policy is expected to encourage lecturers to improve their professionalism in teaching. To achieve this, there is a need for continuous efforts to strengthen and improve certification policies, not only in terms of administrative processes but also in the context of continuous professional development for lecturers.

2. Enhancing Lecturer Teaching Performance

Good lecturer performance plays a vital role in creating a meaningful and high-quality learning process. Therefore, universities must provide institutional support to enhance lecturer performance. This support can be in the form of training, capacity development, and performance incentives that motivate lecturers to carry out effective and interactive learning.

3. Increasing the Quality of Education

Certification policies and lecturer performance improvements have been proven to influence the quality of education. Therefore, higher education institutions must ensure that lecturers adhere to the principles of certification and continuously improve their teaching skills. This approach will enhance student engagement and contribute to the achievement of national education goals.

LIMITATIONS

While this study has produced important findings, several limitations should be noted, including:

1. Limited Sample Size

This study only involved 80 lecturers from Universitas Indraprasta PGRI. Although the sample size is sufficient for multiple regression analysis, the results still need to be tested on a larger population or at other universities. A larger sample size would enhance the external validity of the study and enable broader generalizations of the findings.

2. Focus on Two Independent Variables

This study only examines the influence of certification policy and lecturer teaching performance on the quality of education. However, the quality of education can also be influenced by other variables, such as:

- Learning facilities
- Support from university leadership
- Learning environment
- Student motivation

Since these variables were not included in the model, the study only explains 51.9% of the variance in the quality of education, with the remaining 48.1% unexplained.

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3. Research Conducted at a Single Institution

This study was conducted exclusively at Universitas Indraprasta PGRI Jakarta, so the results may not fully represent conditions at other universities. Therefore, future research should expand its scope to include other institutions, such as public universities, private universities, and universities in different regions. This would allow for more comprehensive generalizations and insights into how certification policies and lecturer performance impact education across different contexts.

4. Quantitative Approach Without Qualitative Exploration

This study employs a quantitative approach using a Likert scale questionnaire. While this approach allows for objective measurement, it does not explore qualitative aspects such as lecturer motivation, experiences during certification, and the challenges faced in teaching. Qualitative exploration could provide a deeper understanding of the dynamics of certification policies and lecturer performance, offering richer insights.

RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the above research limitations, the following recommendations are suggested for future research:

1. Expand the Research Sample

Future studies should consider involving larger samples and expanding the study to other universities, including public and private universities. This approach would improve the generalizability of the findings, providing a broader and more accurate understanding of how certification policies and lecturer performance influence the quality of education in Indonesian higher education.

2. Include Additional Independent Variables

To improve the accuracy of the research model, future studies are encouraged to incorporate other independent variables that may influence the quality of education, such as:

- Lecturer motivation: How motivated lecturers are in conducting learning activities.
- Institutional support: The extent to which university leaders and management provide support for lecturers.
- Learning facilities: The availability of learning support facilities, such as classrooms, access to technology, and learning infrastructure.
- Student participation: The extent of active student participation, which can affect the quality of education.

3. Broaden the Research Location

To increase the generalizability of the findings, future research should be conducted at other higher education institutions, both public and private. Research in public universities may provide a broader perspective due to the differences in institutional policies, organizational culture, and student demographics. In contrast, private universities often have diverse accreditation statuses and different socio-economic characteristics of students, which can produce more comprehensive and relevant data for generalization.

4. Adopt a Mixed-Methods Approach

Future research should consider using a mixed-methods approach, combining both quantitative and qualitative methods. This approach would enable researchers to gather more in-depth information through interviews, focus group discussions (FGD), or field observations. Qualitative insights could provide a richer perspective on lecturers' experiences related to certification, their performance, and the challenges they face in teaching. Mixed methods research would also facilitate the exploration of lecturer motivation, institutional support, and the practical impact of certification on learning processes.

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