

Teacher Certification Allowance in Islamic Economic Perspective

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Abstract

This study examines the process of obtaining teacher certification allowance, the implementation of certification allowances for the teacher, and the implications of teacher certification allowances from an Islamic economics view. The study followed a qualitative-descriptive research method with the researcher as the main instrument. The selection of the research sample was through the purposive sampling technique. Data were obtained through observation, interviews, and documentation which were then analyzed using interaction analysis techniques. There are three main findings in this study. First, teacher certification allowance was obtained through three channels: the education path with the Direct Provision of Educator Certificates (PSPL), the teacher functional path with the portfolio (PF), and the PLPG and PPG training pathways. Second, the implementation of teacher certification allowances in the perspective of Islamic economics, in general, has gone according to expectations. However, the essential goal of the certification program, namely increasing teacher competence, was secondary to some teachers. Third, teachers who receive certification allowances did not think that the income earned was entirely for themselves; some are for individual, family needs, and in the manner for Allah.

Keywords: Implementation, Implications, Allowances, Teacher Certification, and Islamic Economics

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1. Introduction

Teachers have positions as professionals in the formal education line appointed per the regulations by legislation. Recognition of the standing of teachers as professionals is evident by an educator certificate (UU RI Number 14 of 2005 concerning Teachers and Lecturers, article 2). Furthermore, the regulation also defines that professionalism as a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet particular quality standards or norms and requires professional education. As professionals, teachers are expected to increase their dignity and role as agents of learning. The implementation of teacher certification began in 2007 after the Minister of National Education Regulation Number 18 of 2007 issuance concerning Certification for Teachers in Position. The legal basis used as the basis for implementing teacher certification since 2009 is Government Regulation Number 74 of 2008 concerning Teachers (Amiruddin, 2017).

Teacher certification aims to (1) find the feasibility of teachers in carrying out their duties as learning agents and realize national education goals, (2) improve the process also quality of educational outcomes, (3) increase teacher dignity, (4) increase teacher professionalism, (5) improve teacher welfare (Departemen Pendidikan Nasional, 2007). Teacher certification as an effort to improve the quality of teachers is supposed to improve the quality of learning and the quality of education in Indonesia sustainably. The government hopes that through the certification allowance, teacher performance will increase. So that student achievement will increase. In turn, the quality of national education will also increase (Amiruddin, 2017).

Teacher certification that aims to improve the competence, as well as the welfare of teachers, is not as expected. Teachers who have passed the selection did not show a significant increase in their competence. The teacher's motivation to take part in certification is generally related to financial aspects, namely: getting professional allowances, for money to meet the necessities of life, grants for tuition fees, children's education costs, renovating houses, paying debts, and others (Asiah, 2009). According to Baqir al-Sadr, from an Islamic economics perspective, economic behavior must be based on the needs of Islamic sharia values. As a Muslim, it is not allowed to follow every lustful desire because it could be that these lustful desires will cause a disaster for one's own life and the environment around him. Likewise, in economic activities, every action taken by a Muslim must be based on Islamic sharia, both in consumption, production, and distribution activities. Islamic economic morals based on controlling lust will ensure the sustainability of life and economic's resources in this world (Shadr and Baqir, 2008).

Through these problems, this research intended to examine how to obtain teacher certification allowances, implementation of certification allowances for teachers, and implications of teacher certification allowances in the perspective of Islamic economics. Hopefully, the results of this study can enrich the theoretical repertoire of the implementation of teacher certification and its implications for teachers from the perspective of Islamic economics. In addition, the results of this study are also expected to add to the rich educational theory related to aspects of ownership of certification allowances in improving the quality of faith and devotion, especially for teachers who receive certification allowances and the "God Seeker" community in general. On a practical level, the results of

this study are expected to be input for teachers as the spearhead of national education, as agents of change. Educating is not just a transfer of knowledge but also a transfer of values. It is an effort to develop students' self as a whole, both in the cognitive, psychomotor, and affective domains. So that they grow as human beings with personalities, internalize religious values to their raised humanity; likewise, for policymakers, who are currently and will improve the system for administering and distributing teacher-certification allowances. This research is here to provide input so that the certification allowance is right on target, effective and efficient, not only oriented to the welfare and prosperity of teachers in the world but even more so the happiness of teachers in the hereafter.

2. Research Method

2.1. Research design

This type of research is qualitative research, which was chosen because qualitative research can describe and understand the underlying meaning of participant behavior, describe complex settings and interactions, explore to identify types of information, and describe phenomena. This study used a phenomenological approach because when in the field, qualitative researchers frequently dealt with phenomena.

2.2. Research subject

The subjects of this study were high school Economics teachers throughout Makassar City who received certification allowances from several educational qualification backgrounds and different tenures. The determination of the research sample was through purposive sampling. It was following these criteria: 1) full enculturation, meaning that the subject was long enough (about three to four years) and intensively integrated with the material as the research target so that he had special knowledge or information or was close to the situation that was the focus of research; (2) direct involvement, subjects who are still actively involved in the activity environment of the research target; (3) subjects that still have time to be asked for information by researchers; (4) subjects who do not hide information but relatively provide realtime pieces of information; and (5) subjects classified as foreign to researchers.

2.3. Data Collection and Analysis

Data was collected through in-depth interviews, observation, and documentation techniques. The instruments used include the researcher as the main instrument, interview guides, and observation sheets as supporting instruments. The qualitative analysis of the collected data was then using an interactive analysis model consisting of three stages, namely data reduction, data display, and conclusion or verification (Miles & Huberman, 2014).

3. Results and Discussion

3.1. Results

How To Get Teacher Certification Allowance

Education Path Certification Allowance with Direct Educator Certificate Awarding (PSPL)

PSPL pattern teacher certification is preceded by document verification. PSPL pattern teacher certification participants are as follows: (1) Teachers who already have S-2 or S-3 academic qualifications from accredited universities in the field of education or fields of study that are relevant to the subject or subject group they hold with the lowest class IV/b

or who meet the cumulative credit score equivalent to the class IV/b; (2) Teachers who already have S2 or S3 academic qualifications from accredited universities in the field of education or fields of study that are relevant to the task at hand are in the lowest group IV/b or who meet the cumulative credit score equivalent to group IV/b; (3) Guidance and counseling teachers or counselors who already have S2 or S3 academic qualifications from accredited tertiary institutions in education or fields of study relevant to guidance and counseling. With the lowest class IV/b or who meet the cumulative credit score equivalent to group IV/b; and (4) Teachers who are appointed in supervisory positions in educational units who already have academic qualifications of S2 or S3 from accredited tertiary institutions in the field of education or fields of study relevant to supervisory duties with the lowest group IV/b or who meet the cumulative credit score equivalent to group IV/ b; or Teachers who already have the lowest class IV/c or who meet the cumulative credit score equivalent to group IV/c (through impressing).

Teacher Functional Path Certification Allowance with Portfolio (PF)

A teacher portfolio is a collection of documents that describe work experiences/achievements in carrying out professional duties as teachers in particular time intervals. Portfolio Assessment is a process of acknowledging the professional expertise of teachers through document assessments. Certification through portfolio assessment is for teachers who meet the minimum score limit as set out in the guidelines.

According to Permendiknas Number 18 of 2007, paragraph (4), the requirements for teachers to obtain certification through the portfolio route are as follows: (1) Academic qualifications; (2) Education and training; (3) Teaching experience; (4) Planning and implementation of learning; Teaching preparation or preparation in managing teaching in the classroom with RP/SP/RPP documents; (5) Assessment by superiors and supervisors; Principals and supervisors assessment on personality and social competence; (6) Academic achievement; in the form of educational work that has received recognition from the organizing institution/committee with a charter/certificate/certificate document: (7) Professional development work: published books, published articles in newspapers, magazines, journals, bulletins, and other publication media; modules or dictates containing subject matter in one year, research reports, either individually or in groups, works of art and required legalization or a certificate from the competent authority; (8) Participation in scientific forums; (9) Organizational experience in the educational and social fields; and (10) Awards that are relevant to the field of education; Award received for his dedication as a teacher

Training Path Certification

PLPG. PLPG is a medium provided by the state to teachers to improve quality and professionalism and is an effort to develop teacher knowledge and skills. PLPG participants are certified teachers who have not passed the portfolio assessment and are recommended to take part in the PLPG by the LPTK District that administers certification for in-service teachers. PLPG pathway certification requirements: (1) General requirements Teachers must still be active in teaching; (2) Have an S1/DIV academic qualification that is in line with an accredited study program; (3) Have a minimum working period of 6 years as a civil servant / non-civil servant teacher: and (4) The appointed teachers for supervisors of educational units with no academic qualifications with particular provisions yet.

PLPG material includes four teacher competencies, namely: (1) pedagogic, (2) professional, (3) personality, and (4) social. The detailed description of the PLPG material is determined by the LPTK that administers the certification by referring to the signs set up by the Director-General of Higher Education/Chairman of the Teacher Certification Consortium.

The initial competency test is a competency test to test teachers' mastery of professional and pedagogical competencies and is intended for teachers who will take part in teacher certification in positions through teacher professional education and training (PLPG) (Kemendiknas, 2009). In 2012, the center renewed the teacher certification process by placing the Initial Competency Test (UKA) as a requirement for participating in the PLPG. This Initial Competency Test is not intended as a pre-test for PLPG but rather to determine the minimum competency standards for certification participants. Meanwhile, this Initial Competency Test result will be directly handled by BPSDM and PMP of the Ministry of Education. If the results do not meet the minimum standard of competence, they cannot take the PLPG. The minimum standard itself is from the results of the National Initial Competency Test. Participants who pass the initial competency test can take the PLPG. Participants who do not pass the initial competency test cannot join in the current year's certification and can be proposed to become certification participants the following year. Meanwhile, in 2012 the implementation of teacher certification underwent a significant change with the Initial Competency Test (UKA) implementation. The Preliminary Competency Test is intended to test teachers' mastery of professional and pedagogic competencies and is intended for teachers who will participate in teacher certification in positions through teacher professional education and training. Participants who do not pass the initial competency test cannot enter the current year's certification and can be re-proposed as certification participants in the following year.

PPG (Teacher Professional Education). Based on Government Regulation no. 19 of 2017 as an Amendment to Government Regulation Number 74 of 2008 concerning Teachers Article 66, teachers who already have the academic qualifications of S-I/D-IV, but have not yet obtained an Educator Certificate, can get an Educator Certificate through PPG. The government funds this education program. There are three methods to obtain an educator certificate through the PPG: (1) PPG Pre-Office is an educational program organized to prepare S1 Education and S1/DIV graduates aged less than 27 years who have talent and interest in becoming teachers, with 50% of the costs borne by the state; (2).PPG in Position, an educational program organized for civil servant teachers and non-civil servant teachers, who have been registered in the system of basic student data at the school ; (3). PPG Regular, a professional education program for undergraduate educators after graduation, and the cost of education will be fully borne by students.

Teacher Certification Implementation Mechanism. The mechanism for administering teacher certification and the determination of prospective teacher certification participants is improving. The current teacher certification has changed to get even better results. The teacher certification procedures for 2016 are The preparation stage and data verification of prospective teacher certification participants, namely: (1) Publication of teacher data. At this stage, the Directorate General of GTK publishes data on teachers who have not been certified educators. The published teacher data is based on the data of teachers participating

in UKG in 2015; (2) Preparation of teacher certification guidelines. The Directorate General of GTK with KSG prepares guidelines used as a reference for the implementation of teacher certification in 2016; (3) The teacher certification participants socialization/ dissemination. The socialization/ dissemination materials submitted include the flow of teacher certification implementation, teacher certification participant requirements, the mechanism for determining participants through AP2SG, and the 2016 teacher certification implementation schedule; (4) Teacher data verification and validation. Data of teacher participants of teacher certification must be correct and valid, evidenced by: facts of integrity with sufficient stamps for participants, cover letter from the principal to the district/city education office, decree on the determination of participants from the district/city education office of LPTK; and (5) Determine the field of study for teacher certification. For the teacher to consider carefully during the teaching profession is what field of study to be attached.

Improvement of teacher data. The stages of determining the pattern of prospective teacher certification participants, namely: (1) Portfolio Pattern. If you choose this pattern, the prospective participants will prepare a portfolio of documents in two copies in the following order: the cover page is inserted in A1 format signed by the provincial/district/city education office, Table of contents, portfolio instruments, including participant identity and endorsement and completed portfolio components, and physical evidence or portfolio includes the following components: academic qualifications, education and training, learning experiences, and so on; (2) PLPG pattern, participants who choose this pattern must prepare the following files: A1 format signed by the provincial/district/city education office; photocopy of the latest educational diploma S1/D-IV and diploma D-1/D-II/D-III (if any) that have been legalized; a photocopy of the decree for appointment as a teacher from the first to the decree for the appointment of the last group legalized by the direct supervisor; photocopy of the latest teaching decree, teachers who are S-1/D-IV is not linear with the subjects taught must attach decree for the division of teaching tasks for the last five consecutive years; study permit from BKD; four recent 3x4 photographs; integrity pact; and health certificate from a government doctor; (3) PPG pattern, the files that must be prepared are: A1 format signed by the district/city education office; photocopy of the latest education diploma; a photocopy of the decree for appointment as a teacher, from the first to the decree for the appointment of the last group, legalized by the direct supervisor; photocopy of Teaching Decree; and four recent 3x4 photographs.

Collecting teacher certification participant files. Teacher certification documents are sorted according to the order in the verification format of each change in the type of a colored paper border document is given. Documents are submitted to the school principal, provincial/district/city education offices, and LPMP for verification and then forwarded to the LPTK (Mulyasa, 2005).

1.2. Discussion

Implementation of Teacher Certification Allowances in the Perspective of Islamic Economics

The initial objective of the certification is to improve the quality of Indonesian education through the quality improvement of its educators. The purpose of certification is further elaborated, namely, to determine the feasibility of teachers in carrying out their duties as learning agents and realizing national education goals,

improving the process and quality of educational outcomes, increasing teacher dignity, and increasing teacher professionalism.

Teacher Behavior in Utilizing Certification Allowance

Teacher professional allowances based on Law number 14 of 2005 are allowances given to teachers by their professional certificates and the fulfillment of teaching hours. The Regulation of the Minister of Education and Culture Number 33 of 2018 concerning changes from the Regulation of the Minister of Education and Culture Number 10 of 2018 of Technical Guidelines for the Distribution of Professional Allowances, Special Allowances, and Additional Income for Regional Civil Servant Teachers in the attachment I letter A number 3, already stated how the benefits obtained should be used. It means using benefits in fair between the behavior of fulfilling consumptive needs and supporting professional needs.

There are two forms of consumer thinking concepts that are present in the world of economics to date. The first concept is utility, shown in conventional economics. The concept of utility is defined as the concept of consumer satisfaction in the consumption of goods and services. The second concept is *maslahah* which is defined as the concept of mapping consumer behavior based on the principles of needs and priorities. It is very different from the utility that has limited plural mapping (Muflih, 2006).

According to Muflih (Muflih, 2006), consumer behavior in the perspective of Islamic economics is no consumption limit in sharia: "In Islam, consumption cannot be separated from the role of faith. The role of faith is a significant benchmark because faith provides a worldview that tends to influence human personality, namely in the form of behavior, lifestyle, tastes, attitudes towards fellow human beings, resources, and ecology. Faith affects the nature, quantity, and quality of consumption, both in the form of material and spiritual satisfaction. It is what is referred to as an effort to improve the balance between worldly and hereafter orientations.

The results of interviews, observations, and expert opinions regarding how teachers in Makassar use their certification allowance will be reviewed and explained based on each of these uses.

Buying a laptop. The necessity to buy a laptop was conveyed by most of the research informants during the interview, including A. Alisyahbana Abu answered, "buy a laptop as a support for increasing competence." Kasmawati also conveyed who said "buying a laptop to support work," still with almost the same answer H. Malka said that "buying a laptop to make teaching easier. Buying a laptop can be used as a means of support because without a laptop, we will find it difficult to convey the learning limits that have been arranged per the Annual Program (Prota) and Semester Program (Prosem)".

Andi Mustika Said, as a teacher who has decades of teaching experience (32 years), he has seen, felt, practiced learning models based on the knowledge he obtained from the training, workshops, and educational seminars he often attends. He thought that even

though the teacher is not very knowledgeable about computer technology, the teacher could still teach well, so he rarely uses the computer he owns from the purchase using the certification allowance fund.

From the results of these interviews, it concluded that laptops were needed to support the needs of the teaching profession. 75% of respondents said they used the certification allowance to buy laptops to support their duties as teachers. The observation of interviews of several informants illustrated that they did not optimally use the laptops in the teaching and learning process. Laptops are only an "aid" in preparing for learning and not as a means in the teaching and learning process. It is not in line with what Soedirarto (Harahap, 2018), an education expert, stated that as a professional teacher, he must possess the abilities to analyze, diagnose, and prognosticate educational situations. He must also master, among others, knowledge, mastery of teaching methods and models, and mastery of learning technology principles. In addition, other explanations for the teaching profession must also have responsibility for professional duties implementation.

Regarding improving professionalism, teachers must try to adopt innovation and develop creativity in using communication and information technology. So they can continuously update the learning methods, "the use of ICT and the Internet makes students able to develop their curiosity, and classrooms are well organized, full of multimedia facilities. It will present a more pleasant atmosphere so that students are happier and motivated to learn" (Suyanto & Jihad, 2013).

From the interviews, observations, and opinions of the experts above, it analyzed that generally, teachers who receive certification allowances have taken advantage of the certification allowances received to buy laptops to support learning activities according to applicable regulations. However, the results of observations, as a support for learning activities, its function is to determine learning boundaries arranged per the Annual Program (Prota) and Semester Program (Prosem). While according to experts, learning using technology will have a very influential impact on the teaching and learning process to make students more creative.

Providing training and guidance to teachers to utilize technology in providing learning is one solution to improve these mastery abilities. Activities can be carried out through the MGMP or each community through independent funds.

Participate in the Training. Participate in education and training is one of the supporting elements to improve the teacher's professionalism related to their main tasks and functions. From the results of interviews conducted with A. Mustika said that I also use professional allowances besides buying a laptop for personal development, the same thing was conveyed by Nurbiah that the certification allowance is for teacher professional development, for example, attending education and training. Meanwhile, Asriani Kastubi and Rusli, gave the same answer that the professional allowance was for attending independent seminars. The teachers still think that increasing competence was the state's responsibility. Of course, it is unfelt.

Asriani Kastubi¹, said that as a teacher who has only seven years of teaching experience, he is trying to improve his competence. Most of the certification allowances he

received were allocated to purchase teaching and learning support facilities. Including laptops, reproduction of books, and references that were relevant to the subject matter taught, in addition to saving little by little to continue his master's degree.

The Certification Allowance obtained should be used as stipulated in the Regulation of the Minister of Education and Culture Number 33 of 2018. Amendments to the Regulation of the Minister of Education and Culture Number 10 of 2018 concerning Technical Guidelines for the Distribution of Professional Allowances, Special Allowances, and Additional Income for Regional Civil Servant Teachers in Appendix I letter A number 3.. "It means using benefits in fair between the behavior of fulfilling consumptive needs and supporting professional needs.

From the results of interviews, 25% of respondents gave answers by utilizing professional allowances to increase competence through training activities, especially those that were independently funded. The results of field observations related to the use of teacher certification allowances to improve competence show that there are still many teachers who feel that certification allowances are the teachers' rights. At the same time, the government hopes that it can be maximized for increasing their respective competencies rather than meeting other needs. The intriguing thing that has caught the attention of researchers was that there was still a lack of interest from teachers to develop sustainable competencies through training activities carried out independently from the certification allowance received. The activities that have been followed so far have expected more invitations or calls from the central administration, which means that the ability to use certification allowances is still low between the behavior of fulfilling consumptive needs and professional support needs. Better understand the rules that apply and are associated with the Al-Quran and Hadith, which are the life guidelines of Muslims, where Allah SWT likes people who are responsible for their work.

Buying Books. As many as 60% of respondents stated that books support teachers. Most of the research informants had almost the same answers, including Andi Aida that the certification allowance was used to buy textbooks, while Saniati and Darniati said the certification allowance was for buying textbooks because textbooks or handouts are guidelines in providing teaching materials to students. So that the teaching and learning process can be more focused on the Learning Implementation Plan (RPP) that has been prepared".

Alisyahbana Abu, revealed that the realization of the teacher certification allowance she received partly was to buy books to increase her knowledge, participate in more training and seminars, and even continue her education to a higher level. In the teaching and learning process, the term supporting elements in learning is known, one of which is books as relevant learning resources. This is per the law governing teachers, which reads "planning lessons, implementing quality learning processes, and assessing and evaluating learning outcomes" (Departemen Pendidikan Nasional, 2005).

The teaching material book is a handbook in the teaching and learning process which is one of the supports in providing knowledge to a teacher's understanding in delivering learning material. What was the interview conveyed was in line with the results of observations, where the handbook or handout was a reference in the implementation of teaching and learning?

Fulfillment of family needs. Saniati, explained that the certification allowance she had received since 2012, she allocated for Hajj savings, paying for a vehicle (car), renovating her house, and paying for children's education. However, he emphasized that attendance in class to teach is an obligation that must be carried out as well as possible because the government has provided incentives in the form of teacher certification allowances which are very useful for improving teacher welfare.

Unlike Andi Aidah, she admitted that the certification allowance she received was used to finance the education of her children. For him, the educational qualifications that he currently has are sufficient to teach students in the teaching and learning process in the classroom. For that, he feels no need to continue their education to a higher level. Darmiati (Economics teacher at SMAN 7 Makassar) said that in the past, it was difficult to send children to S1 level. Thanks to this certification, teachers could send their children to a higher level, such as S-2.

Hj. Syamsiah said that in addition to supporting the teaching and learning process, the certification allowance was also used for daily needs and saved for children's funds in the future. He said the positive impact of the certification allowance he received was that he received recognition in the family, school, and community. Automatically for work is also more passionate and enthusiastic. The negative impact is that if you can't use the money as well as possible, there will be a deficit. In the past, it was possible to send children to school to the S1 level. It was considered challenging. Thanks to this certification, teachers can send their children to a higher level, such as S2. Syamsiah said that the positive impact of the certification allowance funds received must remain good both in the family, school, and community environment. Automatically for work is also more passionate and enthusiastic. The negative impact is that if you can't use the money as well as possible, sometimes excessive spending eventually becomes a habit, and in the end, it's even less.

Syamsuddin, said that in terms of lifestyle, it could also affect, for example, before the certification, the appearance was normal, yet now the appearance is getting better. Those who did not have motorbikes now have ones, and many also buy cars. But before that, it must be used to complete the education of their children first. Minimum S1 and there are also S2 especially, to improve self-education, buy a laptop, participate in training. If all of that has been met, then meet other needs such as cars and others.

Hj. Nuraeni Syam, said that some part of the certification allowance is to buy household furniture, buy clothes, cosmetics, and other personal needs, as well as for household needs. She further said that there were more positive impacts than negative impacts from having teacher-certification allowances. In terms of lifestyle, it is also influenced now. For example, before certification, the appearance was normal yet is getting better, with motorbikes, and many also buy cars.

As reported by Alland, one of the Marketing Supervisors of a Car Dealer in Makassar cities. He said that the highest consumer of car sales lately is from teachers since teachers have certification allowances, applications for car purchases show a significant increase. Especially since the office provides convenience in installment payments can be made when the certification allowance is given.

From the observations, the teaching profession allowance can improve the standard of living (economy) of teachers, a phenomenon seen in the ability of teachers receiving

certification allowances to buy or pay installments for cars, motorbikes, or other needs such as paying house installments or repairing houses for various reasons given. Several experts, including Muhamad Anwar, stated that the benefits of teacher certification are as follows: "(a) protecting the teaching profession from incompetent practices that can damage the image of teachers; (b) protect the public from unqualified and unprofessional educational practices; (c) improve teacher welfare, and (d) make teachers as professionals. Meanwhile, as professionals, one of the teachers must improve and develop academic qualifications through good and sustainable competencies in line with the development of science, technology, and art" (Muhamad, 2018).

Meanwhile, the state hopes through existing regulations and technical guidelines that "Distribution of Professional Allowances aims to finance the implementation of sustainable professional development activities that support the implementation of tasks as professional PNSD teachers" (Kebudayaan, 2018). It is in line with the notion of teacher certification as an effort to improve the quality of teachers accompanied by an increase in teacher welfare so that it is expected to raise the quality of learning and the quality of education in Indonesia sustainably. From the results of interviews, observations, and expert opinions, the use of the professional allowance for teachers, especially the fulfillment of family needs, remains a top priority. It is because there is still an assumption that professional allowances are rights without being balanced with obligations.

To find out whether the objectives and benefits of certification have been right on target, the results of the Teacher Competency Test conducted in 2015 showed the not maximized results, where the use of professional allowances had not been fully used to increase self-competence. Alisyahbana Abu, said that teacher certification has a dual function, namely as a means to improve the quality of education and improve teacher welfare. In line with this, Rusli, said teacher certification is a promising program for teachers. In addition to the state's intention to improve teacher performance, the administration also wants to improve the standard of living of teachers. Andi Aidah, also said that educator certificates are given to teachers who have met teacher's professional standards, which is an absolute requirement for creating qualified education systems and practices.

After being analyzed, it is clear that the Government of Indonesia is implementing a welfare improvement strategy to improve teacher competence through certification tests. Assuming an increase in teacher competence and professionalism will be followed by an increase in teacher welfare so that it is expected to improve the quality of learning and the quality of education sustainably. The implementation of teacher certification allowance ownership means how to use the allowance by the mandate of National education. A teacher who has the competence to carry out the functions and objectives of the school in particular as well as educational goals in general, according to the needs of the community and the demands of the times. The contribution of teacher certification allowances to improving the quality of teachers in Indonesia should be used to realize their ideas to improve the quality of education. If they have passed teacher certification, they are considered appropriate and worthy of being given professional allowances in the hope that they can maintain their quality and improve their competence in addition to improving their

welfare. Even so, what happens is that the professional allowances that teachers get from certification are used solely for improving welfare.

Teacher Professionalism in Makassar City Recipient of Islamic Economic Perspective Certification Benefits

The problem of teachers in Indonesia is directly or indirectly related to the professionalism of teachers. That is still inadequate that it needs to be solved comprehensively, both regarding qualifications, welfare, and protection for teachers. To improve the professional ability of teachers, the government holds a teacher certification program and periodic competency tests since 2007 (Permendiknas No. 18 of 2007).

In line with the research report, Muhammad Asmin, said that Makassar is experiencing a shortage of qualified teachers, especially in terms of academics. Furthermore, Muhammad Hamzah reported that in 2006 since the idea of teacher certification allowances was launched, there were 11 thousand teachers from 27 thousand teachers in South Sulawesi Province with educational qualifications below S1. Supriati, said that the essence of a professional teacher is a teacher who can provide the best service for his students with his unique abilities so that students can accept and understand the delivery of the material provided. Ani Sulistiawati said that a teacher is not only required to have educative technical abilities but also have a reliable character. So that they can be role models for students, families, and society.

Rosmiati, said that in teaching, professional teachers must be able to convey knowledge, skills and use particular methods. Furthermore, he responded positively about the certification program. By doing so, he was considered a professional in his field and also received recognition from the community. Thereby increasing the prestige of a teacher's profession. Rajulang, felt victimized because of his old age and objected to the complicated certification process. He feels professional already and has several achievements and awards, training, and etcetera. Anwar Pallime explained that teachers as part of professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. In carrying out their duties, teachers apply expertise, skills that meet certain quality standards or norms obtained through professional education.

According to Sabri, said that, ideally, a teacher as a profession has a tiered career. They were starting with a beginner teacher to a master teacher. The ranking describes the level of quality of their performance. So a true beginner is different from a teacher who has served intensively for a long time. Sabri further explained that there are 4 (four) categories of teachers based on the length of service: (1). Beginner teacher, teaching for 3-5 years; (2). Professional teacher, teaching for three years; (3). Senior teacher, for five years; and (4). Master teacher, after a minimum of 5 years as a senior teacher.

The expert opinion explains that the criteria for a professional teacher can be seen from the activities carried out in preparing teaching in the classroom, including: (1) Carefully identify the subject or sub-topic that has been outlined in the curriculum; (2) Determine the class or semester and time allocation; (3) Formulate learning objectives; (4) Detailing the subject matter; and (5) Plan teaching and learning activities carefully, clearly and firmly, systematically, logically with ICT and subject matter (Sedarmayanti, 2009).

Sitti Radiah, said that the characteristics of a professional teacher could be seen from, among other things, the Learning Activity Program planning document, the implementation

of the Teaching and Learning Process (PBM) in the classroom, the form of assessment of student learning outcomes used, and the follow-up to the results of the assessment carried out. Similarly, Ramlah, describes the ability of teachers in preparing learning activity programs as one of the characteristics of professional teachers. Program activities are followed with the implementation of learning activities in the classroom as the core of education. The last is the ability to evaluate and assess learning outcomes as indicators of achieving learning objectives.

Alisyahbana Abu added that professional teachers are teachers who have classroom management competence. They use media and learning resources and use appropriate learning methods and strategies. Further, according to Sabri, learning management competence is the ability or skill of the teacher in managing everything related to the teaching process in the classroom, starting from the opening of the lesson to the implementation of the assessment to achieve learning objectives. As a learning manager, the teacher plays a role in creating a learning climate that allows students to learn comfortably.

From the results of observational interviews, research shows that the condition of education in Makassar has not improved significantly, where the biggest source problem of teacher quality. From these observations, it is stated that in the 2019 census regarding the number of teachers who have a minimum educational qualification of S1/equivalent, only about 67% of the total Indonesian teachers, and 23% of teachers only graduated from high school and below. Teachers with low abilities often have low motivation to improve and update their teaching skills and qualifications (Samani et al., 2009). In this case, the researcher considers that low competence will affect the teachers' self-efficacy and prospective teachers in teaching that will ultimately affect the motivation and enthusiasm of these future teachers to develop themselves.

According to Wijaya and Rusyan (Wijaya & Rusyan, 1991), the low level of public recognition of the competence of the teaching profession is due to several factors, including: (1) In some people's view, anyone can become a teacher, as long as they are knowledgeable; and (2) Many teachers do not value their profession, let alone develop their competence.

Many problems arise in the dynamics of the implementation of education, ranging from the low quality of teachers, low motivation and commitment of teachers, inequality in education and resources, low teacher salaries, low student achievement, and low quality of education in general when compared to other countries. It shows the importance of recruiting qualified teachers to become teaching staff and giving good salaries, and that schools should always support continuous teacher development.

Implications of Teacher Certification Allowances in the Perspective of Islamic Economics Welfare Improvement

Based on the results of interviews with teacher informants, as many as 60% of research subjects said that teachers who received certification allowances had an impact on improving living standards and welfare. Kasmawati, said that with the certification allowance, she felt happy because it helped fulfill everything that she and her family needed. And this made her more enthusiastic and passionate about teaching. Almost in line with Kasmawati's statement, Nurbiah, said that the impact she felt was helpful for her needs and duties as a teacher. Besides that, she also felt happy and excited in carrying out her duties.

Hj. Syamsiah, said that with the certification allowance, teaching and learning activities are getting better, knowledge and insight are growing because they can buy complete teaching and learning facilities, besides making learning tools easier. After all, the tools are complete. Likewise, Rusli, said that the impact felt after receiving the certification allowance was to motivate oneself to be of higher quality in teaching and further strengthen responsibilities as a professional educator. Not different from the narrative of H. Syamsuddin, who said that he was increasingly motivated or responsible in carrying out the tasks. Either that had been given both in PBM, co-curricular and extra-curricular, or other tasks by the leadership.

Based on the results of the researcher's study, there is a match between the expectations of teacher welfare which is the purpose of providing teacher professional allowances with the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers. The visible phenomenon is that teachers who receive certification allowances experience increased lifestyle conditions because fulfilling needs is a basic individual right. Fulfillment of basic or primary needs can happen because these allowances help ease the economic burden. Welfare in Islam can be analogized as a concept known as *maqashid al-Syariah*, which is God's intention as the maker of sharia to provide benefits to humans. By fulfilling the needs of *dlruriyah*, *hajiyyah*, and *tahsiniyyah*. In which etymologically *maqashid al-Syariah* consists of two words, namely *maqashid* and *shari'ah*. *Maqashid* is the plural form of *maqshud*, which means intentional or purpose, while *shari'ah* means the road to water, or it can be said to be the way to the source of life (Faizia, 2014).

A teacher is obliged to teach for others whose purpose is solely to get closer to Allah and get a reward from Him. Not just to get a salary or benefits. Dreaming of living in rich is natural. To make it come true requires a firm theological belief. Islam does not prohibit rich life, but the good of the world and the hereafter is a priority. There are two significant aspects in realizing happiness in the hereafter: a) Moral-religious aspects, having firm beliefs; improve intentions, and grateful. b) Practical-empirical aspects, including simple living and liking to save money; and love to share.

Moral-Religious Aspect. The moral-religious aspects referred to are divine values or Islamic moral values as the inner foundation. These values are advantageous in strengthening confidence, establishing a foothold in stepping, sharpening the direction to be taken, and making a firm determination. A teacher should have these values that are explored and practiced through the following things:

Have Strong Faith. Belief in God is something that must be instilled in a teacher because God is a shelter and a place for everything to depend on. God determines the end of everything we do. In addition, a teacher must also believe that the knowledge he conveys will continue to accompany him and become his deeds in life in the hereafter.

The main source of belief is the religion adopted. This belief can strengthen the heart, decide, and ward off discordant voices (opinions of others) that are not in line with the way to be lived. This competency is personal and complex and is a unified whole that describes the potential that includes knowledge, skills, attitudes, and values, possessed by someone related to a particular profession for the parts that can be actualized or realized in the form of action or performance to carry out that profession.

Harmanto, argued that a teacher who is a driving force in education, a teacher must have trust and confidence, a belief that a teacher must instill in himself as an educator to be able to make a wonderful and proportional personal figure.

Betterment of Intention. The role and influence of intentions are very decisive and can even change the value of a change made. Abdul Shomad, said that if the teacher in carrying out his routine as an educator is on a sincere intention, Allah SWT. will value it as a reward. Educating and teaching are the main tasks and demands of the teacher. In carrying out his work as a teacher, patience, sincerity, and dedication are needed in guiding his students to become intelligent, quality human beings, both in knowledge and skills and in morals. Syafruddin, said that teachers in educating students must refer to the development of attitudes that come from conscience so that these attitudes can make students become human beings with noble character and able to contribute to the environment.

Gratitude. Economic problems arise not because of the scarcity of resources to fulfill human needs but also due to laziness and neglect of optimizing all God's gifts, both in natural and human resources. This attitude in the Qur'an is often referred to as tyranny or denial of Allah's favor. It will have implications that the principle of production as the implementation of ownership of teacher certification allowances is not just efficiency but broadly is how to optimize these allowances for the use of economic resources within the framework of human devotion to God.

There are various forms and ways to be grateful for the blessings of Allah SWT. Especially for someone who is allowed to become a teacher. Kasmawati, revealed that the teacher's gratitude was manifested by positively accepting the profession as an educator by not having too many permissions to leave teaching assignments, not often being late for teaching, not doing other work during teaching hours, and etcetera.

Becoming a professional, dignified, and a meaningful teacher is a form of teacher gratitude. Constantly trying to be a teacher who continuously improves his capacity and competence. Not only limited to formals because he already has an educator certificate and is paid by the Government and education providers for his services and dedication.

Practical-Empirical Aspect. Another aspect to consider was to realize that the ideals were the practical-empirical aspect. The key capital to strengthen this step are rational and real. It means that things that can be implemented in concrete steps that can also be measured had an impact on themselves and the surrounding environment. A teacher should implement this.

Simple life and likes to save. A simple life is a habit or daily behavior so that it becomes a pattern of life, namely, everything is done according to needs and abilities and does not reflect an excessive attitude and is far from the element of luxury. According to Rajulang, said that every teacher could be rich. No law forbids it. But it is nobler when the teacher makes simplicity his way of life even though he has abundant wealth. Kasmawati said that teachers should indeed live a simple life because of the simplicity of the teacher in education. Educate yourself and others not to be trapped in a wasteful, consumptive, and hedonistic life.

The standing of the teacher has a moral responsibility as a source of exemplary. In addition, behaving modesty is a reflection of humility. The humble teacher always feels enough with the sustenance obtained and is not tempted to enrich himself with the

forbidden way. Furthermore, Kasmawati appealed to every teacher to prioritize basic needs over other needs. The teacher certification allowances should be allocated for things that can support and improve teacher competence and quality. A teacher must consider financial capabilities, especially useless things, get used to living frugally, and set aside income by savings.

Likes to Share. Islam places work as worship. To get sustenance from Allah who is halal thayyiban. Working and trying to get wealth to meet needs encourages everyone to work hard. But not a few people are trapped in short-term goals, namely only collecting wealth, without concerning the further impact on the happiness of the hereafter. Teachers as a livelihood as well as a profession have recently become one of the most searched jobs. It is all thanks to the additional income in the form of teacher certification allowances. The income of teachers who already have an educator certificate indeed shows an increasing level of welfare. With an educator certificate, teachers are entitled to earn income above the minimum living needs and social welfare insurance. The income is per the objectives of the teacher certification program, namely: (1) determining the eligibility of a person in carrying out his duties as a learning agent; (2) improving the quality of educational processes and outcomes; and (3) improvement of teacher professionalism.

The ownership of the teacher certification allowance increases the amount of teacher income so that the consumption expenditure of teachers' families also increases. Income as part of wealth is like a double-edged sword. Wealth can be used to build, improve, beautify, delight, familiarize, and many positive things. On the other hand, wealth can also damage, suffer, sever kinship, murder, slander, and other vices. One of the characteristics of blessed wealth is that it is obtained through good and lawful ways, to use for goodness and abide by the law, also good to distribute it. Wealth is not only an ornament of life but also a test from God. Allah will test those who have got the wealth how to manage and use the wealth.

According to Saifullah's narrative, As people of faith, we must have a strong belief in the power of Allah. Thus it will not be a loss to spend some of our wealth. It is believed that Allah will replace it and multiply according to the promise of Allah SWT. Kasmawati explained that people who live like to share would get pleasure in the form of peace of mind and comfort in life. In this condition, they will feel the blessings and obtained happiness that cannot be valued in money (wealth). It is what is meant by the goodness of this world and the hereafter. Asriani Kastubi, revealed her experience when she was still an honorary teacher at a public school, with sufficient income (just enough to cover transportation costs). When there were colleagues from ASN teachers who shared their sustenance in the form of alms, whether by treating them to meals or even just supplementing their income or adding transportation fees was very happy, they will spontaneously pray for the blessings of sustenance and health for the giver of alms.

Love to share is a commendable trait, so it is loved by God and liked by fellow human beings. Love to share (Zakat, alms, infaq, and waqf) contains divine values, spiritual values, and the true values of life will be felt by the owner in the form of peace of mind, comfort of life, and avoidance of anxiety and worry. It will even felt being more and how close to Allah SWT.

Blessed Wealth. Happy in this world and Happy in the hereafter Happiness in the world is everyone's dream. In particular, happiness and safe in the hereafter. There are

different interpretations of happiness. Some think that a person lives happily when his entire life is fulfilled, wealth is abundant, a palace-like house, and other forms of luxury. Others argue that happiness is when a person avoids life's dilemmas that hold him back for a long time.

According to Saniati, blessed wealth is the result of a soul that is always grateful and patient. Gratitude and patience are two things that go hand in hand in life because blessings and trials are addressed. Certification allowance is a blessing to be grateful for. So we must avoid being arrogant and be patient and wise in using it. Do not follow worldly desires, wasteful, and exaggerating so that we are among the lucky ones in life in this world and the hereafter.

Nurdin said that a blessed wealth could be in the form of pious children and raised in a good environment. A teacher who is good at managing his wealth properly according to religious guidance. Sometimes by the naked eye, he does not live in luxury, but he has pious children, become the pride of his parents, the foundation of his old age, who always prays for good for his parents, asking forgiveness and mercy from Allah SWT.

Harfansah, explained that one of the blessings of Allah SWT that is bigger even more gratifying than having wealth is the blessing of health. A healthy father can work to support his family because his body is strong. A mother can cook for her family because she does not experience any pain. A child can diligently study because he does not have a fever and others. Don't just because you want to find wealth, thus don't appreciate the health we have. Since usually most people tend to pursue wealth that they always forget the most valuable blessings from Allah. He works day and night only to gain worldly gain until sometimes he neglects to remember Allah in his worship.

Blessed in the View of Society. The activities of teachers as agents of production must maintain the values of balance and harmony with the social environment and the environment in society on a wider scale. In addition, the community is also entitled to enjoy adequate and quality production results (the impact of ownership of teacher certification allowances). So, the teacher certification allowance is not only for the teachers' interest but also for the community as a whole. The equitable distribution of benefits and advantages of having teacher certification allowances for the entire community and carried out in the best possible way is the main goal of economic activity. Blessing arises because of an *istiqomah* attitude in life, the existence of relationships, harmonization of life, and social interaction. Blessing sustenance is the sustenance that gives birth to goodness. The more sustenance blessed, the more goodness.

Based on Islamic moral values, human orientation in managing their wealth is divided into two. First, the use of the property is for the survival of personal and family life. Second, the use of assets for purposes outside the family or in other words, the use of the motive for good deeds between humans (*muamalah*). Blessings in the cycle of human life are the fruit of practicing Islamic teachings. In society, teachers are exemplary role models in their daily lives. Teachers with all their limitations (especially in socioeconomic status) are still considered pioneers in society. Competence and compensation (welfare) are like two sides of a coin with equally significant values for the image and the teaching profession. However, the more important of the two is the profession. If a person chooses the teaching profession

because of money, then he is in the wrong field. To earn a high salary, one needed to prioritize quality, commitment, and responsibility.

Bahar Dg. Nojeng, said a bentor (serving motorized rickshaw transportation services), expressed his joy and gratitude for getting fundamental food assistance from teachers in his usual place. He stayed amid current conditions where income was very minimal and has never even received any earning due to the pandemic. The helps he got helped his family a little. Likewise, Suriyanti, An employee at the canteen of SMAN 4 Makassar, since schooling changed to study at home due to the outbreak of the Covid-19 virus, it practically made her not work at all. Her husband also works as a school security guard, with income is only enough to eat potluck. The existence of a caring teacher program is a very encouraging thing for him and his family.

Harmanto said that almost all levels of society felt the impact of the Corona pandemic, especially in the economic field. As an ASN teacher, he feels very grateful because he still enjoys a salary plus certification allowances and other benefits. This gratitude is channeled through the Guru Peduli program. This program targets the closest parties from the school where they work, such as teachers' colleagues who are still honorary, honorary staff, cleaning services, security, canteen employees, and even construction workers who usually hang out in front of the school. Dg. Anjang, said that praying that the teachers' sustenance will increase and be blessed, always given health, and succeed in educating school children (students) to become successful people in the future. Blessings are scant but can be felt to fill life and feel so delightful. Items purchased from blessed wealth, although not luxurious, are sturdy, durable, give a sense of security, and can be used by many people.

Unblessed Wealth. Sometimes a person is serious about doing righteous deeds, yet he looks down on and careless about the problem of consuming illicit assets, even though the consequences are fatal. Such a person will lose in this world and the hereafter. His deeds of worship are rejected, his prayers will not be granted (not granted by Allah Almighty). Thus his wealth and efforts will not be blessed.

So whoever trains himself to have the nature of piety, wara' (restraining from what is forbidden), 'fifth (maintaining honor), qanâ'ah (feeling enough with what is and lawful), and being a person who always does self-introspection, then that trait will become character and character. Dewi Manja, said if we were stranded in life, we felt like our hearts were away from God, feel uneasy, find it hard to give alms, the household was messy, and always feel lacking, then those are the characteristics of the wealth obtained is not blessed.

Anwar Pallime, 2020, revealed that there was a teacher at his target school who was often sick. The disease was complicated based on the results of the doctor's examination, that said teacher suffered from heart disease and diabetes. It causes the teacher to be absent from teaching. From the observation, before getting sick, he often left his main task as a teacher, namely teaching. Furthermore, Anwar Pallime urges every teacher to evaluate and introspect themselves of their performance. So far, the professionalism of teacher trustees who have received professional allowances must be carried out with full responsibility.

Islam teaches us that the sustenance we have is trust from Allah. Wealth, family, even all the blessings in us are the trust of Allah that we must guard and maintain according to His will. The essence of property ownership, in this case, is the ownership of teacher certification allowances, namely how to use these allowances to seek the reward and

pleasure of Allah SWT. The certification allowance obtained is accompanied by a sense of individual responsibility for the prosperity of oneself, family, and society by allocating it to legalized matters (ex: fulfill personal needs such as housing, vehicles, clothing, etcetera. but not excessive), it is recommended (ex: social responsibility, family living, Zakat, infaq, alms, and waqf), or even required (ex: self-support, family, meeting the demands of the alimony).

4. CONCLUSION

Per the objectives and results of this study, three important points can be concluded. First, the provision of educator certificates for teachers has undergone a process of change several times through several patterns; a.) Direct certification (PSPL); b.) Portfolio Assessment (PF); c.) Teacher professional education and training (PLPG); and d.) Professional Teacher Education (PPG) is given a professional allowance of one time of basic salary, as an effort to improve the professionalism of teachers who are prosperous and competent. Second, the implementation of the ownership of certification allowances for teachers in Makassar, in the perspective of Islamic economics, has not up to expectations. As the essential goal of the certification program provided by the state to teachers, namely increasing the professionalism and competence of teachers, is the number two thing for some teachers. Meanwhile, to become a professional teacher in managing to learn, teachers must master 4 (four) competencies, namely: pedagogic competence (understanding the characteristics of students), professional competence (mastery of the content of the field of study), social competence (performing educational learning, and potential professional development in the social environment), and personality competence (development of religious intuition, national intuition with personality, attitude and self-actualization ability).

Several factors cause the low quality of Makassar city teachers at all levels of education. First, the lack of teachers' awareness to develop their teaching profession so that the teacher has static knowledge, is not creative, and is not sensitive to scientific developments. Second, the competence of teachers who have not been maximized. In terms of welfare, teachers receiving certification allowances have shown a significant increase. In the case of Islamic economics, they also give freedom to use the certification allowances as long as they remain on the Maqhasid Syariah path. Third, the implementation of the ownership of teacher certification allowances for an Islamic economic perspective for teachers who apply the concept of Islam in sharing knowledge and morals have implications for all of the teacher's activities. It can be seen from the movements, steps, intentions, and words filled with Islamic values. The teacher is sincere, patient, and honest. There is a similarity between what is conveyed (to students) and what is done. Constantly tries to improve knowledge and studies it. Mastering various teaching methods and can choose the appropriate ways to manage students also firm in acting and puts things down proportionally. Likewise, in social activities, teachers who apply the concept of Islam always had a modest lifestyle and loved to share (Zakat, alms, infaq, and waqf) with those in need.

The good things that the teacher does affect the blessings of the property owned, such as always being physically and mentally healthy, having a calm soul and a safe and peaceful atmosphere, having pious and pious sons and daughters, and making their parents proud. Whereas, teachers who do not apply the concept of Islam during teaching and educating, their hearts became away from Allah. They felt uneasy, hard to give alms, chaotic

household, often sickly, and constantly feels lacking because the wealth obtained is not blessed enough.

Based on the conclusions in this study, two suggestions are proposed. First, the teacher certification program is the state's effort to identify qualified and competent teachers. Teacher certification has a dual function: as a means to improve the quality of education and improve the quality of teacher welfare. Next is how teachers in Makassar city who receive certification allowances no longer think that what they receive is a right but rather a government award for the performance achieved. It is expected for the certification allowance to be maximally utilized for competence enhancement rather than meeting other needs. Second, a Muslim teacher who earns regular income which has faith and piety does not think that the income he earns is spent entirely on himself. However, what is impressive was his faith and piety as a creature who only briefly traverses this mortal ark and his awareness that he lives solely to achieve the pleasure of Allah and thinks synergistically. The wealth he generates every month is partly used for individual and family needs and partly spent in the way of Allah.

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