



Effecting of Teacher Certification on Teacher Performance in Public High Schools: Bibliometrics and Quantitative Analysis

Armin¹, Amaluddin², Elihami³

^{1,3}Muhammadiyah University of Enrekang

²Muhammadiyah University of Parepare

Email: armin3698@gmail.com

Abstract

This study aimed to determine the effect of educator certification on the performance and professionalism of PAI Teachers at State High Schools in Enrekang Regency. The research method is a descriptive-analytic descriptive method to see the effect between the independent and dependent variables. This research is survey research. The population is all PAI teachers of State Senior High Schools in Enrekang Regency who are already certified. The proportional stratified technique does sampling. Determination of the sample using accidental sampling. Data collection techniques used were questionnaire, interview, observation and documentation. Data analysis using descriptive analysis and inferential statistics using the SPSS 22 program. The study results showed that PAI teachers of State Senior High Schools in Enrekang District who were already certified thought that certification was quite decisive in increasing teacher performance. Their level of performance is in a good category, so the proposed hypothesis turns out to be proven. The research implies that the Educational Personnel Education Institution (LPTK) as the certification implementer needs to review the training system used so far, such as the allocation of time, more practical training methods, the determination of resource persons for training facilities and infrastructure. The PAI teachers of the State High School in Enrekang are expected to be more creative in improving performance because the provision of educator certificates only supports more self-improvement.

Keywords: Influence, Certification and performance

Introduction

Senior High School (SMA) is a secondary education level that prioritizes the preparation of students to continue higher education with specialization (Depdiknas 2004). The embodiment of this specialization is in the form of majors. The majors are taken when entering class VIII, namely, majors in Natural Sciences (IPA), Social Sciences (IPS) and Languages. Majoring is a strategic effort in providing facilities for students to channel their talents, interests and abilities, which are

considered the most potential to be developed optimally (Rifa'i, M., 2017).

In connection with this, students who have good science and exact science skills will usually choose a science major, and those who have an interest in social and economics will choose a social studies major, while those who like languages will choose a language department. Thus, the characteristics of science demand the same characteristics from those who study it. Students who study science following their personality characteristics or interest in a particular

science will feel happy when learning it, and personality factors positively affect academic achievement. One solution to that is the Performance attitude (Aminullah et al., 2020).

Performance is a must in every profession as described by Rasulullah SAW. in one of his words:

حَدَّثَنَا مُحَمَّدُ بْنُ سِنَانٍ حَدَّثَنَا فُلَيْحُ بْنُ سُلَيْمَانَ
حَدَّثَنَا هِلَالُ بْنُ عَلِيٍّ عَنْ عَطَاءِ بْنِ يَسَارٍ عَنْ أَبِي
هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى
اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا ضُيِّعَتْ الْأَمَانَةُ فَانْتَظِرِ السَّاعَةَ
قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أُسْنِدَ
الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

It means:

...From *Abi Hurairah r.a.* said the Messenger of Allah, if a matter is handed over to someone who is not an expert, then wait for its destruction (H.R. Bukhari).

Likewise, QS. Al Isra ': 36, explained:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ
كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا ۝ ٣٦

Translation:

Moreover, do not follow what you do not know of. Verily, hearing, sight and heart, all of which will be held accountable.

The verses and hadiths mentioned above signal that Islam upholds professionalism that controls the five senses, heart and mind, as a tool to improve teaching and education in every job. Performance is a requirement that must be fulfilled in carrying out the task because the task carried out is a mandate that must be accounted for, both to the institution that gives the mandate, the community, and especially the mandate to be held accountable before Allah SWT. Allah SWT also forbids to follow what we do not know, competence because it will bring damage to both the work itself and the

person who gave the work itself (Melati et al., 2016).

Educating is a mandate that must be accounted for, and to achieve maximum results, professional management is required in formal, informal and non-formal institutions, including parents, teachers and the community (Istiarini, R., & Sukanti, S, 2012).

Education as a system is built from various components that determine the achievement of goals, and one of them is the teacher. The teacher is one of the components that determine the success of education and learning (Mulyasa et al., 2015). Teachers play a very strategic role in shaping the nation's character by developing the desired personality and values (Pratiwi et al., 2020). This dimension makes others cannot replace teachers.

Judging from the learning dimension, the role of teachers in society, especially in Indonesia, remains dominant and irreplaceable as a whole, even though the technology that can be utilized in the learning process is growing very rapidly. This is because there are dimensions of the educational process, more specifically for the learning process played by the teacher, which cannot be replaced by technology. The existence of the teacher in front of the class to design the course of the learning process cannot be replaced by technology (Ratna et al., 2021). Everyone believes that teachers have a very big contribution to learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. Teachers and education personnel play a central role in education for all (Educational For All, EFA) and practical (practices and strategies) quality education.

This is interesting to study because so far, the "scapegoat" for failure in learning is the lack of welfare

of the teachers so that many teachers are not focused on their profession, even looking for other additions to meet the needs of their families. This reason is used as a weapon by some teachers to leave some of their duties as teachers, which will sacrifice the quality of education.

Teacher certification is a government program to improve the quality of education in general and an effort to improve the welfare and dignity of teachers. This provision is intended as a mechanism and an effort to increase the dignity of the teaching profession in the community and improve the quality of education by increasing the capacity and quality of its human resources. In this context, certification for teachers is a must and, at the same time, a necessity (Saat et al., 2016).

To improve the quality of education, the government has made various efforts to improve the education sector, both human resources in the form of teachers and other education personnel and learning infrastructure and learning environments. One of the efforts being intensively carried out at this time is the implementation of in-service teacher certification. This is intended so that the quality of education can be improved, given Indonesia's low quality of education compared to other countries in the world (Murwati et al., 2020).

The government has spent much money in implementing teacher certification; for example, in every teacher who will be certified, two million rupiahs is provided multiplied by the number of teachers, and the results will be fantastic figures. It is done only to obtain results in improving the quality of education, which will determine the nation's quality of life (Hali et al., 2021).

It is interesting to study whether, after being certified, teachers can become professional teachers, both in terms of their qualifications and in

terms of their competence as teachers, so that they can improve the learning process, which ultimately improves the quality of education as an indicator of the quality of the nation's life, (Parker & Bickmore, 2020).

Teacher performance is the performance carried out by teachers in carrying out their duties as educators. The quality of the teacher's work will greatly determine the quality of educational outcomes because the teacher is the party most in direct contact with students in the learning process (Wijaya et al., 2012). Performance development is a decisive factor in the success of the education and teaching process (Ratna, R., & Elihami, E, 2021).

Performance development describes the ability of a profession, including the teaching profession, to continuously make efforts to improve competence related to the role and function as an educator; it will strengthen the professional ability of teachers so that with this increase the quality of the process and results of education and teaching will be of higher quality.

Based on P.P. No. 19 of 2005 concerning National Education Standards article 28 states that educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals.

Teachers' academic qualifications and competencies are a requirement for obtaining an educator certificate, which shows that the teacher concerned can be considered a professional teacher according to the formal rules. However, if viewed from the side of academic morals, for example, the mastery and practice of the knowledge he has such as being a source of water for his students, exemplary,

having the high dedication to the task and so on.

To become a professional teacher is not enough to have a certificate of educators, but must be implemented in performance in the field. The competencies possessed by teachers must be able to provide added value in improving the quality of education. This will be tested through the graduates/outputs of an educational institution. The teacher is an element that is positioned as the frontline in the implementation of the learning process. In this regard, the teacher becomes the subject of many people's conversations and, of course, nothing related to the performance and totality of dedication and loyalty of his service.

Facts on the ground show that the low performance of public high school teachers in Enrekang Regency, such as the weak commitment of teachers to student learning, lack of mastery of teaching materials, weak responsibilities in monitoring and lack of strategies in classroom management.

Based on the facts above, the government has sought various ways to improve the quality of education in public high schools, among others, by improving the quality of teachers by providing educator certificates for those who are considered to have met the requirements for both qualifications and competence.

Method

This research is quantitative, i.e. research aimed at many individuals or groups whose data is taken from sample data, whose generalization will be applied to the entire population. This research is also for descriptive purposes, namely describing the data as they are and for explanatory purposes to test the relationship between variables and not

only describe certain characteristics of a population.

In addition to being descriptive, this research is also explanatory, namely testing the relationship between variables and describing certain characteristics of a population, but also explanatory, which aims to test hypotheses about a causal relationship between the variables studied. Thus, this research includes quantitative research that views the phenomenon as something that can be classified, observed and measured. The time given to the author to conduct the research is for one month, starting from August 02 to September 02, 2021, by taking the research location in 12 State Schools in Enrekang Regency or State High Schools throughout Enrekang Regency. This research targets certified public high school teachers who teach at public high schools, especially in Islamic education subjects.

The instrument used in this study was a questionnaire with 70 statement items, 35 items each for pedagogic competence and 35 items for professional competence. The data collection techniques used in this study were adjusted to the formulation of the problem studied, namely: Interviews, Questionnaires, Observations, Documentation.

After completing the data that has been collected then the author manages the data into a concept that is supported by research. Then analyzed using qualitative data in analyzing the effect of certification on the performance of PAI teachers in SMA Negeri in Enrekang Regency, with the following steps: data reduction, data display, data verification. Test the validity and reliability of the data through the instrument, which is an action taken in quantitative research to test the validity of the instrument used (Al-Bukhariy, 2020).

form of a certain level of education, physically and mentally healthy, as well as having the responsibility and ability, to realize the goal of national education, having competencies covering professional, pedagogic, personality, and social competencies, is a requirement to obtain an educator certificate as formal recognition for a teacher.

Professional in the General Indonesian Dictionary means a person who does a job for a fee. While in the Oxford Advanced Learner's Dictionary International Student's Edition, it is stated that "*Professional connected with a job that needs special training or skill, especially one that needs a high level of education, (of people) having a job which needs special training and a high level of education*", which means that professionals are related to work that requires special training and abilities, especially those that require a certain level of education, or that indicate that a person has trained well and is highly capable. Meanwhile, in the Big Indonesian Dictionary, the term Performance means quality, quality, and behaviour that creates the characteristics of a profession.

Performance implies the ability or expertise of a person related to a particular job that requires a certain payment according to his expertise

Concerning this research, teacher performance shows that the teacher's ability so that the teacher concerned is considered a professional who deserves respect according to his expertise. A professional teacher is a teacher who has expertise concerning learning, so he deserves an allowance according to his expertise. The performance of a teacher is marked by the qualifications and competencies he has. Qualifications are indicated by the existence of a diploma that has a minimum of S1 or D IV. Meanwhile, competence is demonstrated by

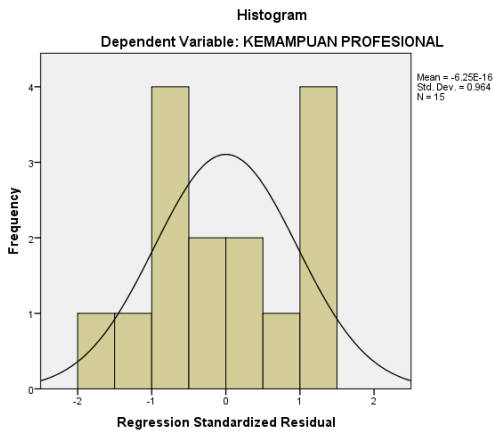
mastering four competencies related to their duties, both in the school environment and in the community. The competencies in question include pedagogic, professional, personality and social competencies.

To determine the effect of certification on the performance of high school teachers in the district. Enrekang, the author, uses statistical formulas that are under the objectives to be achieved. The goal to be achieved is to find out how much influence certification as a variable (X) has on teacher professionalism as the dependent variable (Y)

To determine the pedagogical competence of State Senior High School teachers in Kab. Enrekang, the author, compiled an instrument consisting of 35 questions. An overview of the competence of certified State High School teachers, the author will describe each statement descriptively.

Learning activities that involve many components, including students. Students are components that must be a teacher's attention. Each student has different characteristics, potential, types, and backgrounds. These differences will affect the learning activities. The teacher's negligence in understanding the characteristics of students will result in sacrificing some students in learning activities.

For example, a teacher who rarely pays attention to the different types of students, then only uses one lecture method continuously, will sacrifice students who rely on visual senses, and vice versa. Individual differences need to get attention from teachers in order to provide a balanced service in learning.



ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	407.578	1	407.578	5.968	.030 ^b
	Residual	887.755	13	68.289		
	Total	1295.333	14			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Based on the analysis results, it can be seen that in the sig. in the ANOVA table, the value of sig. is 0.30 or less than 0.05 (Sig. $0.30 < 0.05$). Then H_0 is rejected, and H_a is accepted, so the X variable simultaneously affects the Y variable.

Based on the results of hypothesis testing using the SPSS 22 program, the analysis results are as follows; it can be seen that in the column sig. in the ANOVA table, the value of sig. is 0.30 or less than 0.05 (Sig. $0.30 < 0.05$). Then H_0 is rejected, and H_a is accepted, so variable X has a simultaneous effect on variable Y. This is in line with the reality on the ground

that certified PAI teachers are very aware of the mandate given so that they try to provide knowledge and knowledge to students to the maximum, as that is their main task as educators.

Rimang stated that someone who has competence knows the things that will be taught, master the whole material to be delivered, analyze the material to be taught, and practice the information obtained before it is presented to others.

Another interesting issue is the opinion of teachers who show that teacher certification is not a guarantee to protect the community from poor quality educational practices. It means that the provision of educator certificates does not automatically make teachers a guarantee for the implementation of quality education. This fascistic attitude shows that the certification carried out is not guaranteed to become a good and professional teacher.

To become a professional teacher is not only determined by the existence of an educator certificate in their hands. The professionalism of a teacher is determined not only by the education he goes through or the educational institution that gives him a certificate but also by the individual who experiences it. How many people do not go through higher education but have excellent competence as educators, and vice versa.

It is very natural that if the certification implementation is only carried out for about 7 or 8 days, then it does not provide improvement. On the other hand, it is unfair to expect too much quality improvement for a process that has been passed in a very short time. It must be understood that the available time allocation provides more motivation to make changes related to the duties of a teacher. One thing that is needed to give educators certificates to teachers is the desire to change their

understanding and paradigm of their function as teachers. If these changes have occurred, it is hoped that awareness will arise to improve themselves in carrying out their duties.

Another thing that needs to be considered in improving teacher competence, especially professional competence and pedagogic competence, is the implementation of certification for pre-service teachers. It means that they are given special education to obtain an educator certificate before being appointed as teachers. The requirement for them to be appointed as teachers is that they already have an educator certificate. Giving educator certificates, really through education and strict selection including psychological tests.

This research was carried out in 12 public high schools throughout Enrekang Regency, which focused on the effect of certification on the performance of PAI teachers in State Senior High Schools in Enrekang Regency; based on observations and scientific data testing, the researchers drew the opinion that certification for the teaching profession is a manifestation of the high attention government on the fate of teachers, whose long term is to increase the nation's children's resources so that they can compete with other nations in the world. With this change, the biggest responsibility is in the hands of educators, especially teachers.

Conclusion

1. Senior High School (SMA) is a secondary education level that prioritizes the preparation of students to continue higher education with specialization (Depdiknas 2004). The embodiment of this specialization is in the form of majors. The majors are taken when entering class VIII, namely, majors in Natural Sciences (IPA), Social Sciences (IPS) and

Languages. Majoring is a strategic effort in providing facilities for students to channel their talents, interests and abilities, which are considered the most potential to be developed optimally.

In connection with this, students who have good science and exact science skills will usually choose a science major, and those who have an interest in social and economics will choose a social studies major, while those who like languages will choose a language department. Thus, the characteristics of science demand the same characteristics from those who study it. Students who study science following their personality characteristics or interest in a particular science will feel happy when learning it, and personality factors positively affect academic achievement.

2. Based on the results of hypothesis testing using the SPSS 22 program, the results of the analysis are as follows, and it can be seen that in the column sig. in the ANOVA table, the value of sig. is 0.30 or less than 0.05 (Sig. 0.30 < 0.05). So H₀ is rejected, and H_a is accepted, so variable X has a simultaneous effect on variable Y. This is in line with the reality on the ground that few PAI teachers who have been certified are very aware of the mandate given so that they try to provide knowledge and knowledge to students to the maximum, as that is their main task as educators.

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Biography

The author named Armin was born in Asia, Kadingeh Village, Baraka District, Enrekang Regency, on November 10, 1990, the first child of 3 siblings, which is the fruit of love from the couple Raupa and Dihani. The author's educational history began when he

entered SDN 146 Asian in 1997, graduated in 2003, continued his education at SMPN 1 Baraka in 2004 and graduated in 2007.

Then he continued his education to the high school level at SMAN 2 Enrekang, Kab. Enrekang in 2007 and graduated in 2010. Then in 2010, the author continued his education at STKIP Muhammadiyah SIDRAP Department of Indonesian Language and Literature and completed the Bachelor Program (S1) in 2014.

Then in 2016, the author continued his master's studies at the Graduate Program of the University of Muhammadiyah Parepare, the Islamic Religious Education Program, and finished in 2019. In 2020 he was given the mandate as a Lecturer of the Muhammadiyah University Enrekang Foundation until now.