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# The Use of Activity-Based Management Methods in the Multipurpose Loan Process to Improve Cost Efficiency at PT. Bank Sumut: A Case Study of the Ngumban Surbakti Branch

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## Abstract

The low level of teacher certification competence is one of the main challenges in the field of education, which affects the quality of learning and student achievement. One of the educational institutions facing this issue is MIS Nur Al-Amin Medan, where several teachers do not yet possess adequate certification to support professionalism in teaching. Referring to this issue, a comprehensive strategy is needed to improve teacher competence by identifying the internal and external factors that influence the teacher certification process. One commonly used strategy to analyze these factors is through SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The purpose of this study is to analyze the internal and external factors that influence the improvement of teacher certification competence at MIS Nur Al-Amin Medan and to formulate appropriate improvement strategies through the SWOT analysis approach. This research uses a qualitative research design with a case study approach. Data collection was carried out through the distribution of questionnaires, in-depth interviews, and testing validity using source triangulation. Based on the research findings, it was discovered that the internal and external factors influencing the teacher certification process at MIS Nur Al-Amin Medan are still not optimal. This is evident from the results of the IFAS and EFAS analyses, which place the school's position in Quadrant III of the SWOT diagram, indicating that the school is facing significant external challenges and has internal weaknesses that need to be addressed. Therefore, the appropriate strategy to implement is the Weakness-Threats (WT) strategy or a transformation strategy. This strategy includes integrating the support of the school principal with training programs, subsidies, and assistance from the Ministry of Religious Affairs. In addition, efforts are needed to enhance teachers' understanding of the certification procedures through internal training, socialization, and the provision of access to information, as well as technical and financial support, to ensure that the certification process can proceed more effectively and in a structured manner.

**Keywords:** Teacher Competence; Teacher Certification; Education Quality

## 1. Introduction

Education is the main pillar in the development of a nation. The role of education is not only focused on transferring knowledge, but also on developing individual potential so that they can contribute positively to the progress of society. In this context, high quality education is highly dependent on teacher competence, which is a key factor in determining the success of the teaching and learning process. According to Husna (2019), a quality teacher not only has adequate knowledge, but also skills in managing the learning process effectively. These skills include the ability to design a curriculum that suits students' needs, develop innovative teaching methods, and motivate students to learn in a creative and enjoyable way. Teacher competence involves not only academic aspects, but also interpersonal and pedagogical skills needed to create an inclusive and supportive learning environment. A competent teacher is able to adapt to various classroom situations, understand the needs and characteristics of students, and facilitate discussion and collaboration between them (Putra & Sari, 2021).

In an effort to improve the quality of education, the Indonesian government launched a teacher certification program as a strategic step to improve the professionalism and competence of educators (Sari, 2020). This certification program is designed to provide official recognition to teachers who have met certain qualifications and are able to carry out their duties well. Certification aims not only to objectively assess teachers' abilities but also to ensure that they meet the standards set in carrying out their roles (Wahyuni & Ramadhan, 2022). It is hoped that with certification, more competent and qualified teachers will be created, which in turn will improve the quality of education throughout Indonesia. Teacher certification also has a significant impact on the career

development of teachers themselves. Certified teachers tend to receive better rewards and incentives, and have greater opportunities to develop themselves through continuing education programs (Rahmawati & Yusuf, 2021). These incentives are not only in the form of finances, but also in the form of opportunities to attend training, seminars, and other professional development activities.

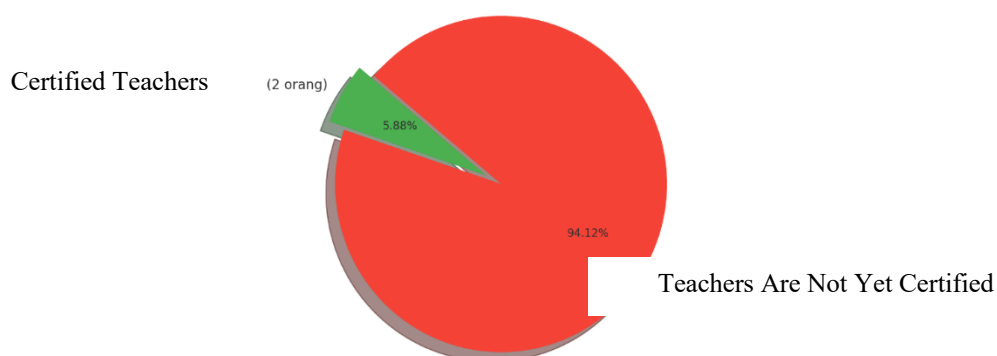


Figure 1. Teacher Certification Level at MIS Nur Al-Amin Medan  
Source: Pre-Research Results at MIS Nur Al-Amin Medan

However, although the certification program is designed to improve teacher professionalism and competence, the reality on the ground shows that many teachers are not yet certified. Kurniawan (2021) noted that there is still a significant gap between the number of existing teachers and the number of teachers who have undergone certification. This is a serious concern, because the number of certified teachers directly affects the quality of the teaching and learning process received by students. Figure 1.1 shows that the total number of teaching staff at MIS Nur Al-Amin Medan reaches 34 teachers, which covers 100% of the total teaching staff at the school. However, of the total, only 2 teachers have been certified, which is equivalent to 5.88%. On the other hand, as many as 32 teachers, or around 94.12%, do not have formal certification. This condition has serious implications for the quality of learning provided, as the majority of teachers not meeting formal requirements limits the school's ability to deliver education that meets national standards.

Therefore, this article aims to analyze the current condition of teacher competence and the implementation of the certification program at MIS Nur Al-Amin Medan, and its implications on the quality of education. By highlighting the gap between policy expectations and the reality in the school, this study is important to identify the challenges and provide recommendations to enhance teacher qualifications, professional development, and student learning outcomes.

## 2. Literature Review

### 2.1 Teacher Competence

Teacher competence is a combination of knowledge, skills, attitudes, and values reflected in the habit of thinking and acting professionally to carry out their duties. According to Permendikbud Number 16 of 2007, teacher competence includes four main aspects: pedagogical, professional, personality, and social competence. These four dimensions are integrated with each other and underlie the effectiveness of teacher performance. Globally, Shulman (1986) has developed a framework known as Pedagogical Content Knowledge (PCK), which is the basis for understanding the combination of content and pedagogical knowledge that teachers must have. Recent research also confirms the importance of this framework in teacher professional development in various countries (Kunter et al., 2013; Darling-Hammond et al., 2017).

### 2.2 Content Knowledge

Content knowledge refers to teachers' deep understanding of the teaching material they specialize in. Teachers who have high content mastery are able to explain concepts accurately, answer students' questions appropriately, and relate teaching materials to real contexts. According to Ball, Thames, & Phelps (2008), content knowledge includes not only facts but also how the concept is organized, delivered, and connected to other concepts. Kurniawati & Wibowo (2020) emphasize that mastery of the material must also be accompanied by the ability to build deep conceptual understanding in students.

### 2.3 Pedagogical Knowledge

Pedagogical knowledge includes an understanding of learning theories, learning strategies, assessments, and student characteristics. Darling-Hammond et al. (2017) emphasized that pedagogical knowledge allows teachers to adapt teaching to students' individual needs. In the 21st century education era, teachers must also master technological literacy, project-based learning, and collaborative and differentiated learning (Voogt et al., 2020). Ningsih (2021) stated that pedagogical knowledge is key in designing adaptive and inclusive learning.

### 2.4 Curriculum Knowledge and Educational Context

Understanding the curriculum and local context is important so that teachers can design learning that is relevant to students' needs and the surrounding socio-cultural conditions. Grossman & McDonald (2008) emphasize the importance of "pedagogical reasoning" that considers the local context in implementing the curriculum. Sari & Prasetyo (2022) emphasize that teachers who understand the context will be more effective in adjusting teaching methods and materials to be meaningful to students.

### 2.5 Teacher Certification

Teacher certification is a legal-formal process to ensure that a teacher has met the competency standards set by the state and is worthy of being called a professional. Certification is also a strategy to improve the quality of education through improving the quality of teachers.

**2.5.1 Objectives of Teacher Certification.** The main purpose of certification is to ensure that teachers have academic qualifications and competencies that meet national and international standards (Kemdikbud, 2021). Certification is also recognized as a form of quality assurance in the education system (OECD, 2020). Ingersoll & Collins (2018) stated that certification plays an important role in strengthening professionalism and improving the social status of the teaching profession, as well as contributing to improving student learning outcomes.

**2.5.2 Certification Process.** In Indonesia, certification is carried out through the Teacher Professional Education Program (PPG) which aims to equip prospective teachers with four basic competencies. After taking the PPG and passing the UKMPPG, teachers receive a teacher certificate. Internationally, many countries have similar models. In the United States, the teacher licensing process includes professional education, competency tests, and teaching practice observations (Darling-Hammond & Hylar, 2020). In Finland, all teachers must complete a master's program in education that integrates theory and practice (Sahlberg, 2021).

**2.5.3 Impact of Certification on Teacher Performance.** Teacher certification has been shown to improve performance in terms of planning, implementing, and evaluating learning. Research by Susanto & Aisyah (2020) mentions a significant increase in post-certification learning planning. Globally, Boyd et al. (2009) and Rice (2010) found that certified teachers tend to be more effective in improving student learning outcomes. However, Avalos (2016) warns that the success of certification is highly dependent on the quality of training and ongoing support in professional development.

## 3. Method

This research uses a qualitative approach with a case study method to gain an in-depth understanding of the management and development of teacher competencies at MIS Nur Al-Amin Medan. In addition, the study employs a descriptive method to systematically describe the observed phenomena, ensuring a comprehensive depiction of the school's teacher competency management practices. Research Location MIS Nur Al-Amin Medan, Jl. Platina VII D, Medan Deli, Medan City.

**Research Informants:** A total of 33 teachers were involved in this study, consisting of 14 main informants (certified teachers) and 19 additional informants (uncertified teachers), selected purposively to ensure representation of various experiences and perspectives regarding teacher competency and certification.

### 3.1 Data Collection Techniques

- **Questionnaire:** Used to collect primary data on teachers' competencies, teaching experience, and perceptions regarding certification and professional development.
- **Observation:** Conducted to directly observe the teaching and learning process, classroom interactions, and the application of pedagogical strategies by teachers.
- **In-depth Interviews:** Carried out with the principal and selected teachers to obtain detailed insights into the management of teacher competencies, challenges faced, and the impact of certification on teaching quality.
- **Documentation:** Collected from school archives, including teacher certification records, training participation, lesson plans,

and school reports, to support and triangulate primary data.

### 3.2 Data Validity and Reliability

To ensure validity, the study applied triangulation by using multiple data sources (questionnaire, observation, interview, and documentation). Member checking was conducted by sharing findings with informants for confirmation. Reliability was maintained through careful documentation of procedures, consistent use of interview guides, and systematic coding of qualitative data.

### 3.3. Data Analysis and Strategy Formulation

The research follows a structured strategy formulation process based on the Strategic Formulation Analytical Framework (David et al., 2023), consisting of three main stages:

- **Input Stage:** Internal and external factors influencing teacher competency were analyzed using the Internal Factor Evaluation (IFE) matrix and External Factor Evaluation (EFE) matrix. Internal factors include teachers' qualifications, pedagogical skills, and professional development participation, while external factors cover government policies, certification programs, and community expectations. Each factor was weighted and scored to reflect its relative importance.
- **Matching Stage:** To align internal and external factors and generate strategic options, the study applied the SWOT analysis in combination with the Internal-External (IE) matrix. The SWOT analysis identified strengths, weaknesses, opportunities, and threats related to teacher competency and certification. For example, strengths may include experienced certified teachers, while weaknesses may involve the high proportion of uncertified teachers. Opportunities could be professional development programs, and threats might include limited incentives or regulatory changes. By mapping these factors, the study formulated potential strategies to improve teacher competency and certification rates.
- **Decision Stage:** The Quantitative Strategic Planning Matrix (QSPM) was then employed to prioritize the proposed strategies. Each strategy received a weighted score based on its effectiveness and feasibility, allowing for a quantitative comparison to identify the most viable and impactful strategies.

### 3.4 Data Processing Procedure

- Qualitative data from interviews and observations were transcribed, coded, and categorized according to thematic areas related to teacher competency, certification, and professional development.
- Questionnaire data were tabulated and analyzed descriptively to summarize the current status of teacher competencies and certification levels.
- Triangulation was conducted by cross-checking findings from interviews, observations, questionnaires, and documentation to ensure accuracy and consistency.
- Finally, the analyzed data were integrated into the SWOT and QSPM frameworks to formulate and prioritize actionable strategies for improving teacher competency management at MIS Nur Al-Amin Medan.

This structured approach ensures that the research systematically captures the complexity of teacher competency management while providing practical recommendations for strategic improvement based on reliable and valid data.

## 4. Result And Discussion

### 4.1 Stage 1 Results: The Input Stage

At the Input Stage, 20 questionnaire result factors were obtained consisting of 5 strengths, 5 weaknesses, 5 opportunities, and 5 threats that affect teacher certification competency. These findings are used to refine the IFE and EFE matrices.

#### 1. Strengths

- a) The principal encourages teachers to participate in the certification program. (S1)
- b) The principal provides information regarding teacher training. (S2)
- c) The principal facilitates training to improve teacher competency. (S3)
- d) Have high enthusiasm to improve teaching competence. (S4)
- e) Actively seek information on teacher professional development. (S5)

#### 2. Weaknesses

- a) The majority of teachers at this school do not have a teaching certificate. (W1)
- b) I have not followed the PLPG or PPG process for certification. (W2)
- c) I have not received clear information about the certification procedure. (W3)
- d) I feel I am not ready to undergo the certification process (W4)
- e) The internal training materials are according to my needs. (W5)

### 3. Opportunities

- a) The Ministry of Religion provides training related to certification. (O1)
- b) I received technical assistance from the service in the PPG process. (O2)
- c) There are subsidies or financial assistance for training from the Ministry of Religion. (O3)
- d) The Ministry of Religion monitors the teacher improvement process. (O4)
- e) External collaboration accelerates teacher certification process. (O5)

### 4. Threats

- a) Knowing that there is a certification policy from the government. (T1)
- b) The government sets a deadline for certified teachers. (T2)
- c) Schools collaborate with LPTK or teacher training institutions. (T3)
- d) I have attended training from an outside school institution. (T4)
- e) The school committee encourages the improvement of teacher competence. (T5)

Table 1. IFE Matrix Results

NO	STATEMENT	TOTAL	WEIGHT	RATING	SCORE
<b>INTERNAL FACTORS - STRENGTH</b>					
1	Have sufficient skills to complete work independently.	75	0.12	3.00	0.35
2	Believe that effort and contribution can improve work efficiency.	79	0.12	3.16	0.39
3	Try to complete the work on time according to the specified deadline.	75	0.12	3.00	0.35
4	Don't give up easily when facing challenges at work.	77	0.12	3.08	0.37
5	Willing to take responsibility for work results, both success and failure	79	0.12	3.16	0.39
TOTAL		385	0.60	15.40	1.84
1	Overwhelmed when having to complete tasks under high work pressure	45	0.07	1.80	0.13
2	Difficulty overcoming certain operational constraints that require coordination with multiple parties	47	0.07	1.88	0.14
3	Difficulty maintaining focus under conditions of extreme stress and excessive workload	51	0.08	2.04	0.16
4	It takes time to adjust to changes in company policy, especially if the changes occur suddenly.	54	0.08	2.16	0.18
5	Often takes the initiative to complete work without supervision, but sometimes lacks coordination with the team resulting in miscommunication.	63	0.10	2.52	0.25
TOTAL		260	0.40	10.4	0.85
TOTAL INTERNAL FACTORS		645	1.00	25.80	2.69

In Table 1, which displays the Internal Factor Evaluation (IFE) matrix, there are 10 internal factors consisting of 5 strength factors and 5 weakness factors. The data presented in the "Total" column is obtained from the results of the questionnaires that have been filled out by the respondents, as listed in Appendix 1, Appendix 2, and Appendix 3.

The value in the Weight column is calculated by dividing the total value of each factor by the total score of the internal factors, which is 645. For example, the factor "Has sufficient skills to complete work independently" has a total value of 75. Therefore, the weight for this factor is  $75/645 = 0.12$ . The same calculation process is applied to all strengths and weaknesses factors.

Meanwhile, the value in the Rating column is obtained from the result of dividing the total value of each factor by the number of respondents, which is 25 people. For example, in the factor "Having sufficient skills to complete work independently", the total is 75, so the rating is  $75/25 = 3.00$ . This calculation is also applied to all factors.

The value in the Score column is obtained from the multiplication of weight and rating. For example, for the factor "Having sufficient skills to complete work independently" which has a weight of 0.12 and a rating of 3.00, the score obtained is  $0.12 \times 3.00 = 0.35$ . This calculation step is carried out for all internal factors.

From the overall calculation results, the total score of the strength factors is 1.84, while the total score of the weakness factors is 0.85. Thus, the total overall score on the internal factor is 2.69, which will later be the input for the X-axis value in the IE Matrix at Stage 2: The Matching Stage.

Table 2. EFE Matrix Results

NO	QUESTIONNAIRE STATEMENT	TOTAL	WEIGHT	RATING	SCORE
OPPORTUNITY					
1	The Ministry of Religion provides training related to certification.	110	0.13	3.33	0.45
2	I received technical assistance from the service in the PPG process.	119	0.14	3.61	0.52
3	There are subsidies or financial assistance for training from the Ministry of Religion.	121	0.15	3.67	0.54
4	The Ministry of Religion monitors the teacher improvement process.	109	0.13	3.30	0.44
5	External collaboration accelerates the teacher certification process.	115	0.14	3.48	0.49
TOTAL		574	0.70	17.39	2.43
1	Knowing that there is a certification policy from the government.	44	0.05	1.33	0.07
2	The government sets a deadline for certified teachers.	62	0.08	1.88	0.14
3	Schools collaborate with LPTK or teacher training institutions.	44	0.05	1.33	0.07
4	I have attended training from institutions outside of school.	43	0.05	1.30	0.07
5	The school committee encourages improving teacher competency.	55	0.07	1.67	0.11
TOTAL		248	0.30	7.52	0.46
TOTAL EXTERNAL FACTORS		822	1.00	24.91	2.90

In Table 2 which displays the External Factor Evaluation (EFE) matrix, it can be seen that there are 10 external factors classified into 5 opportunity factors and 5 threat factors. The data in the "Total" column was obtained from the results of the questionnaire filled out by the respondents and is listed in Appendix 1, Appendix 2, and Appendix 3.

The Weight Value is calculated by dividing the total value of each factor by the total of all external factors, which is 822. For example, in the factor "The Ministry of Religion provides training related to certification" the total value is 110. So the weight for this factor is  $110/822 = 0.13$ . The same calculation is done on all other factors.

Meanwhile, the Rating is obtained by dividing the total value of each factor by the number of respondents, which is 33 people. For example, the factor "The Ministry of Religion provides training related to certification" has a total value of 110, so the rating is  $110/33 = 3.33$ . Similar calculations are also applied to all other factors.

The value in the Score column is the result of multiplying the weight and rating. For example, the factor "The Ministry of Religion provides training related to certification" has a weight of 0.13 and a rating of 3.33, so the score obtained is  $0.13 \times 3.33 = 0.45$ . This calculation step is also carried out for all factors, both opportunities and threats.

The final result shows that the total score of all opportunity factors is 2.43, while the total score of all threat factors is 0.46. Thus, the total overall score on the external factors is 2.90, which will be used as input for the Y-axis value in the IE Matrix in Stage 2: The Matching Stage.

a. Stage 2 Results: The Matching Stage

In the second stage, namely The Matching Stage, an IE matrix is produced which helps determine whether the company will carry out a new strategy, maintain the old strategy, or carry out efficiency in the strategy. In addition, at this stage a SWOT quadrant is also produced which functions similarly to the IE matrix to determine whether the company will carry out a progressive strategy, diversify the strategy, change the strategy, or carry out a defensive strategy.

The resulting IE matrix can be seen in Figure 4.1. In the IE matrix, the values on the left and right axes are obtained from the total score of the IFE Matrix, which is -0.81, while the value on the axis obtained from the total EFE Matrix score, which is 1.97.

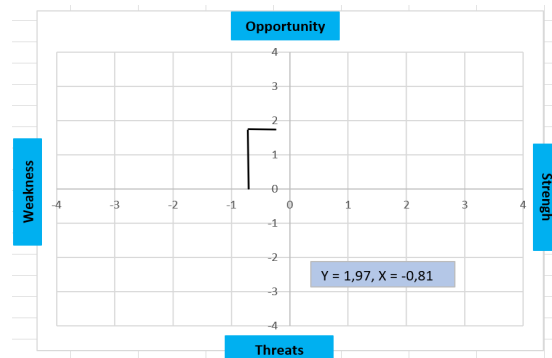


Figure 2. IE Matrix Results

It can be seen in Figure 2, the coordinate position in quadrant III is Strategy Disverification. The recommendation results from this SWOT quadrant are the same as the recommendation results of the IE matrix. Furthermore, the results of the SWOT matrix can be seen in Table 3.

Table 3. SWOT Matrix Results

<p>IFAS</p> <p>EFAS</p>	<p>(Strength)</p> <p>S1: Principal's support for certification  S2: Training information from the head school  S3: Training facilitation by the head school  S4: High spirits increase competence  S5: Actively seek development information professional</p>	<p>(Weakness)</p> <p>W1: Many teachers are not yet certified  W2: Not yet participated in PLPG/PPG  W3: Minimal information on certification procedures  W4: Not ready to participate in certification  W5: Training materials are not appropriate</p>
<p>(Opportunity)</p> <p>O1: Training from the Ministry of Religion  O2: Technical assistance from the service  O3: Training cost assistance  O4: Monitoring of the Ministry of Religion  O5: Accelerate collaboration certification</p>	<p>(SO)</p> <p>Integrating the active role of school principals with training, subsidies, and mentoring from the Ministry of Religion to accelerate teacher certification. (S1, S2, S3 + O1, O2, O3)  Combining teacher personal motivation with external training, monitoring and collaboration support for competency improvement. (S4, S5 + O1, O4, O5)  Building a collaborative certification program between principals, teachers, and external institutions with technical and financial support. (S1, S3, S4, S5 + O2, O3, O5)</p>	<p>(WO)</p> <p>Improving the understanding of uncertified teachers through socialization of certification procedures, Kemenag training, and technical assistance from the office. (W1, W2, W3 + O1, O2, O4)  Addressing teacher unpreparedness with tailored training, supported by cost subsidies and external collaboration. (W4, W5 + O1, O3, O5)  Providing access to information and technical-financing assistance to facilitate teachers to follow certification in a structured manner. (W1, W3, W5 + O1, O3, O4)</p>
<p>(Threats)</p> <p>T1: Certification policy government  T2: Certification deadline  T3: Cooperation with LPTK is still low  T4: Minimal training from outside school  T5: Increased pressure competence of the committee</p>	<p>(ST)</p> <p>Strengthening the role of the principal in providing direction and facilitation so that teachers are better prepared to face government policies and certification deadlines. (S1, S2, S3 + T1, T2)  Encourage teacher enthusiasm and initiative in participating in external training and establishing relationships with training institutions in response to external encouragement and cooperation. (S4, S5 + T3, T4, T5)</p>	<p>(WT)</p> <p>Addressing teacher certification limitations through the preparation schedule and internal guidance so as not to be affected by government certification policies and deadlines. (W1, W2, W3 + T1, T2)  Improve teachers' understanding of certification procedures and benefits through relevant internal training, in order to better prepare for external pressures and collaborations. (W3, W4, W5 + T3, T4, T5)</p>

In Table 3, it can be seen that there are 3 SO strategies, 3 WO strategies, 2 ST strategies, and 2 WT strategies, so that 10 new strategies are obtained. All of these new strategies will be input in the next stage in the QSPM matrix.

#### b. Stage 3 Results: The Decision Stage

In the final stage, namely The Decision Stage, a quantitative analysis is carried out using the Quantitative Strategic Planning Matrix (QSPM) to determine the most feasible strategy to implement. This stage involves calculating the Attractiveness Score (AS) obtained from a questionnaire containing respondents' assessments of 10 new strategies based on each internal and external

factor.

Next, the Total Attractiveness Score (TAS) is calculated by multiplying the AS by the weights determined in the Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) Matrices. TAS shows the level of attractiveness of each strategy in dealing with the company's internal and external conditions.

Through this analysis, the strategy with the highest TAS value is considered the most optimal to implement because it has the greatest potential to support the company's growth and competitiveness. The final results of the QSPM are presented in Table 4, which is the basis for strategic decision making to ensure the company's effectiveness and sustainability in the future.

Table 4. QSPM

No	Kode Faktor	Bobot	Kode Strategi																			
			(S1, S2, S3 + O1, O2, O3)	AS	(S4, S5 + O1, O4, O5)	AS	(S1, S3, S4, S5 + O2, O3, O5)	AS	(W1, W2, W3 + O1, O2, O4)	AS	(W4, W5 + O1, O3, O5)	AS	(W1, W3, W5 + O1, O3, O4)	AS	(S1, S2, S3 + T1, T2)	AS	(S4, S5 + T3, T4, T5)	AS	(W1, W2, W3 + T1, T2)	AS	(W3, W4, W5 + T3, T4, T5)	
<b>STRENGTH</b>																						
1	S1	0.13	4	0.53	4	0.53	4	0.53	4	0.53	4	0.53	4	0.53	1	0.13	3	0.40	4	0.53	2	0.26
2	S2	0.12	3	0.36	3	0.36	3	0.36	4	0.48	4	0.48	4	0.48	3	0.36	3	0.36	4	0.48	2	0.24
3	S3	0.12	2	0.23	2	0.23	2	0.23	4	0.47	3	0.35	3	0.35	3	0.35	1	0.12	4	0.47	2	0.23
4	S4	0.13	3	0.39	3	0.39	3	0.39	2	0.26	2	0.26	2	0.26	3	0.39	4	0.52	2	0.26	3	0.39
5	S5	0.13	2	0.25	2	0.25	2	0.25	2	0.25	3	0.38	3	0.38	2	0.25	1	0.13	2	0.25	4	0.50
1	W1	0.07	4	0.28	4	0.28	3	0.21	4	0.28	3	0.21	2	0.14	4	0.28	4	0.28	2	0.14	2	0.14
2	W2	0.09	4	0.34	4	0.34	2	0.17	1	0.09	3	0.26	3	0.26	2	0.17	4	0.34	2	0.17	4	0.34
3	W3	0.07	4	0.27	4	0.27	4	0.27	3	0.20	1	0.07	4	0.27	3	0.20	4	0.27	2	0.14	4	0.27
4	W4	0.10	2	0.20	2	0.20	3	0.29	2	0.20	3	0.29	2	0.20	1	0.10	2	0.20	3	0.29	3	0.29
5	W5	0.06	2	0.11	2	0.11	4	0.22	3	0.17	3	0.17	1	0.06	4	0.22	2	0.11	4	0.22	2	0.11
1	O1	0.13	3	0.40	4	0.54	3	0.40	4	0.54	2	0.27	3	0.40	2	0.27	1	0.13	2	0.27	3	0.40
2	O2	0.14	4	0.58	3	0.43	2	0.29	4	0.58	3	0.43	4	0.58	2	0.29	3	0.43	4	0.58	4	0.58
3	O3	0.15	3	0.44	2	0.29	3	0.44	4	0.59	2	0.29	4	0.59	2	0.29	1	0.15	3	0.44	3	0.44
4	O4	0.13	2	0.27	3	0.40	4	0.53	2	0.27	4	0.53	3	0.40	3	0.40	4	0.53	3	0.40	4	0.53
5	O5	0.14	4	0.56	2	0.28	3	0.42	2	0.28	3	0.42	4	0.56	4	0.56	3	0.42	4	0.56	3	0.42
1	T1	0.05	4	0.21	4	0.21	4	0.21	4	0.21	2	0.11	2	0.11	4	0.21	3	0.16	4	0.21	4	0.21
2	T2	0.08	4	0.30	3	0.23	4	0.30	4	0.30	2	0.15	3	0.23	1	0.08	4	0.30	4	0.30	4	0.30
3	T3	0.05	4	0.21	2	0.11	4	0.21	4	0.21	2	0.11	3	0.16	4	0.21	1	0.05	4	0.21	4	0.21
4	T4	0.05	2	0.10	4	0.21	2	0.10	2	0.10	3	0.16	4	0.21	3	0.16	2	0.10	2	0.10	2	0.10
5	T5	0.07	2	0.13	4	0.27	2	0.13	2	0.13	4	0.27	3	0.20	2	0.13	4	0.27	2	0.13	2	0.13
<b>Total</b>				<b>6.18</b>	<b>61.00</b>	<b>5.93</b>	<b>61.00</b>	<b>5.98</b>	<b>61.00</b>	<b>6.13</b>	<b>56.00</b>	<b>5.72</b>	<b>61.00</b>	<b>6.34</b>	<b>53.00</b>	<b>5.06</b>	<b>54.00</b>	<b>5.27</b>	<b>61.00</b>	<b>6.16</b>	<b>61.00</b>	<b>6.125</b>

Table 5.

Table 5. QSPM Ranking Results

RANK	STRATEGY CODE	STRATEGY	TOTAL BAG VALUE
1	(W1, W3, W5 + O1, O3, O4)	Providing access to information and technical-financing assistance to make it easier for teachers to participate in certification in a structured manner.	6,340
2	(S1, S2, S3 + O1, O2, O3)	Integrating the active role of school principals with training, subsidies, and assistance from the Ministry of Religion to accelerate teacher certification.	6.176
3	(W1, W2, W3 + T1, T2)	Improving the understanding of uncertified teachers through socialization of certification procedures, Ministry of Religion training, and technical assistance from the service.	6.158
4	(W1, W2, W3 + O1, O2, O4)	Providing access to information and technical-financing assistance to make it easier for teachers to participate in certification in a structured manner.	6.131
5	(W3, W4, W5 + T3, T4, T5)	Improve teachers' understanding of certification procedures and benefits through relevant internal training, in order to better prepare for external pressures and collaborations.	6.125
6	(S1, S3, S4, S5 + O2, O3, O5)	Building a collaborative certification program between principals, teachers, and external institutions with technical and financial support	5,979
7	(S4, S5 + O1, O4, O5)	Encourage teacher enthusiasm and initiative in participating in external training and establishing relationships with training institutions in response to encouragement and cooperation from external parties.	5.927
8	(W4, W5 + O1, O3, O5)	Addressing teacher unpreparedness with tailored training, supported by cost subsidies and external collaboration	5,722
9	(S4, S5 + T3, T4, T5)	Combining personal teacher motivation with external training, monitoring and collaboration support for competency improvement	5.271
10	(S1, S2, S3 + T1, T2)	Strengthening the role of school principals in providing direction and facilitation so that teachers are better prepared to face government policies and certification deadlines.	5,060

Research at MIS Nur Al-Amin Medan revealed several internal and external factors that influence the level of teacher certification competency. Internal factors identified as strengths include the active role of the principal in encouraging and

facilitating training, as well as the high enthusiasm of teachers in developing themselves. However, weaknesses remain, such as the large number of teachers who do not yet possess certification, limited information availability, and insufficient readiness to undergo the certification process. Externally, opportunities arise from support for training and mentoring provided by the Ministry of Religion and the local education office, whereas threats stem from government policy pressures and deadlines for certification completion. The findings indicate that successful certification largely depends on the synergy between internal strengths and external opportunities, while addressing internal weaknesses and external threats is critical.

To improve teacher certification competency, five main strategies are recommended. First, provide access to information, technical assistance, and funding to facilitate the certification process. Second, integrate the principal's role with government-led training and mentoring programs. Third, conduct intensive socialization and mentoring for uncertified teachers to enhance their readiness. Fourth, ensure consistent access to information and assistance as a form of institutional support. Fifth, conduct relevant internal training to better prepare teachers for certification requirements. Implementation of these strategies is expected to improve the effectiveness of the certification process, strengthen teacher readiness, and support sustainable professional development.

These results are consistent with findings from similar studies in other contexts. For example, research by Sari and Hidayat (2020) in public elementary schools in Jakarta found that the success of teacher certification was influenced by the proactive role of school leadership and the availability of institutional support for professional development. Similarly, Putra and Sari (2021) reported that teachers' readiness, access to mentoring, and support from education authorities significantly affected certification outcomes in rural schools in West Java. The triangulation method used in this study through questionnaires, observations, interviews, and documentation strengthens the validity of these findings, as it allows cross-verification of data from multiple sources. By comparing these results with other contexts, it becomes evident that while the challenges may vary in detail, the critical role of leadership, access to information, and structured support programs are universally important in improving teacher certification competency.

Overall, the study highlights that addressing both internal weaknesses and external threats through well-structured strategies, supported by government programs and school leadership, is essential for achieving effective and sustainable teacher certification outcomes.

## 5. Conclusion

This study found internal and external factors that influence teacher certification at MIS Nur Al-Amin Medan. Internal factors include the support of the principal, teacher enthusiasm, and the initiative to seek information, but there are still weaknesses such as unpreparedness and lack of certificates. External factors include opportunities from training and mentoring from the Ministry of Religion, as well as threats in the form of government policies and certification deadlines.

The strategies analyzed are in Quadrant III, facing major external challenges with internal weaknesses. The solution involves integrating the role of the principal with training support, subsidies, and mentoring from the Ministry of Religious Affairs, as well as increasing teacher understanding through internal training and socialization, plus ongoing access to information and technical assistance.

To improve certification competency, close collaboration between teachers, schools, and the Ministry of Religious Affairs is needed with an integrated approach. Teachers are encouraged to be proactive in certification programs and share experiences, schools provide support for facilities, flexible schedules, and policy advocacy, while the Ministry of Religious Affairs is expected to increase policy flexibility, financial support, and routine program monitoring so that certification runs effectively and according to teacher needs.

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