

ABSTRACT

This study explores the effectiveness and performance of certified teachers in elementary schools within Pati District using a phenomenological qualitative approach. The primary focus is to understand how certification impacts teachers' ability to enhance student achievement and to examine certified teachers' perceptions of their performance based on established competency standards. Certification aims to improve teachers' competencies in instructional processes and their professional quality, which is also aligned with principles of human resource management in skill development and performance evaluation. Data were collected through in-depth interviews with seven certified teachers, who had a minimum of five years of teaching experience. Findings reveal that certification positively influences teacher performance, especially in lesson planning and using varied teaching methods, reflecting management principles where structured training and recognition contribute to improved productivity. However, areas such as technology use and feedback delivery need further enhancement. The managerial policy implications of the findings of this study are the importance of strengthening the certification program with ongoing training, providing adequate administrative support, and increasing collaboration among teachers to create a positive school climate. Through this policy, it is hoped that the quality of education can continue to be improved, especially in supporting the development of teacher competencies and student achievement.

Keywords: *effectiveness, teacher performance, teacher certification, elementary education, phenomenology.*