THE INFLUENCE OF TEACHERS' PEDAGOGICAL COMPETENCE TOWARD THE STUDENTS' ACHIEVEMENT IN LEARNING MATH AT ELEVENTH CLASS OF SENIOR HIGH SCHOOL IN KUNINGAN REGENCY

A THESIS

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2012 M/ 1433 H
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A THESIS

Submitted to the Mathematic Education Department of IAIN Syekh Nurjati Cirebon in Partial Fulfillment of the Requirements for the Islamic Scholar in Mathematic Education Department (S.Pd.I)

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ABSTRACT


There were some teachers who did not meet the pedagogical competence, namely the management of student learning with the several of reason such as: teachers business, absence in the classroom and till the pedagogical competence of teachers has not been fully implemented. The student are motivated and creative in learning tend to decline so their learning achievement decreases.

Professionalism of teachers indicated one of them with pedagogical competencies include understanding the learners, design and implementation of learning, the evaluation of student learning and development. In teaching and learning, students experience a change in the field of knowledge, understanding, skills and attitudes. The existence of these changes can be seen from the resulting learning achievements of students working on the activities of the test questions and tasks given by the teacher. The greater the teachers ‘pedagogical competence of teachers is expected that students’ math achievement will increase.

The aims of the research are to find out how well the teachers’ pedagogical competence in learning math is, to find out how far the students’ achievement in learning math is, and how far the influence of teachers’ pedagogical competence toward the students’ achievement in learning math is.

The approach of the research is using quantitative approach. The techniques of collecting the data are by using questionare, and test. The population of the research is all of the student of the elevent class of senior high school in Kuningan Regency, namely 848 students. The writer has taken the sampel of the research just 23% out of the whole population, that is 200 students.

The analysis of data obtained a correlation coefficient of 0.960, the value is included into the high correlation. The analytical results obtained by testing the hypothesis $H_0$ is rejected and $H_a$ accepted so that it can be concluded that there is the influence of teachers’ pedagogic competence of the students studying mathematics achievement by 92% and the remaining 8% is determined among other factors.

Keywords: the pedagogical competence and learning achievement
PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the Prophet Muhammad (Peace Be Upon Him), his family, colleagues, and followers up to the end of the world.

This thesis is entitled in: “THE INFLUENCE OF TEACHERS’ PEDAGOGICAL COMPETENCE TOWARD THE STUDENTS’ ACHIEVEMENT IN LEARNING MATH AT ELEVENTH CLASS OF SENIOR HIGH SCHOOL IN KUNINGAN REGENCY”. It is presented to the Mathematic Education Departement of IAIN Syekh Nurjati Cirebon in partial fulfillment of the requirements for the Islamic Scholar in Mathematic Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So in this opportunity the writer would like to convey her sincere gratitude to:

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The writer realized that this thesis is still far from being perfect and of course there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.
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CHAPTER I
INTRODUCTION

A. The Background of the Problem

Education by the National Education Law No. 20 of 2003, Article 1, and paragraph (1)¹ is:

Conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as the necessary skills themselves, society, nation and state.

Indonesia’s human quality is generated through the implementation of quality education. Humans are given the ability to empower a broad and thorough education. Teachers and lecturers as men who have the function, role, and a very strategic position in the national education goals. The Law Number 20 in Year 2003 on National Education System, Article 39 paragraph (2) states that educators are professionals.² The position of teachers and lecturers as professionals makes them possess a vision of the learning organization in accordance with the principles of professionalism to meet the equal rights of every citizen to obtain a good education.

The position of teachers and lecturers as professionals aimed at implementing the national education system and bringing about national education goals, namely: “...the development of learners’ potencies to become

² Ibid, page. 18
a faithfull, morally, healthy, knowledgeable, skilled, creative, independent man, and become a democratic and responsible citizen".³

Teachers are human figures who occupy the position and play an important role in education. Whenever everyone questioned the education, the figure of the teacher issues should be involved in the agenda, especially the issue of formal education at schools. According to Syaiful Bahri, educators and teachers are professionals in charge of planning and carrying out the process of learning, assessing learning outcomes, coaching and training, and conduct research and community service, especially for educators in higher education. It can’t be denied for the institutions of formal education are the teacher living world. At almost of the time, the teachers present at the school, the rest at home and in society.⁴

Professional teachers, in essence, are teachers who meet the competency requirements to perform the task of education and teaching. Therefore, talking about the aspects of professional competence of teachers means that the competences should be owned by a teacher.⁵ Law 14 of 2005 on Teachers and Lecturers Article 8 states "Teachers are obligated to have an academic qualification, competence, certification of educators, healthy and mental healthy, and have the ability to realize the goal of national education"⁶. And further, it was described in Article 10 paragraph (1) that "the competence of

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teachers referred to in Article 8 includes pedagogic, personal, social, and professional competence acquired through professional education.\(^7\)

Pedagogical competence as defined in Article is the ability to manage student learning. Teaching and learning process is conducted by the educational interaction of teachers and students in certain situations. Teaching or, more specifically, implementing the teaching-learning process is not an easy task that happens accidentally without a pre-planned, but teaching is an activity that should be planned and designed in such a way as to follow the steps and procedures, and thus its implementation can achieve the expected results.\(^8\)

Good teaching will give the students a very clear respond. There are five steps in teaching and learning related to pedagogic competence, namely:

1. Preparation, students are prepared to accept the lesson. Their interest is moved to accept the new material by plugging in the old material that has been learned before.
2. Presentation, begins in a concrete way for children to receive the responses are clear, bright and strong.
3. Association, is done by integrating new knowledge with the old one.
4. Generalization, a new relationship with the old knowledge that will form too new things in the minds of students. Thus whenever the studies given a new material, it will always form a new knowledge to him.
5. Applications, the formation of new knowledge needs to be examined or tested, to determine whether children are able to apply that knowledge or not.\(^9\)

Teaching is good and right given by the teacher can motivate students to improve academic achievement. Learning achievement is the result which

\(^7\)Sinar Grafika. Op.Cit., page. 9
resulted in changes within the individual as a result of learning activities. Outcome or level of ability that has been achieved by students after participating in the learning process within a certain time in the form of changes in behavior, skills or knowledge will be measured and assessed in a number or a statement.

Based on my experience when did the observation in Learning Models in SMA Negeri 2 Kuningan at two years ago there were some teachers who did not meet the pedagogical competence, namely the management of student learning with the several of reason such as: teachers business, absence in the classroom and till the pedagogical competence of teachers have not been fully implemented. In addition, the information obtained from several students of class XI states that they motivated and creative in learning tend to decline so their learning achievement descreses\(^\text{10}\).

From the explained above, it is assumed that the pedagogical competence of teachers influence student’s achievement. The issue now is whether the influence of teachers’ pedagogical competence on student achievement in SMA Negeri 2 Kuningan also applies in both State and private high school in the Kuningan Regency.

Based on the above, the researcher is interested in doing research with the title "The Influence of Teachers’ Pedagogical Competence toward The

\(^{10}\) The result of interview with Biliyanto and Raka, the students of class XI IPA SMA Negeri 2 Kuningan on 4 Desember 2010 in SMA Negeri 2 Kuningan at 10.00 am.
Students’ Achievement in Learning Math at Eleventh Class of Senior High School in Kuningan Regency”.

B. The Identification of the Problem

Based on the background of the problem has been described previously, can be identified as follows:

1. Is there an influence of teachers’ competence toward the students’ achievement in learning math?

2. Is there an influence of principal leadership toward teachers’ pedagogical competence?

3. Is there an influence on school facilities toward teachers’ pedagogical competence?

4. Are there any influence environmental on the community around the school toward teachers’ pedagogical competence?

5. Is there influences a family environmental toward the students’ achievement in learning math?

6. Are there any influences learning media toward the students’ achievement in learning math?

7. Is there an influence of the principal policy towards learning mathematics student achievement?

8. Is there an influence of teachers’ performance toward the students’ achievement in learning math?

9. Is there an influence of teachers' pedagogical competence toward the students’ achievement in learning math?
10. If there is influence, how far is the influence of teachers' pedagogical competence toward the students’ achievement in learning math?

And there are many questions that will arise regarding the teachers’ pedagogical competence toward the students’ achievement in learning math.

C. The Limitation of the Problem

To avoid misunderstanding in the matter to be discussed, the author gives limitation on the influence of teachers’ pedagogical competence toward the students’ achievement in learning math at eleventh class of senior high school in Kuningan Regency.

D. The Questions of the Research

1. How well is teachers’ pedagogical competence in the students’ achievement in learning math?

2. How far is the students’ achievement in learning math?

3. How far is the influence of teachers’ pedagogical competence toward the students’ achievement in learning math?

E. The Aims of the Research

Starting from the restrictions and the formulation of the problem, the researchers do purpose of this study are:

1. To find out how well of teachers’ pedagogical competence in the students’ achievement in learning math is.
2. To find out how far the students’ achievement in learning math is.

3. To find out how far the influence of teachers’ pedagogical competence toward the students’ achievement in learning math is.

**F. The Usefulness of the Research**

The usefulness of this study was to:

1. **Theoretical**

   To add to the depth of knowledge as a form of participation of researchers in developing mathematics.

2. **Practical**

   a. The results of this study can be used as guidelines to improve the pedagogical competence of teachers, especially teachers who teach mathematics.

   b. The results can increase achievement of students studying mathematics.
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