

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Teacher

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. UU No. 16 Year 2005 on Teachers and Lecturers (Article 1) states that: "The teacher is a professional education with the primary task of educating, teaching, guiding, directing, train, assess and evaluate learners in formal education, in primary education and secondary education". The teacher is a figure of the greatest role in determining the quality of learning in an educational institution called school. Teachers are the most important component in the event education of students. As good as any educational program contained in the curriculum without the role of teachers who cultivate into material that can be understood, it will not mean anything for learners. According to Ngalim (2003:84) Teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students. He said a relatively permanent change in behavior that occurs in a result of training or experience.

In simple terms, the teacher is the one who gives knowledge to the students. Teachers in public view is a person who performs a specific education in places, not necessarily in a formal educational institutions, but also in mosques, surau, at home, and so on (Djamarah, 2001: 31). In the constitution of education and culture are explained, the government shall establish and conduct a national education system, which enhances faith and piety and good values in the life of the nation, which is governed by law. In order to instill faith and devotion and good values in students, the teachers' roles as the driving motivator students are very influential. Need a great personality, both in terms of psychological or physical.

Each teacher's has a personality each corresponding personal traits they possess. A characteristic feature which is distinguishes a teacher with other teachers. Personality is actually an abstract problem can only be viewed by appearance, behavior, speech, dress, and in the face of every problem. The real personality is abstract, hardly seen or known real, so that can be known is the appearance or the container in all facets and aspects of life.

For example in action: speech, how to get along, dresses, and in the face of any issues or problems, whether mild or severe. In short, teachers should be used as a noble figure in leading private student participants, because of the teacher is to create a good students' which is to create good human beings in accordance with Pancasila.

Therefore, teachers must have a code of conduct that must be adhered to in creating a good learner. Teachers as professionals need to have a code of ethics for

teachers and making the guidelines governing the employment of teachers during the dedication.

According to Atmaka (2004: 17) is an adult educator who is responsible to provide help to the students in the development of both physical and spiritual. In order to achieve the level of maturity capable of standing alone fulfill his duties as a creature of God, being social and being an independent individual. Mulyasa (2003: 53) added that educators must have academic qualifications and competence as agents of learning, physical and spiritual health, as well as having the ability to realize the goals of the National Education.

In addition, teachers are a good human that makes others human good too. It means, to become a teachers should have a competence, a moral, and accordance with Pancasila. To carry out their duties the principles regarding the desired behavior and expected from all of educational situation is the spirit of Pancasila. Knowledge and skills in communicating and can be accounted for methodical. As a profession, teachers have the characteristics inherent to the teacher, namely:

1. Have the function and social significance for the community, benefited by public.
2. Based on the specific skills acquired through education accountable.
3. Have competence supported by a particular discipline
4. Have a code of ethics that serve as a code of conduct of their members and witnesses clearly and firmly against the etic code violations.

5. As a consequence of service and achievement was given to the community, the members of the profession by individuals or groups the right to obtain financial or material rewards.

The teacher is a figure very important to establish this nation as to which the experts pointed out that the task of teachers is divided into three, namely as a professional task of teachers as a profession covering educate, teach, and train. Educating means to continue and develop the values of life. Teaching means to continue and develop science and technology. Teachers must become second parents for students and civic duties which teachers should be able to mingle with the community to cooperate in any field, especially in the field of education and public affairs. While the function of the teachers' as a proofreader, information motivator, demonstrate, innovators, facilitators, counselors and classroom manager.

2.1.2 A Brief Definition of Competence

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Spencer and Spencer (2007: 63) stated, competence are characteristics that stand out for someone and be ways behave and think in every situation, and takes place

in the period long time. From these opinions can be understood that the competence refers to a person's performance in a job that can be seen from thoughts, attitudes, and behavior. More Spencer and Spencer (2007: 63), dividing the five characteristics of competence that is as following.

1. Motif, which is something that people think and wish that cause something.
2. The nature, the physical characteristic of a consistent response to the situation.
3. The concept of self, the attitudes, values, and the image of someone.
4. Knowledge, information that is owned by someone in the field certain.
5. Skills, the ability to perform tasks relating to the physical and mental.

According to Mulyasa (2004: 37-38), the competence is a combination of knowledge, skills, values and attitudes are reflected in habits of thinking and acting. In the teaching system, competence used to describe the ability of professional capability to demonstrate knowledge and conceptualization at a deeper level high. These competencies can be acquired through education, training and another experience appropriate level of competence.

Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should be

specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

According to UU No. 14 Year 2005 on Teachers and Lecturers, competence is a set of knowledge, skills and behavior must be owned, lived and ruled by a teacher or lecturer in duty professionalism. From some sense it can be concluded that competence is a set of mastery abilities, skills, values and attitudes that must be owned, lived and ruled teachers sourced from the education, training, and experience so that it can running a teaching job in a professional manner.

According Zamroni (2001: 60), the teacher is the one who holds the role important in designing learning strategies that will be done. The success of the learning process is highly dependent on the performance of teachers in teaching and learning activities can be done properly and correctly by someone who has gone through specific education that is designed to prepare as a teacher. The statement leading to an understanding that teaching is a profession and teacher job is a professional job. Every professional job required to have a certain ability or competence in order that concerned may perform the duties of the professional.

Further Suparlan (2006: 85), explains that "The standard of competence of teachers is the specified size or required in the form of the acquisition of knowledge and the behavior of action for a teachers to be functional positions in accordance with field duties, qualifications and level of education". It means, to know how is the teacher competence then it come from the teacher itself. Competence is a set of knowledge,

skills, and behaviors that should be lived, owned, possessed, and actualized by teachers in carrying out tasks in education.

In addition, competence is a skill or abilities that should be has by teachers because a successful teach, it comes from competence. So the researcher took some theories to do this research.

2.1.3 Concepts of Teacher Competence

In the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers or lecturer in performing the duties of professionalism". In conjunction with educators, competence refers to actions that are rational and meet certification particular in implementing the tasks of education. Educator is the teacher. Teachers must have the adequate competence in order to doing a good job.

According to Suparlan (2006: 85) found "competence teachers are doing a complex combination of knowledge, attitudes, skill and values that showing by teachers of the context of the performance given to him ". It' means competence is knowledge of teachers' performance.

According to Sudrajat (2007:120), "The competence of teachers is a picture of what a teacher should do in carry out its work, either in the form of activities in the act as well as the results intended". It means that teacher should be sharpen their abilities because competence come from teachers' abilities, to handle the learning activities, teacher should be has a competence.

These credentials are frequently developed to authorize individuals to teach when they have entered with credentials from other states or are in the process of completing minor coursework and test requirements. Emergency licenses are often granted to those with teaching licenses in another category and who have a bachelor's degree, upon request by the school district due to a shortage of licensed applicants. Some states provide provisional nine-months certificates for those who meet the requirements for a regular teaching, school service, or administrative certificate in another state, and who hold bachelor's degree (or higher).

According to Sudjana (2002: 17), "The competence of teachers is the basic capabilities which must be held by teachers". Based on the above can be interpreted as a teacher competence abilities / skills a teacher in the form of knowledge, skills, attitudes and values acquired through education and training so as to do their job properly.

According to Sumitro et al (2002: 70), "Schools need teachers have the competence to teach and educate innovative and creative enough time to pursue professionalism, able to maintain its authority in the eyes of learners and society so as to improve the quality education". The ability to teach is the essential ability to be owned by teachers, not least because the main task is to teach. In learning process, teachers face the students a dynamic, well as a result of internal dynamics that comes from within students and as a result of the demands of environmental dynamics are a bit much effect on students.

Therefore, the ability to teach must dynamic as well as the students' demands is inevitable. Teaching capabilities of teachers is actually a reflection on competence. This competence is comprised of various important components. Sudjana (2002: 17), Cooper cites the opinion that there are four competencies required of teachers, namely:

1. Having knowledge about the study of human behavior.
2. Having the knowledge and control of cultivated fields of study.
3. Have the right attitude about themselves, school, peers and cultivated fields of study.
4. Have the ability of teaching techniques

Teacher competences is a various competence required in transferring knowledge to their students include pedagogical competence, personality competence, professional competence and social competence (pp.No.19 of 2005). It means the teacher competence is a ability knowledge basic of a personal characteristic that is deciding factor in success or failure of a person.

2.1.4 Definition Pedagogic Competence

Pedagogic comes from the Greek word "paedos", which means the boys, and "agogos" means usher, guide. So, pedagogic helper boys on in ancient Greece whose work her employer's child to school. Then figuratively pedagogic is an expert, who guides children toward a life purpose certain.

According to Langeveld (2000:145) distinguishes the term "pedagogic" with the term "pedagogy". Pedagogic interpreted with science education, more focused on

the thought, reflection about education. Thought to how we guide the children, educating children.

While the term of pedagogy means that education, a greater emphasis on practice, concerning the activities of educating, guiding children activities. Pedagogic is a theory that is thorough and objective crisis, developing concepts about human nature, the nature of the child, the nature and purpose of education the nature of the educational process. Nevertheless, there are still many dark areas as "Terraincegnita" (regional unknown) in the field of education, because the problem of essence life and human nature is still a lot covered by mystery.

The competence-performance approach was energized with the postulation of a competence-moderator- performance model (Overton, 1985). In this model, it is assumed that the relation between competence and performance is moderated by other variables, for example, cognitive style, memory capacity, familiarity with the task situation, and other individual difference variables. Within developmental psychology, another modification of the competence performance model, even more influential than Overton's moderator model, involved a conceptual differentiation of competence into three components.

2.1.5 The Indicators of Pedagogic Competence

Pedagogic Competence is one type of competence indispensable controlled by the teacher. Pedagogic Competence is essentially the ability of teachers to manage the education of students. Pedagogic competence is competence that would distinguish

teachers to other professions and will determine the level the success of the process and learning outcomes learners.

This competence is not acquired suddenly but through efforts to learn continuously and systematically, either in the pre-occupation (education teacher candidates) or during in-service, which is supported by the talent, interest and other teacher training potential of each individual. In connection with the activities of Teacher Performance Assessment there are 7 aspects and 45 indicators relating pedagogical competence mastery. The following are the seven aspects of competence pedagogic and its indicators:

1. Mastering the characteristics of learners.

Teachers were able to record and use information about characteristics of learners to help the learning process. These characteristics are related to the physical aspects, intellectual, social, emotional, moral, and socio-cultural background:

1. Teachers can identify learning characteristics of each learner in the class,
2. Teachers ensure that all learners have the same opportunity to participate actively in learning activities,
3. Teachers can set class to provide equal learning opportunities for all learners with physical abnormalities and different learning abilities,
4. Teachers try to find out the cause of deviant behavior of learners in order to prevent behavior does not harm other learners,

5. Teachers help develop the potential and overcome the shortage of learners,
6. Teachers pay attention to learners with specific physical weaknesses that can follow activity learning, so that students are not marginalized (excluded, mocked, inferior, etc.).

2. Dominate learning theory and principles of learning that educated

Teachers were able to set a variety of approaches, strategies, methods, and techniques in a creative learning educate suitable the competence standards of teachers. Teachers were able to adjust the learning method in accordance with the characteristics of the students and motivate them to learn:

1. Teachers provide opportunities for learners to master the age-appropriate learning materials and learning abilities through learning and activity settings are varied,
2. Teachers always ensure a level of understanding of learners towards specific learning material and adjust the next learning activities based on the level of understanding,
3. Teachers can explain the reason for the implementation of activities / activities that do, either favorable or which is different from the plan, related to successful learning,
4. Teachers use a variety of techniques to motivated willingness of learners,

5. Teachers plan learning activities that are related to one another, by paying attention to teaching and learning process of students,
6. Teachers pay attention to the response of learners who do not / do not understand learning materials taught and use it to improve the design of the next study.

3. The development of the curriculum

Teachers were able to create a syllabus in accordance with the most important goals of curriculum and use the RPP in accordance with the objectives and the learning environment. Teachers were able to select, arrange, and organize learning materials that match the needs of learners:

1. Teachers can create a syllabus in accordance with the curriculum,
2. Teachers designing lesson plans in accordance with the syllabus to discuss specific teaching materials in order to learners can achieve basic competency set,
3. Teachers follow a sequence of learning materials with attention to learning objectives,
4. Teachers choosing instructional materials that: (1) in accordance with the purpose of learning, (2) accurate and up-to-date, (3) according to age and ability level of learners, (4) can be implemented in the classroom and (5) within the context of everyday life learners.

4. The learning activities that educated

Teachers were able to develop and implement the draft learning that educates complete. Teachers were able to implement the appropriate learning activities with the needs of learners. Teachers were able to develop and use a variety of learning materials and learning resources in accordance with the characteristics of learners. Where relevant, the teachers use information technology communication technologies (ICTs) for the sake of learning:

1. Teachers implement learning activities in accordance with the draft that has been prepared in full and the implementation of these activities indicate that teachers understand its purpose,
2. Teachers implement instructional activities that aim to help the learning process of students, not to test that make students feel depressed,
3. Teachers communicate new information (eg: additional material) according to age and level the ability of learners,
4. Teacher addressing the mistakes made by the students as the stage of the learning process and not merely a mistake that must be corrected. For example: to know in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer.
5. Teachers implement learning activities appropriate curriculum content and link it with the context the daily life of students,

6. The teacher made learning activities are varied with enough time for activities learning appropriate to their age and level of ability to learn and retain the attention learners,
7. Teachers manage the class effectively without dominating or busy with their own activities for all time participants can be utilized productively,
8. Teachers' capable audio-visual (including ICT) to increase the motivation of learners in achieving learning objectives. Customize learning activities designed to classroom conditions,
9. Teachers provide many opportunities for students to ask questions, practice and interact with other learners,
10. Teachers set the implementation of learning activities systematically to assist the learning process learners. As an example: teachers add new information after evaluating the students understanding the earlier material.
11. Teachers use teaching aids, and / or audio-visual (including ICT) to improve students' motivation learning in achieving the learning objectives.

5. The development potential of learners

Teachers are able to analyze the learning potential of each participant students and identify development potential of learners through programs that support better teaching students actualize academic potential, personality, and creativity until there is clear evidence that students actualize their potential:

1. Teachers analyze the learning outcomes based on any form of assessment of every learner to determine the rate of progress of each.
2. Teachers design and implement learning activities that encourage learners to learn according to the skills and learning patterns respectively.
3. Teachers design and implement learning activities to bring the power of creativity and critical thinking skills of learners.
4. Teachers actively assist learners in the learning process by giving attention to each individual.
5. Teachers can identify correctly about the talents, interests, potential, and learning difficulties each learner.
6. Teachers provide learning opportunities to learners in accordance with their respective ways of learning.
7. Teachers focus on the interaction with the students and encouraged him to understand and use the information submitted.

6. Communication with learners

Teachers are able to communicate effectively, empathetic and polite with learners and be enthusiastic and positive. Teachers are able to provide a complete response and comments or questions relevant to the learners:

1. Teachers use questions to find understanding and maintaining the participation of learners, including providing open-ended questions that require students to respond with ideas and their knowledge.

2. Teachers pay attention and listen to all the questions and the responses of learners, without giving interruption except where necessary to help or clarify any questions / feedback.
3. Teachers respond to questions that learners are accurate, correct and up to date, appropriate learning goals and curriculum content, without embarrassing him.
4. The teacher presents the learning activities that can foster good cooperation between all students.
5. Teachers listen and give attention to all the answers either correct learners or that are considered wrong to gauge the level of understanding of learners.
6. The teacher gives attention to learners' questions and responded in a complete and relevant to makes student better.

7. Assessment and Evaluation

Teachers were able to conduct assessment process and results of learning sustainable. Teachers evaluated the effectiveness of the processes and outcomes of learning and use the assessment and evaluation of information for designing remedial and enrichment programs. Teachers were able to use the results of assessment in the learning process:

1. Teachers prepare assessment tools appropriate to the learning objectives to achieve a certain competence as written in the lesson plan.

2. Teachers carry out the assessment with different techniques and types of assessment, in addition to the formal assessment implemented school, and announce the results and implications for the learners, on the level understanding of the learning materials that have been and will be studied.
3. Teachers analyze assessment results to identify topics / basic competencies that are difficult to known strengths and weaknesses of each learner for remedial and enrichment purposes.
4. Teachers utilize the feedback from learners and reflect to improve learning the next, and can prove it through notes, journals learning, learning design, additional material, and so forth.
5. Teachers tapped the assessment results as the drafting of learning materials that will be done next.

2.2 Relevance Studies

Some researches of pedagogic competence were conducted by some researchers:

Rahmawati M in 2013 with the title “Pedagogic Competence of English Teachers Certificated in PGRI Kabupaten Kolaka” This study is aimed to describe the pedagogical competence of certified English teacher. The research is located at SMA Negeri 1 Kolaka. In particular, this study is intended to illustrate the potential development of learners in the learning and development curriculum at SMA Negeri 1 Kolaka. Data collection techniques in this study are observation, in-depth interviews,

and reviewing documents. Data analysis techniques are data reduction, display, and drawing of conclusion. The validity of the data in this study used triangulation of data sources and methods. The Results of this study include: (1) the development potential of students demonstrated in academic and non-academic. The teacher can understand the characteristics of the students, both physically, morally, culturally, and intellectually. (2) Development of the curriculum in English language teaching is done by using ICT as a medium of learning and through Subject Teachers Consultative forum (MGMPs), creating and designing lesson plans based on the syllabus, and implementing learning sequentially by focusing on the learning objectives.

EvaMyrberg in 2014 with the title: “The Impact of Teachers’ Competence in Public and Independent Schools in Sweden”. The study investigates the influence of teacher competence on third grade students' reading achievement in public and independent schools in Sweden. The data derive from the Swedish participation in PIRLS 2001. Regression analysis was employed to explore the relative effects of several indicators of teacher quality. Teachers' sex, teaching experience, in-service training and co-operation with colleagues had no significant influence on student achievement. Teacher certification for teaching in early grades, though, was shown to have a strong effect on students' mean reading test scores. This effect was as strong in independent schools as in public schools. Students in independent schools performed better on the reading test than did students in public schools. Controlling for parents' education while entering the two variables teacher education and school type into the

regression model, the effect of school types on student achievement disappeared. Though school type had no intrinsic influence it was a mediating factor for parents' education and teachers' education. These effects worked in opposite directions, however. While students in independent schools had better-educated parents, students in public schools had better-educated teachers.

2.3 Conceptual Framework

The researcher expressed that pedagogic competence is differences in every teachers. It means, the researcher will be found the competences followed by aspects and indicators based on Sudrajat theories. There are 7 aspects with 45 indicators that will be analyzed by the researchers based on English teachers of vocational high school in Pekanbaru.

Figure 2.3

