



THE EVALUATION OF TEACHER'S COMPETENCE IN ENGLISH LEARNING AT SMK-PP NEGERI SAREE

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kompetensi guru dalam mengajar Bahasa Inggris dilihat dari kompetensi pengelolaan pembelajaran, yaitu perencanaan pembelajaran, pelaksanaan pembelajaran, penilaian hasil belajar, dan pelaksanaan tindak lanjut hasil belajar. Dalam menganalisis data digunakan model evaluasi ketimpangan. Subjek penelitian adalah guru-guru Bahasa Inggris di SMK-PP Negeri Saree. Hasil penelitian menunjukkan bahwa guru sudah merencanakan rencana pembelajaran yang menarik, kreatif, inovatif dan sesuai dengan alokasi waktu dan sesuai dengan karakteristik peserta didik; dalam pelaksanaan pembelajaran, guru Bahasa Inggris sudah melaksanakan pembelajaran yang efektif sesuai dengan alokasi waktu; dalam penilaian hasil belajar, guru belum menggunakan instrumen penilaian hasil belajar yang ada dalam RPP; sedangkan dalam tindak lanjut hasil belajar, guru belum menggunakan hasil belajar peserta didik untuk membuat rencana pembelajaran selanjutnya.

Kata Kunci: Evaluasi Ketimpangan, Kinerja Mengajar, Guru Bahasa Inggris

Abstract

The purpose of this study was to describe the competence of teachers teaching English in terms of competence in learning management, namely lesson planning, learning implementation, assessment of learning outcomes, and implementation of follow-up learning outcomes. In analyzing the data used inequality evaluation model. The research subjects were English teachers at the Saree State Vocational High School. The results of the study indicate that the teacher has planned an interesting, creative, innovative learning plan and is in accordance with the time allocation and according to the characteristics of the students; in the implementation of learning, English teachers have implemented effective learning in accordance with the time allocation; in assessing learning outcomes, teachers have not used the learning outcomes assessment instruments in the lesson plans; while in the follow-up of learning outcomes, teachers have not used student learning outcomes to make further lesson plans.

Keywords: Evaluation, Teaching Performance, English Teacher

A. Introduction

The teacher is the front guard in learning. Therefore, teacher's competence greatly affects the quality of education. Selvi (2010) argues that, Teacher's competence influences their grades, behavior, communication, goals and practices in school and also supports professional development and curricular studies. Therefore, the discussion on teacher's competence to improve the teaching and learning process in schools is very important to discuss. The question arises, do teachers need to be evaluated? The answer is that teacher evaluation needs to be carried out continuously so as to find information about the teacher's abilities, achievements and how effective the teaching and learning process has been to improve the quality of education (Cai & Lin 2006). Teachers are professional educators who play a role in educating, teaching, guiding, directing, training, assessing and evaluating students from basic to secondary education.

Furthermore, as professional workers, teachers have an important role in the progress of an education, teacher performance is one of the determining factors for the high and low quality of education. In learning, the teacher acts as the manager of the teaching and learning process, acts as a facilitator who tries to create an effective teaching and learning process, develops learning materials well and improves the ability of students to refer to the educational achievements that must be achieved. Besides being required to have broad knowledge and good skills, a teacher must also have competence. As stated in Law Number 14 of 2005 concerning Teachers and Lecturers which states that professional teachers in addition to having a minimum academic qualification of undergraduate program, and must also have four competencies, namely pedagogic competence, social competence, professional competence, and personality competence. But on this occasion we focus on pedagogic competence. Pedagogic competence is the ability of teachers to manage student learning based on an educational approach, so that they are able to carry out their professional functions more effectively (Balqis, Ibrahim & Ibrahim 2014).

According to Wahyudi (2012), pedagogic competence is the ability to manage student learning, which includes: a) student understanding, b) learning design and implementation, c) learning evaluation and, d) developing students to actualize their various potentials. So, it can be concluded that pedagogic competence is the special ability of a teacher related to the science and art of teaching in designing, managing the learning process and developing the potential of students. In addition, pedagogic abilities are also shown in helping, guiding and leading students.

As we all know, there are still many teachers who have low competence. According to the results of the Teacher Competency Test (UKG) in 2019 it was stated that the average UKG for

Aceh Province was only 48.33 even though the Government was targeting an average score of 55. In professional competence the average was 49.17 and the average pedagogic competency score was 46.37. Pedagogic competence gets the lowest score compared to other competencies. Only one district/city in Aceh received a pedagogical score of 52.48, namely the City of Banda Aceh (Kemdikbud, 2019).

The data above shows that the quality and competence of teachers in Aceh in particular is still far from expectations, especially pedagogic competence. Efforts that can be made to improve the quality of educators, researchers suggest that the government and the community must work together to play a role in evaluating the performance or competence of educators. All of us must work hard according to our respective capacities. For example, the principal is obliged to carry out coaching, monitoring and evaluating teacher performance on a regular basis. This is confirmed by Darwina's opinion (2020) that evaluation will function as a supporting factor for work motivation, achievement and professionalism of teachers at work. Furthermore, another factor that can improve teacher performance is the role of the community in supervising and evaluating teacher performance through an independent school committee. However, the above opinion contradicts the self-evaluation perspective according to Lau, Lam, & Wen. (2014) which states that when teachers feel that their superiors trust them, their performance will improve, and make them perform better in class.

Based on the description above, it can be understood that the evaluation of teacher competence must be carried out regularly and is very necessary in order to improve the quality of education. And this is what encourages researchers to research further with the research theme "Evaluation of Teacher Competence in Learning English at SMK-PP Negeri Saree". It is hoped that the results of this research will be input in improving the quality of education, especially English language education in the future.

B. Methodology

This research is descriptive qualitative, which uses qualitative methods with a descriptive approach. This method is a research method that does not use treatment or does not provide certain treatment so that the data taken are original research data, in the form of descriptions of problems/phenomena that develop in the community. This study focused on the teaching performance of English teachers, particularly in lesson planning, learning implementation processes, learning outcomes assessment processes, and the process of implementing the follow-up assessment results. The object of the research is four English teachers at SMK-PP Negeri Saree.

The data was collected through classroom observation, in-depth interviews, and document studies. In analyzing the data, an inequality evaluation model was used (Provus, 1971). The data analysis technique is first, sorting the data, namely by repeatedly reading the data obtained and sorting by ensuring that the data obtained is appropriate or not, then discarding the data that is not appropriate; second, grouping data into several categories according to the theme or topic; third, trying to make a hypothesis on the data groups; fourth, looking for explanations for the results of the hypothesis; and the last is to write a research report.

C. Finding and Discussion

1. Findings

There are several research findings related to learning planning by the teachers of SMK-PP Negeri Saree. First, the teacher has designed his own lesson plan, the teacher knows the characteristics of his own students, so the learning objectives written in the lesson

plan are adjusted to the characteristics of the students. Second, the teaching materials in the RPP are traceable, logical, contextual and up-to-date, of course, the teaching materials must have sources and are in accordance with what is written in the RPP. Third, the time allocation in the lesson plans is in accordance with the level of intellectuality of the students at the respondent's place. Finally, the learning resources and media in the lesson plans can be used in the teaching and learning process.

Based on the research, there were no findings of serious deviations made by the teacher in lesson planning. Basically, all subjects for both public schools and vocational schools have the syllabus set by the government. This also includes English lessons that have a separate syllabus, so that throughout Indonesia the lesson plans will probably be the same, so teachers do not have difficulties in making their own lesson plans. This action is very appropriate to be imitated, if the teacher takes it from the Internet or from fellow teachers, it may be constrained because the characteristics of students in other places are different from those in the teacher's place. Second, English teachers really love their job as English teachers, not only because they will get a salary every month and it is a job demand. However, English teachers are passionate about the subject, passionate about turning English lessons into interesting, creative and innovative lessons. Third, although the education office requires all teachers to make lesson plans. And schools also require English teachers to have lesson plans. This demand was not a problem for them at all, because the English teacher of SMK-PP Negeri Saree had their own awareness and felt the need to make a lesson plan.

Lesson planning has been going well for several reasons. First, fellow English teachers have planned and held meetings outside of school, which can be used to share knowledge, share experiences in teaching, motivate each other to improve self-quality and professionalism. With this meeting, teachers are very helpful and will be motivated to improve the quality of learning English and are inspired to make lesson plans that are in accordance with the curriculum and characteristics of students. Second, English teachers at SMK-PP Negeri Saree often attend trainings, teacher seminars held by the education office and non-governmental organizations to improve professionalism. Third, the principal regularly provides advice and continues to motivate teachers to make lesson plans and update them regularly.

In the implementation of learning, several shortcomings were found. First, the English teacher has not implemented the learning process effectively, namely the teacher has not been able to make English lessons interesting, creative and innovative and in accordance with the time allocation. Second, English teachers have not maximized the use of learning resources and learning media that are owned by themselves and the school. For example, audio/visual equipment, namely computers/laptops owned by teachers or owned by schools. This computer/laptop equipment can be used by English teachers to find learning resources from the internet, or use it as a medium for listening material, so that students will hear directly from native speakers. Third, English teachers still often use Indonesian as the language of instruction. In English lessons, English should be the language of instruction. The teacher thinks that what the English teachers at SMK-PP Negeri Saree are doing is to make English lessons a fun lesson for students, because there are still many students who have problems understanding the teacher's pronunciation.

There are several reasons for the lack of learning that occurs in the SMK-PP Negeri Saree (State Vocational School). First, the level of students' understanding ability to understand one lesson is different. In English lessons, students have various kinds of difficulties to focus on the lesson, so students are late in understanding so that the English teacher has to repeat certain materials several times, so that the time allocation is missed. Researchers pay attention to several factors that cause difficulties for students to focus attention: (1) the factors of the students themselves, for example, their level of understanding is lacking and there is no interest in English lessons; (2) Passive English teachers, who have not been able to develop interesting, creative and innovative teaching methods. If the English teacher could develop an interesting teaching method, the students might be more focused. Second, English teachers have not completely made changes to the learning routines that they often do. The reason why English teachers are lazy to make changes is because most teachers have other professions and will automatically have difficulty developing these professions, so that the quality of learning is hampered. Third, English teachers do not get used to talking to students using English. Researchers noticed that when talking to students outside the classroom, the teacher used

the local language, so that the students were accustomed to using the local language with the teacher.

There are several alternative choices of activities that can be done to avoid unwanted deficiencies in learning. First, the English teacher must try his best to apply the lesson plans that have been made, as interesting and creative as possible according to the characteristics of the students in the place where they teach. Second, the principal must always motivate English teachers to want to make changes. Third, the English teacher develops a conditioning process in which the English teacher conditions a situation to trigger students to speak English, namely the English teacher greets students in English every day both in class and outside the classroom. If students do not understand, the teacher can slowly explain the meaning without stopping using the language.

In the assessment of learning outcomes, it was found that the teacher did not use the existing instruments in the lesson plans to conduct the assessment. The information obtained by the teacher does not use the instrument to avoid bias because the learning has not been completed and it is feared that there will be problems if forced to use it. In addition, assessment instruments that are not in accordance with the material will affect the final grades of students. Low scores will reduce students' interest in learning English. In other words, the instrument made by the teacher in the lesson plan is in accordance with the actual situation of the students. However, it is not recommended to measure the teaching and learning process that has not been completely taught.

In implementing the follow-up assessment results, the drawback is that the teacher does not use the lesson plan to make the next lesson plan. The cause of the shortage, the English teacher has not made changes to the learning routines that they often do. The reason why English teachers are lazy to make this change is because most teachers have multiple professions and will automatically take up a lot of time and have difficulty developing the profession, so that the quality of learning is hampered. In addition, teachers also do not respect their own profession and do not try to develop the profession, so that the quality of learning is hampered. The way that can be done to overcome this deficiency is that English teachers must often attend trainings to improve their professionalism as educators.

2. Discussion

The results of the evaluation show that some of the teacher's performance has been carried out perfectly, but there are still shortcomings that occur in the teaching performance of English teachers at SMK-PP Negeri Saree. The statement has been carried out perfectly in accordance with the research findings, namely first, the English teacher has planned his own lesson plan. This naturally happens because the government has prepared a complete syllabus for all subjects at various types and levels of education (Majid, 2005); second, the English teacher has used teaching methods that are in accordance with the learning theme, interesting, creative, and innovative; third, English teachers already have adequate skills in utilizing English teaching resources/media properly; fourth, English teachers have tried their best, although they have not fully used English as the language of instruction in teaching English subjects. fifth, English teachers have made various assessment instruments, which are listed in the lesson plans; sixth, the English teacher has used the results of the assessment as feedback and to make further lesson plans; but seventh, there are still shortcomings, namely the time allocation is not in accordance with the learning plan, so all the material has not been conveyed properly to students.

In the assessment of learning outcomes, there are still shortcomings, namely the assessment instruments that have been designed by the teacher in the lesson plans have not been fully practiced as they should. That is, the teacher will look at the behavior at a glance or make a sudden assessment. Assessments like this are prone to error. Where, the teacher will be very dependent on the impression obtained from the behavior of students. This can cause an assessment to be inaccurate because it is only based on emotions, the teacher should use the assessment instruments in the lesson plans so that they can provide more objective values based on actual facts. Teachers must also distinguish cognitive, affective and psychomotor assessments. For example, if a student often comes late, the teacher should not give a low rating because it is considered that the student is

not disciplined. The teacher must refer to the results of the work done by the student. Because the delay may not affect the results of his work.

The main cause of the subject matter has not been conveyed properly to students is the use of time that is not careful and the number of school holidays due to the corona virus pandemic. Teachers do not prepare alternative learning well, there are no learning methods developed by teachers that are suitable for the pandemic period. Therefore, many students are not enthusiastic in learning, students' interest in learning decreases, and in the end considers learning English as a difficult subject. If students do not have high motivation to learn English, then English language competence will not be achieved.

In addition, the English teacher at SMK-PP Negeri Saree focuses more on English lessons on structure and reading. In the Ministerial Regulation Number 22 of 2006 concerning Content Standards, it is stated that the scope of English lessons covers four language skills, namely, Listening, Reading, Writing and Speaking. However, the English teacher ignores the two skills of Listening and Speaking and focuses on Reading and structure skills. The teacher reasoned that this happened because the language laboratory could not function. In fact, by listening to native speakers speak continuously, the ability of students in speaking skills and also listening in terms of pronunciation, intonation, or sentence structure, will increase. Actually, by focusing learning English on these four skills, English teachers can certainly take advantage of the sources or media around them. For example, English teachers can use audio/visual equipment such as their own or school's laptop to play audio for Listening skills. The next cause is the level of ability of students. At SMK-PP Negeri Saree, the average student comes from the community with the majority of the population's income being the lower middle class. Namely from farmers and fishermen, it can be said that parents are not able to provide motivation to learn for their children, parents are also unable to buy other knowledge books that help students in learning. In addition, some participants did not have time to study at home because they had to help their parents from noon, after school until evening. The essence of this problem is that students gain knowledge in the academic field only through studying at school. Because of this, English teachers must be good at learning and consider the circumstances that occur in students life.

The efforts that can be made to overcome the shortcomings that occur, English teachers at the Saree State Vocational School must increase their enthusiasm for English lessons by holding meetings with fellow English teachers, both from within and from outside the Saree State Vocational School. . With meetings outside of school, English teachers will be able to motivate each other, share knowledge, share experiences in teaching, motivate each other to improve self-quality and professionalism. Furthermore, with regular meetings, teachers will be motivated to improve the quality of learning English and be inspired to develop interesting, effective and innovative learning models that are in accordance with the curriculum and characteristics of local students. In addition, regional school principals can hold an English MGMP which is attended by English teachers to jointly develop a learning plan together. The principal must also always motivate English teachers to improve the professionalism of teachers in carrying out the teaching and learning process.

D. Conclusion

The competence of the English teacher at the Saree State Vocational School, especially in learning English, is in accordance with the demands of the applicable curriculum. In teaching English teachers have prepared lesson plans in advance, teachers are able to plan learning plans that are interesting, creative, innovative and in accordance with the time allocation and according to the characteristics of students; In the implementation of learning, English teachers have implemented learning using various methods. However, it has not been effective in terms of time, not in accordance with the time allocation. Teachers are able to take advantage of personal or school-owned learning resources and media, and teachers already use English as the language of instruction in learning English even though it is not yet full English; In assessing learning outcomes, teachers also include learning outcomes assessment instruments in the lesson plans. However, all existing instruments cannot be used because learning is constrained by time; and in the follow-up of learning outcomes, teachers have used student learning outcomes to make further lesson plans.

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