

**TEACHERS' COMPETENCIES IN LEARNING PROCES EVALUATION
(A Case Study at SMPN 7 Langsa)**

THESIS

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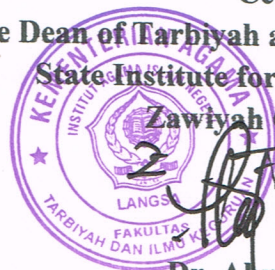

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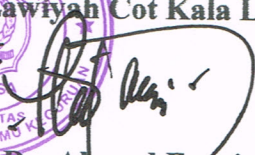

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ABSTRACT

This research purposed to analyze teachers' competencies in learning process evaluation. The writer used rubric which is explained by Nana Sudjana as guidance to collect the data and considered of fiveteen points to find out teachers' competencies the class. Moreover, the writer conducted learning objectives, medias, methods, strategies, learning sources which were suitable to students' characters, levels and competencies. Next, teachers considered affective, cognitive and psychomotor aspects in learning. Furthermore, the writer also considered students' score and achievement as the result of this research. This research used descriptive qualitative method which consisted of data reduction, representation and conclusion. Then, writer used document, interview and observation sheet to collect the data. The result showed that teachers' competencies in learning process evaluation for seventh and eight grade of SMP Negeri 7 Langsa was good and suitable to the criteria rubric which was used by writer. The fact showed that students achieved 70 to 95 marks in information test. It indicated that the teachers conducted the learning which were suitable to students' characters, levels and competencies.

Key words: Teachers' Competencies, Learning Process Evaluation

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the introduction of the research. This chapter contains six sub chapters namely the background of study, the research question, the purpose of study, the significance of study, terminology and the previous research.

A. The Background of Study

Developing educational system refers to teacher who has roles as motivator, facilitator, innovator and evaluator for students. One of teachers' obligations is to provide learning strategy in accordance with students' levels, knowledge and characters in teaching and learning process. Teacher as a major for students should not only give theories but also he must be stress more on socio-cultural rather than instructional context in learning proces for students.¹ Moreover, teacher as a model has to be active, creative and innovative toward the elements which consists of mastering material, using media and giving score for students. In addition, teachers may use medias such as videos, pictures, newspapers and others to support teaching and learning process. It is obvious that teachers' role is very important in teaching and learning.

Principally, teaching and learning process is an interaction between teacher and students in the class. Furthermore teacher has to maintain high standards of personal and professional integrity when carrying out all duties and

¹ Deborah Loewenberg Ball and Francesca M. Forzani, *The Work of Teaching and The Challenge for Teacher Education*, (Journal of Teacher Education, Vol. 60, No. 497, SAGE Publication, 2009), p.499.

responsibilities. In order to create an effective and a good performance in teaching, teacher has to have skills and master the teaching competencies because the competencies influence teachers' success in teaching. A competency is defined as a capability or ability.² Moreover, a competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position.³ In addition, teacher also has to be able to the master four components which is decided by Ministry of Education numbers 14, they are pedagogic, individual, professional and social competencies.⁴ By the teachers' competencies themselves, teaching and learning process will run optimally.

Furthermore, teachers should have a good planning. Teaching plan is closely related to various elements such as the purpose of teaching, teaching materials, learning materials, learning activities, teaching methods and evaluation. Evaluation can be defined as a process which determines the extent to which objectives have been achieved. Furthermore, the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction.⁵

Then Bloom in Daryanto states that evaluation, as we see it, is the systematic collection of evidence to determine whether in fact certain changes are

² Richard E. Boyatzis, *Competencies in the 21st Century*, (Journal of Management Development. Vol. 27 No. 1, 2008), p.6.

³ Michelle R. Ennis, *Competency Model: A Review of the Literature and The Role of The Employment and Training Administration*, (U.S. Department of Labor, January 29, 2008), p.4.

⁴ S. Sri, *Kinerja Guru Dalam Mengajar*, Thesis Unpublished, (2012), p.5.

⁵ William R. Shadish, *Evaluation Theory is Who We Are*, (American Journal of Evaluation. Vol. 19 No. 1, 1998), p.10.

taking place in the learners as well as to determine the amount or degree of change in individual students.⁶ The important of evaluation is to identify teaching and learning quality by looking at strengths and weaknesses and preparing learning strategy that is suitable to students' characters and ability.

Therefore teacher should be able to facilitate the students' needs to achieve the competencies and compatible with the curriculum and syllabus which are not only able to provide the material but also to evaluate the learning process by looking at strenghts and weaknesses that aims to increase the teaching and learning quality. Moreover, learning evaluation the importance of making evaluation an integral part of the design process.⁷ Similar idea is also by Thorndike that if anything exist, it will exist in quantity, and the quantity can be measured.⁸ In addition, learning process evaluation can be defined as a process to determine service, score and the importance of a learning activity.⁹

The fact shows that, teachers are not understand how to design test. One of examples when teachers give formative test, it is not design by using good procedure and not suitable to the syllabus. Furthermore, the test is given after students learned two or more chapters. Then test is not suitable to students' levels, knowledge and charaters because there are two textbooks as learning source which is used by teachers at SMPN 7 Langsa, first the textbook which is given of

⁶ Daryanto, *Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2012), p.1.

⁷ Ferdinand Krauss and Mohamed Ally Athabasca, *A Study of the Design and Evaluation of a Learning Object and Implications for Content Development*, (Interdisciplinary Journal of Knowledge and Learning Objects, Volume 1, 2005), p.4.

⁸ Mulyadi, *Evaluasi Pendidikan: Pengembangan Model Evaluasi Pendidikan di Sekolah*, (Malang: Maliki Press, 2010), p.24-25.

⁹ Kurt Kraiger, J. Kevin Ford and Eduardo Salas, *Application of Cognitive, Skill-Based and Affective Theories of Learning Outcomes to New Methods of Learning Evaluation*, (Journal of Applied Psychology, 1993, Vol. 78. No. 2. 311-328), p.318.

Ministry of Education and Culture “*When English Rings a Bell*”, second Ministry of National Education “*English on Sky*” which makes students difficult to learn material. Based on the background above, the writer is interested in conducting a research entitled is **Teachers’ Competencies In Learning Process Evaluation: A Case Study At SMPN 7 Langsa.**

B. The Research Question

Based on the background of the study, the researcher states the research problem, how are the competencies of English teachers in learning process evaluation?

C. The Purpose of Study

The aim of this study is to identify the English Teachers’ competencies in evaluating a learning process evaluation.

D. The Significance of Study

The result of the research is expected to give some benefits for the teachers and students.

1. For Teachers

- a. This research can help teachers to identify strengths and weaknesses in learning process evaluation.
- b. This research can be a reference for teachers to select the suitable material.

- c. Teachers know the difficulties of the students based one the students' need and characters a learning process and provide remedial for students.
 - d. To know the efficiency and effectivity of a learning strategy both method and media which is given by teachers.
2. For Students
- a. Students will know their competencies in learning process.
 - b. As motivation for students in learning process for the future.

E. Terminology

There are several terms need to be defined, they are;

a. Competencies

The concept of competence or competency ('competence' generally refers to functional areas and 'competency' to behavioural areas but usage is inconsistent) dominated strategy literature, which emphasized 'core competence' as a key organizational resource that could be exploited to gain competitive advantage.¹⁰ According to C. Lynn that competency is "*my competence range from recall and understanding of fact and concepts, to advanced motorcycle skills, to teaching Behaviours and professional values*".¹¹ Then H. D. Schalock stated competency is in terms of simple teaching skills, or even complex teaching skills to be demonstrated under simplified or simulated conditions, procedures such as micro-teaching and supervised teaching under

¹⁰ Francoise Delamare Le Deist & Jonathan Winterton, *What is Competence?*, (Human Resource Development International, Vol. 8, No. 1, 2005), p.1.

¹¹ E. Andita, *Kompetency Profesional Guru*, (2012), p.14.

simplified classroom conditions represent appropriate instructional strategies.¹² Moreover, competency as rational performance which satisfactorily meets the objective for a desired condition.¹³

In summary, competency can be defined as the ability, skill, behavior or performance which is provided in activity.

b. Teachers' Competencies

The usual definition of teacher competence is in terms of student achievement. Moreover, there seems to be a natural reluctance on the part of the most educators to venture any further toward specifying other criteria for teacher competence, in view of the fast human variation in teachers.¹⁴ In addition, teachers' competency is descriptive of qualitative nature of teacher behavior appears to be entirely meaningful.¹⁵

In summary, teachers' competencies are standard components to provide matery suitable to students' characters, levels and competencies in learning process.

c. Teaching and Learning Process

Teaching and learning process is an interaction between teacher and students in educative situation to achieve learning objectives.¹⁶ Then learning

¹² H. D. Schalock, *Impact of Competency Definition on Teacher Preparation*, (Journal of Educational Leadership, 1999), p.319.

¹³ W. Westera, *Competencies in Education*, (Journal of Curriculum Studies, 2001, Volume 33. No. 1, 75-88), p.4.

¹⁴ Claude Mayberry, *Teacher Competence in the Urban Schools*, (Journal of Supervision and Curriculum Development, 1978, Volume 2. No. 1), p.641.

¹⁵ Maria Liakopoulou, *The Professional Competence of Teachers: Which Qualities, Attitudes, Skills and Knowledge Contribute to a Teacher's Effectiveness?*, (International Journal of Humanities and Social Science, Vol. 1 No. 21, December 2011), p.67.

¹⁶ Philippe Dessus, Sonia Mandin, *What is Teaching?*, (Journal of Learning Environment, 2008, Volume 2. No. 2), p.49.

process is an teaching and learning activity which consists of teachers, students and learning sources in educational program.¹⁷

In summary, teaching and learning process is an teaching and learning activity between teacher and students in educational system.

d. Evaluation

According to Ralph W. Tyler stated that evaluation as the process of determining to what extent the educational objectives are actually being realized. Moreover Cross is also said that evaluation is a process which determines the extent to which objectives have been achieved.¹⁸ Then Daniel Stufflebeam said that evaluation is the process of delinating, obtaining and providing useful information for judging decision alternatif. Moreover, evaluation is an essential tool for making development programmes successful.¹⁹

In summary, evaluation is process to analyze teaching and learning program both students' achivement, characters and competencies.

e. Learning Evaluation

According to Daniel Stufflebean in Nana Syaodih states that Learning evaluation is an assessment in increasing students' learning process both writing or oral test.²⁰ Similar idea is also Ralp Tyler stated that learning

¹⁷ Sandra Schmidt Bunkers, *The Teaching Learning Process and The Theory of Human Becoming*, (Sage Journals, July 1999, Vol. 12. No. 3, 227-232), p.231.

¹⁸ Sukardi, *Evaluasi Pendidikan: Prinsip dan Operasionalnya*, (Jakarta: Bumi Aksara, 2009), p.1.

¹⁹ Bob Williams and Meenakshi Sankar, *Evaluation South Asia*, (2008), p.2.

²⁰ Sofyan Zaibaski, *Beberapa Model Evaluasi Pendidikan*, Thesis Unpublished, (2011), p.1.

evaluation is a process to collect data to determine learning process to be achieved.²¹

In summary, learning evaluation is process to assess students both writing or oral test.

f. Curriculum

According to Alies Miel stated that curriculum is an experiences which influences students in educational system. Moreover J. Galen Saylor and Willian M. Alexander stated curriculum is all of action at school to influence students both inside or outside the class. Similar idea is also Harold B. Albertycs meant curriculum is the actions both inside or outside which is responsiblity of school.²²

In summary, curriculum is a set components in education teaching and learning which consist of lesson plan, syllabus, learning matery and other.

F. The Previous Research

There are many researchers analyze the learning process evaluation such as a thesis which is written by Dede Irawan Saputra, entitled “*Analisis Pengembangan Model Evaluasi Pembelajaran Project Based Learning Berbasis Logika Fuzzy*”. This thesis presents the results of the development of learning evaluation model, consisting of an assessment of portfolio, project presentations, and written tests. The experiment was conducted in laboratory activities through project-based learning. Fuzzy logic is an alternative decision-making tool that can be applied to evaluate the learning outcomes. The final decision in the evaluation

²¹ Putra Safari, *Evaluasi Proses Pembelajaran*, Thesis Unpublished, (2014), p.21.

²² Kunandar, *Guru Professional: Implementasi Kurikulum KTSP dan Sukses dalam Sertifikasi Guru*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.123.

of PjBL resulted in the evaluation process are not rigid and objective because the latest decision can be determined through a defuzzification process is entirely carried out using the fuzzy logic toolbox. Fuzzy logic-based evaluation model is expected to get a positive trend and could be a suggestion to develop an evaluation model to be adopted at schools..²³ Then, a thesis by Dian Relitawati, entitled “*Analisis Implementasi Proses Pembelajaran Terhadap Kualitas Lulusan Di SMAN 13 Medan*. Result of this research shows, in reality have an effect on positive to its grad quality, the dominant factors in influencing study process among othe things are teachers interest, curriculum and intelegency students, Teachers do not quickly lick lips by what have been obtained during the time and also can improve its interest.²⁴

²³ Dede Irawan Syahputra, *Analisis Pengembangan Model Evaluasi Pembelajaran Project Based Learning Berbasis Logika Fuzzy*, Thesis Unpublished, (2014).

²⁴ Dian Reliawati, *Analisis Implementasi Proses Pembelajaran Terhadap Kualitas Lulusan*, Thesis Unpublished, (2009).