

# CHAPTER II

## LITERATURE REVIEW

### A. Review of Related Review

#### 1. Teacher Competence

##### a. The Definition of Teacher

PP No.74 year 2008 chapter I section 1 and verse 1 about teachers and lectures explains that teachers are professional educator which have primary duties to educate, teach, guide, direct, train, assess, and evaluate students in formal education, in primary and secondary education.<sup>1</sup>

Also, in UU No.14 year 2005 chapter I section 1 verse 3 about teachers and lectures explains that teachers as agent of learning have responsibility for improving the quality of national education.<sup>2</sup> From this statement, it means that teachers not only transfer knowledge to their students but also teachers should provide character building and become a good example for their students' character too.

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<sup>1</sup> The government rules of RI. No. 74 year 2008, Chapter 1 Section 1 Verse 3. 2014. Bandung: Citra Umbara. pg. 59

<sup>2</sup> UU Republik Indonesia. No.14 year 2005. About Teacher and Lecture.Chapter 1 Section 1 Verse 1. 2014. Bandung: Citra Umbara. Pg.3

Teachers are the principal component of the whole education. This figure should become main attention because they are as main actor to develop the education, especially in formal education. Teachers determine on their students' understanding, especially in their learning process and the results of the learning. Because of that, if we want to improve the quality of education so we need to improve the quality of teachers too.

Then, Syaiful Sagala explains that a teacher is a competent and responsible person for students' education, individually or classically, in the school and out of school.<sup>3</sup> It means that all students' behavior in or out of school should always monitor by their teachers.

Lexically, teacher is defined as "person who teaches, especially in the school".<sup>4</sup> Considering of the explanations above, we know that a teacher is person who gives some knowledge to students and they carry a big responsibility for that. All of teacher's acts and says will have an impact on the students. Because of these big responsibilities, it is important for teachers to be competent.

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<sup>3</sup> Syaiful Sagala.2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta. Pg.21

<sup>4</sup> Oxford Learner's Pocket Dictionary. Fourth Edition. 2008. Oxford University

## b. The Definition of Teacher Competence

According to UU No.14 year 2005 chapter I section 1 verse 10 about teachers and lectures, competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and ruled by a teacher or lecturer in performing their professional tasks.<sup>5</sup> Then, Kusnandar states that teacher competence is a set of capabilities of theories mastery that must marked by teachers to realize their performances appropriately and effectively.<sup>6</sup>

In addition, Rober Houston in Syaiful's book revealed that competence ordinarily is defined as edaquacy for a task or possession of require knowledge, skills, and abilities.<sup>7</sup> It means that teachers demand to master the aspects in doing their tasks. Charles added in Mulyasa's book that competence as rational performance which satisfactorily meets the objectives for a desired condition.<sup>8</sup> So, the competence should based on the goal of education.

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<sup>5</sup> UU Republik Indonesia. No.14 year 2005 About Teacher and Lecture. Chapter 1 Section 1. 2014. Verse 10. Bandung: Citra Umbara. Pg. 3

<sup>6</sup> Kusnandar.2008.*Guru professional implementasi kurikulum tingkat satuan pendidikan (KTSP) dan persiapan menghadapi sertifikasi guru*. Jakarta: Raja grafindo persada. Pg. 52

<sup>7</sup> Syaiful Bahri Djamarah. 1994. *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional. Pg. 33

<sup>8</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya. Pg.25

Mulyasa states that competence is the main component of professional standard. Competence means as a set of effective behavior which are related with exploration and investigation, to analyze and to think, to give attention and to reach the certain aim effectively and efficiently. Competence is a lifelong learning process.<sup>9</sup> From some theories above, competence is about a unity of potential, knowledge, skill, and attitude in human beings and it can be assessed.

Teacher competence is a combination of interpersonal ability, scientific, technological, social, and spiritual which thoroughly establish the competency standards of teacher profession which including material mastery, understanding of learners, educational learning, interpersonal and professional development.<sup>10</sup>

However, in PP No.74 about teachers and lectures, chapter II section 1 verse 2 had been explained that teacher competence includes pedagogic competence, interpersonal competence, social competence, and

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<sup>9</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya. Pg.26

<sup>10</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya. Pg.26

professional competence that are acquired through professional education.<sup>11</sup>

1) Pedagogic competence is the ability to manage learning. This competence can be seen from the ability to plan teaching and learning program, the ability to execute the interaction or manage the learning process, and the ability to make an assessment.

2) Interpersonal competence is the interpersonal ability to face the students. This competence can be seen from teachers' interpersonal and attitude which have steady, wise, authoritative personality, and can be a good example for their students.

3) Professional competence is the ability of mastered the learning material overall so that the students can reach the standards of competence that have been set.

4) Social competence is the teachers' ability to communicate with the other people includes the students, the students' parents, and the social communities effectively and efficiently.

In conclusion, teacher competence is a competence (a unity of potential, knowledge, skill, and attitude) that must be mastered by teachers and be able to implement it in doing their professional tasks.

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<sup>11</sup> The government rules of RI. No. 74 year 2008, Chapter 1 Section 1 Verse 3. 2014. Bandung: Citra Umbara. pg. 59

c. Pedagogic Competence

1) The Definition of Pedagogic Competence

According to Gliertz cited by Asa Ryegard, pedagogic competence can be described as the ability and the will to regularly apply the attitude, knowledge, and skills that promote the learning of teacher's student. This shall take place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of teachers' own competence and course design.<sup>12</sup> It means that the ability and the will should be related with the aim of the school and it should be sustainable.

In Ryegard explanation, pedagogic competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilitates the learning of students in the best way. This pedagogic competence also reflects the teacher's competence in regard to collaboration, comprehensive view, and contribution to the development of pedagogy for higher education.<sup>13</sup>

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<sup>12</sup> Asa Ryegard. *A Swedish perspective on Pedagogic Competence*. Uppsala University. 2010. pg 11

Asa Ryegard added that there are some aspects in the concept of competence<sup>14</sup>:

a) Attitude

All attitudes mean that how the teacher sees respectively their own role and responsibility and the role and responsibility of their students, but also includes other parts of a fundamental pedagogic outlook.

b) Knowledge

There are the following areas about knowledge:

1.1 The subject

1.2 How students learn

1.3 The teaching process and teaching methods

1.4 The goal of the course and the organization.

c) Ability

There are the following areas about ability:

1.1 The ability to plan and organize the activity

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<sup>13</sup> Asa Ryegard. *A Swedish perspective on Pedagogic Competence*. Uppsala University. 2010 . pg 11

<sup>14</sup> Asa Ryegard. *A Swedish perspective on Pedagogic Competence*. Uppsala University.2010 . pg 30-31

1.2 The ability to structure and present material

1.3 The ability to adapt teaching to the particular group of students and situations.

d) Adapting the situation

Pedagogic competence means handling the diversity of factors in the best way with the goal of optimizing the learning of students. It emphasizes that pedagogic competence always has to be related to the situation.

e) Perseverance

It is a demanding task to teach extensively with undiminished commitment term after term, perhaps even on the same course.

f) Continuous development

Pedagogic competence means continuously evaluating one's pedagogic practice in the light of what research and proven experiences have shown to best promote student learning.

g) An integrated whole

The teacher's ability to reflect over their experiences and to integrate and apply their total knowledge is the visible expression of a teacher's pedagogic competence.

However, in PP No. 74 year 2008 chapter II section 3 verse 4 has been explained that pedagogic competence is the teacher's ability to control their learning that consists of understanding of students, developing the curriculum or syllabus, planning and applying the educational learning, using learning technologies, evaluating learning results, and actualizing students' potential.<sup>15</sup>

In conclusion, pedagogic competence is a teacher's competence include of ability, attitude, knowledge, and skills in implementing and managing the learning that starts from planning, implementing, evaluating, and the result of learning.

2) The Indicators of Pedagogic Competence

According to the minister regulation of national education no. 16 year 2007 about the standards of

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<sup>15</sup> The government rules of RI. No. 74 year 2008, Chapter II Section 3 Verse 4. 2014. Bandung: Citra Umbara. pg. 63

academic qualification and teacher potential, defines that pedagogic competence includes:

- a) Teachers are able to understand students' characteristics (physical, moral, spiritual, social, emotional cultural, and intellectual).

Understanding students' characteristics is the one of competences that must be mastered by teachers. There are at least four things, intelligence, creativity, physical disabilities, and cognitive development.<sup>16</sup>

According to Bloom, there are two characteristics of students' individual which must be noticed by teachers. The first one is cognitive characteristic, it is related with students' intellectual and their related factors. Moreover, in Piaget statement as a cognitive psychologist explained that the thinking ability of students is still limited in a concrete representative so these students need many learning media and method to get understanding on abstract explanation.

The second one is affective characteristic, it is related with students' interest, motivation, self concept, and their attitude (of their school,

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<sup>16</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya. pg 79

lessons, teachers, and their classmates). Teachers should understand this characteristic in order to plan and create the effective learning.<sup>17</sup>

So, in this case teachers should understand the various students' characteristics, affective or cognitive characteristic in order to plan the best strategy to make fun learning appropriate with various students' characteristic.

- b) Teachers are able to master the theories of learning and the principles of educational learning.

According to PP number 74 year 2008 that teachers as educators have an important role in improving the quality of education in Indonesia so that they should understand and master the theories of learning and the principles of educational learning as the basic of their knowledge as a teacher. That knowledge can be acquired when teachers study at education study program.<sup>18</sup>

Generally, there are three theories of learning that is behaviorism, cognitivism, and humanistic-

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<sup>17</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 31

<sup>18</sup> The government rules of RI. No. 74 year 2008, Chapter 1 Section 1 Verse 3. 2014. Bandung: Citra Umbara. pg. 63

constructivis theory. The first one is behaviorism theory, it is the early theory which concluded that the extension stimulus is important in learning. It was purposed to influence the ability of students' learning because the student being a passive object or they cannot study if they didn't get teachers' stimulus.

The second one is cognitivism theory, it was explained that learning is a process of unseen information processing. The third one is humanistic-constructivis which explained that student is as an active subject who created their self knowledge from their experience and environment.<sup>19</sup>

In addition, teachers have to master the principles of educational learning. Raka Joni revealed that education learning is not only like knowledge transferring but it is a learning which gives an opportunity for creating of students' intelligence, gaining students' knowledge and skills. It must not be useful for temporary learning but also in long-life learning.<sup>20</sup>

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<sup>19</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 32-33

From utterances above, teachers not only should master the base theories and principles of learning but also teachers should master other materials and should have some sources to enrich and support their material.

- c) Teachers are able to develop the learning curriculum.

Teachers as planners, actors, and developers of learning curriculum so that they should evaluate it regularly as a refinement of the curriculum. Teachers' not only evaluate the students' behavior and achievement but also evaluate the curriculum implementation.<sup>21</sup>

In government rules number 22 year 2006 has been explained that teachers' duty are develop the standard competence and basic competence in the syllabus and lesson plan. Furthermore, teachers are given an authority to

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<sup>20</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 33

<sup>21</sup> Alfa Khasanah. 2012. *Pengaruh Persepsi Siswa Tentang Kompetensi Profesional dan Pedagogik Guru Mata Pelajaran Alqu'an Hadits terhadap Prestasi Belajar Siswa di MTs Al-Islam Limpung*. Semarang: IAIN Walisongo. Pg.24

develop learning media and method in order to support the optimality of learning process.<sup>22</sup>

In this case, that teachers' task is as applicators and developers for the curriculum in order to suit the best media, method, strategy, etc. with the situation and condition of their environment which appropriated based on the principles of curriculum development.

According to Nana Syaodih that he divided the principles into 2 groups. The first one is general principles which containing about the relevance between the components of learning, flexible in the implementing, curriculum continuity both education level and job, practical means that teachers' effort in using time, cost, and other sources optimally, thoroughly, properly and practically, and the effective principle means that teachers should effort to reach the goal of the curriculum effectively. The second is particular principles. There were principles which related to the education goal, core, process, media, and assessment.

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<sup>22</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 34

Nana added that more special in *KTSP* development, it should base on students' potential, development, need, interest, and environment. Then, it should notice the variety of students' characteristic and should be continuous. Also, it should be responsive to the development of science, technology, and art. It should be relevant to the need of life. The curriculum content should cover all competences continuously. The curriculum should tend to the lifelong learning process. The last is curriculum must be balanced both regional and national interest.<sup>23</sup>

- d) Teachers are able to organize the educational learning.

Teachers should have that implementing competence to implement the educational and dialogical learning so it can produce students' critical thinking and communication. Generally, learning implementation covered of three things. There are pre test, process, and post test.<sup>24</sup>

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<sup>23</sup> Nana Syaodih Sukmadinata. 2009. *Pengembangan Kurikulum Teori dan Praktik*. Bandung: PT. Remaja Rosdakarya. Pg. 54

<sup>24</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya. Pg.103

In *permendiknas* no. 41 year 2007 stated that in learning implementing should base on the lesson plan which containing opening, core, and closing activities. In the opening activities, teacher should make students can interest and focus in the learning process. In the core activities, teacher should make the learning process effectively and efficiently so that it can make students learn actively. In this phase, teacher should enclose exploration, elaboration, and communication process. Then, in the closing activities, teacher should end the learning with assessment, conclusion, reflection, evaluation, and so on.<sup>25</sup>

In this case teachers should master, apply, and develop their lesson plan well to get educational and interaccional learning.

- e) Teachers can use technologies of information and communication for learning.

James D Finn as a technologist stated that the future of education will be held by those

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<sup>25</sup> Permendiknas number 41 year 2007

who appreciate the importance of technology and used it in their learning.<sup>26</sup>

Teachers should be aware of technology because they can use it to make students understand and fun in their learning process caused an interesting packaging of learning which can arouse students' motivation and interest in learning.

Teachers should master technologies so they can contribute in this era. But, teachers should use it wisely and appropriately with theme of learning and students' condition.

- f) Teachers are able to develop the students' talents and interests through extracurricular activities in their school in order to actualize students' potential.

Baharuddin revealed that to actualize a variety of students' potential, it can do through some ways, there are extracurricular, remedial, and doing a counseling guidance.<sup>27</sup>

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<sup>26</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 38

<sup>27</sup> Alfa Khasanah. 2012. *Pengaruh Persepsi Siswa Tentang Kompetensi Profesional dan Pedagogik Guru Mata Pelajaran Alqu'an Hadits terhadap Prestasi Belajar Siswa di MTs Al-Islam Limpung*. Semarang: IAIN Walisongo. Pg. 25.

Teachers not only should be a facilitator in indoors but also in outdoors too in order to actualize students' potential. Teachers can involve themselves to be a extracurricular guide in appropriate with their talent and ability.

- g) Teachers are able to carry out learning with interactive educational, so that becomes active, innovative, creative, effective, and fun base learning.

Years ago, students just being an object and complement in learning but now teachers and students are being learning partners. Because of that, teachers should use more humane approach to communicate with their students. Teachers should always develop positive attitudes toward students and treat them as develop subject with their unique. Teacher should help them to realize their potential through pedagogic interaction.<sup>28</sup>

Learning is about communication. Learning is knowledge transferring from teacher to student and vice versa. Teachers should have a good communication ability in order to interact with their students so teachers can relieve their

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<sup>28</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 40

purpose or messages to students perfectly and vice versa.

- h) Teachers are able to assess and evaluate students' learning results appropriate with the required standards and procedures.

To find out the changes of students' behavior and the competence of students' establishment, it can do with class assessment, basic ability test, benchmarking, program assessment, and the final assessment and certification of education unit.<sup>29</sup>

According to Brown, there are two kinds of assessment. They are formal and informal assessment. Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. While, informal assessments are take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback or students.

Brown's added that there are another useful distinction to bear in mind is the function of assessment. They are formative and

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<sup>29</sup> E. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya. Pg. 108

summative assessment. Formative assessments are evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. Summative assessments are aims to measure or summarize what a student has grasped and typically occurs at the end of course or a unit instruction.<sup>30</sup> Both of the assessments, it is related each other. All informal assessment should be formative assessment and vice versa.

According to Bloom, there are three aspects of learning objectives, they are cognitive, affective and sensory domains. Cognitive is about an exhibition memory of learned materials by recalling facts, terms, basic, concepts, and answers. Affective is about the way people react emotionally and their ability to feel other living things pain or joy. Sensory or psychomotor describe the ability to physically manipulate a tool or instrument like a hand or hammer.<sup>31</sup>

To do a good evaluation, teachers should notice some these principles:

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<sup>30</sup> Douglas Brown. 2004. *Language Assessment*. San Frasisco State University. Pg.5-6

<sup>31</sup> En.wikipedia.org/wiki/Bloom%27s\_taxonomy accessed on Thursday, 22 September 2016 at 08.00 PM

- 1.1 Objective
- 2.1 Comprehensive
- 3.1 Using an accurate and precise measurement
- 4.1 Didactic assessment
- 5.1 Continuous assessment and noticed the students' development.<sup>32</sup>

In this case, there were many ways to assess students' learning result but it is more important to do it objectively, comprehensively, accurately, and didactic.

- i) Teachers are able to use the result and evaluation of learning for learning.

Teachers are able use information of the results and evaluation of learning to determine of learning complete, to do remedial, and to improve the quality of learning.<sup>33</sup>

- j) Teachers are able to do a reflective action to improve the quality of learning.

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<sup>32</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 41

<sup>33</sup> Qun khomsatun. 2010. *Strategi Pengembangan Kompetensi Pedagogik Guru di SMP Islam Hidayatullah Semarang*. Semarang: IAIN Walisongo. Pg. 26

Teachers are able to do the reflective action to evaluate the last learning process, to improve and develop for the next learning.<sup>34</sup>

To do a reflective action, one of them is through portofolio, which consist of all learning experience regularly. This portofolio contained students' and teachers' cases or unique experiences and from that teachers can reflect and evaluate it. Teacher should do it continuously, so that teachers are able to learn many things from that and improve their way to teach and it can develop their writing's ability and can be an easy start to do a research.<sup>35</sup>

According to Geneese and Upshur cited by Douglas Brown, portofolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas. Then, Gottlieb in Douglas's book stated there are six possible attributes of portofolio, collecting, reflecting,

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<sup>34</sup> Qun khomsatun. 2010. *Strategi Pengembangan Kompetensi Pedagogik Guru di SMP Islam Hidayatullah Semarang*. Semarang: IAIN Walisongo. Pg. 26

<sup>35</sup> Marselus R. Payong. 2011. *Sertifikasi Profesi Guru*. Jakarta: Indeks. Pg. 43

assessing, documenting, linking, and evaluating.<sup>36</sup>

In conclusion, there are many ways to do a reflection. Some of them are portfolios, journals, conferences and interviews, observations, and self and peer assessments.

## **2 Ways to improve teachers' pedagogic competence**

To do the efforts, it should not only do by teachers but also by their schools.

### **A. The teachers' self effort**

The following teachers' efforts are:

#### **1) Participate the teacher organizations**

One of the teacher organizations is MGMP (Musyawarah Guru Mata Pelajaran) is a conference of subject teachers of Junior High School/Senior High School/ its equivalent that state or private schools and its PNS or honorary teachers.<sup>37</sup> Mulyasa stated that this teacher organization is aimed to improve the teacher's competence and professionalism.<sup>38</sup>

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<sup>36</sup> Douglas Brown. 2004. *Language Assessment*. San Frasisco State University. Pg. 259

<sup>37</sup> Depdiknas. 2004. *Pedoman Musyawarah Guru Pelajaran*. Jakarta: Depdiknas. Pg: 1

<sup>38</sup> Mardani Tri Purnomo. 2005. *Hubungan Keikutsertaan Guru Dalam MGMP Bahasa Inggris Dengan Kompetensi Profesional Guru Mata*

So, MGMP is a conference of subject teachers and is aimed to unite the problems of lacks of meaning, concepts and functions of education as well as their problem solving in order to teachers can do their task well and to improve their quality.

2) participate the educational courses

Follow the educational course is not a technique but a teacher's aids to develop their knowledge in teaching process and their skill. According to Piet A. Saherti cited by Puji, with follow the educational courses, teachers will be directed to two issues. The first one is refreshing and the second is as the improvement efforts to enhance their knowledge, skill, and behavior.<sup>39</sup> Because of that teachers are expected to participate some educational courses. For example is computer course, electro, journalistic, food science, personality, or foreign language course.

So, we hope that it will help teachers to enhance their knowledge about competence then it will influence them in doing their tasks as teachers. We hope

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*Pelajaran Bahasa Inggris SMP/MTs Se-Kecamatan Purwakata*. Yogyakarta: UNY. Pg.3

<sup>39</sup> Puji Haryati Wulandari. 2015. *Studi Deskriptif Kompetensi Pedagogik Guru Taman Kanak-Kanak Laki-Laki di Kota Semarang*. Semarang: UNNES. Pg. 50

teachers will always give the best education for students appropriate with the times.

B. The schools' effort

The following schools' efforts are organizing:

1) Workshop

Workshop is a teachers' discussion about education with the education experts. This discussion is aimed to solve teachers' problem about education by grouping or other ways. The methods of problem solving are discussion and inquiry.

2) Upgrading

Upgrading is related with teachers' opportunity to develop their ability in learning process professionally. Upgrading is aimed to think out new ideas too. Upgrading can be done by two ways: (1) upgrading which done by the school with hire a professional tutor. (2) Upgrading which done by schools cooperation. Schools send teachers to follow the activities of upgrading.<sup>40</sup>

3) Motivate teachers to make scientific papers

According to *Departemen Agama* cited by Puji that scientific paper is an activity of expression

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<sup>40</sup> Puji Haryati Wulandari. 2015. *Studi Deskriptif Kompetensi Pedagogik Guru Taman Kanak-Kanak Laki-Laki di Kota Semarang*. Semarang: UNNES. Pg. 51

of ideas in an essay technically.<sup>41</sup> So, it can produce scientific information which can be discussed and shared to other educational people then will be documented in the library. From this activity, teachers are expected to improve their quality in producing creations instructive, such as make a new of fun learning media.

4) Give some rewards

Reward is important to give to anyone who success in finishing or success in doing their tasks because it can motivate people in order to improve their performance in doing their tasks. According to Mulyasa a reward will be meaningful when it linked to teacher's achievement openly so that each teacher have an opportunity to achieve it.<sup>42</sup>

5) Doing a supervision

Supervision or principal monitoring of teachers' performance is aimed to create discipline and high enthusiasm in doing their tasks. This supervision should be done openly between

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<sup>41</sup> Puji Haryati Wulandari. 2015. *Studi Deskriptif Kompetensi Pedagogik Guru Taman Kanak-Kanak Laki-Laki di Kota Semarang*. Semarang: UNNES. Pg. 52

<sup>42</sup> Mulyasa. 2006. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan*. Bandung: Remaja Rosdakarya. Pg: 151

principal and staffs in order to do not cause the gap of them.

6) Doing a school meeting

According to Purwanto that a principal should do their tasks based on the arranged planning. Include of doing meetings with the staffs continuously.<sup>43</sup>

This activity is aimed to integrate all different staffs' opinion, experience, and ability in order to be incorporated into one potential and to be one goal together. Then, all staffs can cooperate to achieve the goal and improve their effectiveness together. This discussion in a meeting is aimed to find the appropriate method in accordance with the situation and condition in the school.

Based on explanations above, the efforts in order to improve teachers' quality and competence can be seen from any ways from teachers' and schools' efforts. Also, the efforts can influence on their professionalism in learning process.

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<sup>43</sup> Purwanto. 1995. *Administrasi Dan Supervisi Pendidikan*. Bandung: Remaja Rosdakarya. Pg. 122

## B. Previous Research

To facilitate preparation of thesis, the writer will describe some works that relate to this thesis. These works are:

1. Naji'atul Amaliyah (Student number: 1110018300065). Education and Teacher Training Faculty of Syarif Hidayatullah State of Islamic University Jakarta. "*Analisis Kompetensi Pedagogik Guru Kelas Dalam Pelaksanaan Pembelajaran di SD/MI Jakarta Barat*". This research used qualitative research, her aims is to analyze the master of teachers' pedagogic and professional competence of in elementary school of West Jakarta. The result of this research can be concluded that master class pedagogic competence of SD or MI in the implementation of learning has a high quality, 56% of teacher has competence in mastering aspects of the subject matter, the application of learning strategies that educate, the use of learning media and resources and learners' involvement in learning. This research had same goal with the writer's object, to analyze the teachers' pedagogic competence. But in this research had a difference in the object, her object was elementary school's teacher and the standards of our competence was different too.
2. Qun Khomsatun ( Student number: 053311091). Education and Teacher Training Faculty of Walisongo

State Institute for Islamic Studies Semarang. *“Strategi Pengembangan Kompetensi Pedagogik Guru di SMP Islam Hidayatullah Semarang Tahun Pelajaran 2010/2011”*. The result of this research shows that based on the application of ten indicators of pedagogic competence, all of teachers in SMP Islam Hidayatullah have pretty good pedagogic competence and for the development strategic was used many trainings, workshop, and discussion of education. In the first, this research had same goal with the writer’s object, to analyze the teachers’ pedagogic competence. But in this research had the main focus, it focused on how to develop the teachers’ pedagogic competence.

3. Jauharul Alim. (Student number: 310250). Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies Semarang. *“Kompetensi Pedagogik Guru PAI di MTs Negeri Kecamatan Winong Kabupaten Pati Tahun Pelajaran 2010/2011”*. The result of this research shows that All of PAI teachers in MTs N Winong Pati have good qualification of pedagogic competence. This research already same with the writer’s research but in this research had different source for explanation and indicators of the pedagogic competence.