

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

Many researchers have conducted the research about teacher certification. Related to this study, the writer chose some literatures:

1. Thesis under title “Pengaruh Sertifikasi Guru terhadap Kinerja Guru dan Implikasinya terhadap Prestasi Belajar Siswa pada SMK Negeri di Kota Bandung dan Kabupaten Bandung” By Ikin Solikin, SE, M.Si, Ak. 2010.<sup>1</sup> Indonesia of Education University (UPI). In this research, he used Survey Explanatory to know the influence of teacher certification towards the teacher performance and relation with student achievement. This method is the research on the large and small population, but the data is the sample data taken by population, until found the relation between variable. The result of the study suggested that the relationship between teacher certification and teacher performance is very low, showed that correlation coefficient indicated by 0.164. Calculation of coefficient is 2.7%. Then the correlation between teacher certification and student achievement is low

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<sup>1</sup> Ikin Solikin, Thesis “Pengaruh Sertifikasi Guru terhadap Kinerja Guru dan Implikasinya terhadap Prestasi Belajar Siswa pada SMK Negeri di Kota Bandung dan Kabupaten Bandung” (Bandung: UPI, 2010)

of 0.279. The relationship between teacher performance and student achievement by calculation coefficient is 7.8%. There is an average value after and before teacher certification.<sup>2</sup>

The differences between his research and the writer are on the kind of teacher competence, He concerned in survey explanatory and performance competence, while the writer concerns on quantitative and pedagogic competence. The similarity is discussing about teacher competence with student achievement.

2. Publication Manuscript under title “Kompetensi

Pedagogik Guru Bahasa Inggris Bersertifikat Pendidik di PGRI Kabupaten Kolaka” By Rahmawati M, Ak. 2013. Postgraduate Program, Muhammadiyah University of Surakarta. In this research, she used Qualitative research. This research used naturalistic approach to find out the definition or understanding about special phenomenon. This research focused to know the characteristic in pedagogical competence of English certified teacher in development of students’ potential at SMA Negeri 1 Kolaka and to development of learning curriculum at SMA Negeri 1 Kolaka. The data was taken by a group of subject while showing some issues in the society, and the source of data included of informant, document, event or activity. Then, for the data analysis used

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<sup>2</sup> Rahmawati, “Publication Manuscript of Kompetensi Pedagogik Guru Bahasa Inggris Bersertifikat Pendidik di PGRI Kabupaten Kolaka” (Surakarta: UMS, 2013)

interaction analysis method with Figure, data reduction, and display (source triangulation). The result of research is the development student by English certified teacher through some ways, are academic aspect and non-academic aspect, like extracurricular activity, enrichment, remedial and guidance-counseling. The development a learning curriculum through making a learning program using ICT (*Information and Communication Technology*) as a medium, like LCD Projector, laptop, radio, ect, to support class activity in order to the student has motivation to participate in learning activity.

The differences between her research and the writer are on the kind of research method, she used qualitative research and the writer used quantitative research. She focused on pedagogical competence, student potential and learning curriculum. The similarity is pedagogical competence aspect.

## **B. Theoretical Framework**

### **1. Students Perception**

#### **a. Perception**

The perception from English language “perception” taken from Latin Language “*perceptio*” which means to accept or take. Beside that, according to Merriam-Webster Dictionary word of “*Perception*” is the

way you think and understanding something.<sup>3</sup> Then according to Ajit Singh:<sup>4</sup>

Perception refers to interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understand what the stimulus means. For example, when we see something, the visual stimulus is the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing becomes perception when it is interpreted in the visual cortex of brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

Beside that, perception as pure observation, and the perceptions as beliefs, opinion, interpretations, ideas, preferences, images and conceptions as a result of experience.<sup>5</sup> From the definition above, it means that perception is primarily an individual process so that different people may perceive an identical situation differently. It concluded that the perception is determined by both physiological and psychological characteristics of

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<sup>3</sup>Source of <http://www.merriam-webster.com/dictionary/perception>, accessed on 12 November 2016at 21.15

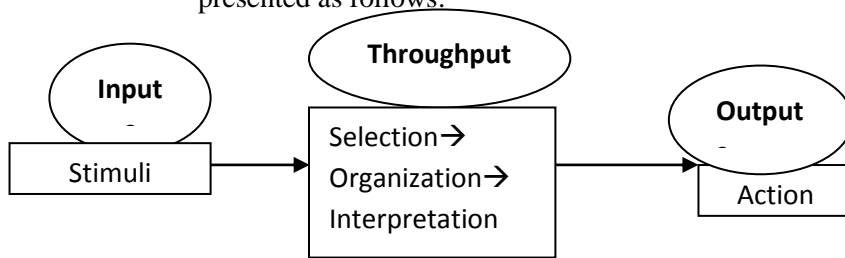
<sup>4</sup>Jit.S. Chandan, *Organizational Behaviour WBUT*, (India: VIKAS Publishing House PVT LTD, 2014), p. 47

<sup>5</sup>Katrien Struyven, *Student Perception about Learning in Higher Education: A Review*, *European Journal Psychology of Education*, (Belgium: University of Leuven) p. 9

the human being, whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes, it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific thing and then interprets the information to make an assessment about what is going on in people environment. It means that, through perception we can get certain knowledge about the phenomena.

1) The perceptual process

The perception is process of receiving, selecting, organizing, interpreting, checking, and reacting to stimuli. This is like input-throughput-output process in which the stimuli can be considered as 'input', transformation of 'inputs' through selection, organization and interpretation as 'throughput' and the ultimate behavioral action as 'outputs'. The entire perceptual process can be presented as follows:<sup>6</sup>



<sup>6</sup>Jit.S. Chandan, *Organizational Behaviour WBUT...*, p. 48-50

### **The Figure.1.1 The Perceptual Process**

Each stage of perceptual process is discussed below:

a) Receiving Stimuli

The perception process starts with the reception of stimuli. The stimuli are received from various sources. Through the five organs we see things or objects, hear sound, smell, taste and touch things. In this way, the reception of stimuli is a physiological aspect of the perception process. Stimuli may be external to us (such as sound waves) and inside us (such as energy generation by muscles).

b) Selection of Stimuli

People in their everyday life experience imprints of stimuli. They cannot assimilate all they observe or receive from the environment at a time. Hence, they select some stimuli for further processing to attach meanings to them while the rest do.

c) Organization of Stimuli

After certain perceptions are selected, they can be organized differently. It happens by way of neural processes, this with our sensory receptors (touch, taste, smell, sight, and hearing) and is

transmitted to our brains, where we organize the information we receive.

d) Interpretation Stimuli

In this stage we attach meaning to stimuli. Each stimulus or group of stimuli can be interpreted in many different ways. Our interpretations are subjective and based on the personal factors, in other word the individuals most directly display their subjective views of the world around them.

e) Action

Action is the last phase in the perceptual process. Action is the resultant behaviour of an individual emerging from the perceptual process.

2) The Factors Which Influencing Perception

There are many factors that influence how something is perceived. For instance, factors pertaining to the perceiver can involve the person's attitudes, motives, interest, experience and expectations. Factors associated with the context can involve time, work setting, and social setting. Finally, factors related to the actual target can involve novelty, motion, sounds, size, background and proximity. Sometimes, different individuals may perceive the same thing differently. Differences may arise due to

factors associated with the perceiver (attitudes, motives, expectations, etc) or the situation (time, place, etc), or the target (novelty, background, sound, size, etc).<sup>7</sup> There are many factors which influence someone's perception, it will make a different interpretation of subject around them.

### 3) The Function of Perception

The perception is the foundation for someone when thinking, the function of perception, are: <sup>8</sup>

#### a) Memory

Some visual such as, symbol, color, and shape, that implemented in delivery of teaching material simplify someone's memory regarding material. It has a specificity that is utilizing signs of visual teaching material become easier to understand and settles in someone's mind.

#### b) The Formation of Concept

Perception can develop not only through the sign, visually but also formed by setting the depth of material, space, setting of pace learning, and observation. The depth of material can

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<sup>7</sup>Tirthankar Sutradhar, "The Journal of Influence Perception on Organizational Behaviour" *CHRIST*, (Vol.1421427, M. CUIM), p. 2

<sup>8</sup> Dewi Salma Prawiradilga dan Eveline Siregar, *Mozaik Teknologi Pendidikan*, (Jakarta: Kencana, 2008), Cet 3, p. 134



manage by giving an example, response to the wrong answer, drill, summary, or model of implementation, that's all about the formation of concept perception.

c) The Formation of Attitudes

The interaction of teacher as a source and learner is a key of guiding attitudes. The teachers as a communicator have a big role of someone. In Perception, good teachers as well as learning have a perception of each. The teacher can foster students attitude if he forced to be role a model for him. For more intimate of relationship, then easier to the teachers to influence the student, with all of the sensory ability, the students try to perceive any motions and the attitude of teachers.

## 2. Student Perception

The term of learner on the formal education at primary and secondary level called as a student. Student is subject who receives what delivered by the teacher. Thus student is a member of societywhotries to develop their potential through education. In other definition, student perception is to percept, to interpret, to reflect and to concept are all acts through which people give 'meaning' totheir surrounding world.<sup>9</sup> Student perceptions are the beliefs or

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<sup>9</sup> Katrien Struyven, *Student Perception ...*, p. 7

opinions that students have as a result of realizing or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Student perceptions are the result of direct experiences in the educational context.<sup>10</sup>

While Hadari Nawawi said that the student as a children are growing and developing, in physically or psychologically to achieve formal education especially for the school. Students in this respect, construct their own world. But not all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. And because of diverse personal characteristics and different individual histories, not every student has experiences the same educational context in the same way, so individual differences in students' perceptions can occur

### **3. Teachers**

#### **a. Teachers**

According to etymology, teacher is defined an educator (*murabbi*)<sup>11</sup>, it means that the people who have characteristic of *rabbani* means that the people have a

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<sup>10</sup>Katrien Struyven, *Student Perception ...*, p. 9

<sup>11</sup> Muhaimin dan Abdul Mujib, *Pemikiran Pendidikan Islam, Kajian Filosofis dan Kerangka Dasar Operasional*, (Bandung: Trigenda Karya, 1993), p. 164

wise, responsibility, affection for student and more knowledge about *rabb* (god).

In description of *mu'allim*, teacher is the bookish people who not only a master of science theoretically, but also have high commitment to develop their science. Whereas in concept of *ta'dib*, meant an integration between science and charity all at once.<sup>12</sup> In other definition, based on UU Number 14 year of 2005 about the teacher, the teacher is a professional educator with the main duty is to educate, to guiding, to drill, to assess and to evaluate the student through the formal primary education and secondary education.<sup>13</sup> Then, the teacher (in Java language) is someone who must listen and forgery by all of students. The teacher must listen, it means that everything who conveyed by teachers always have believable and certainty as a truth for all of the science from the teacher will be a truth and no needed to proof or do research again. A teacher also must forgery, it means that teacher always be a good model for the students. The teacher must be an example for student, in morally or intellectually. The teacher must be excellent in knowledge and can understand of student necessary or ability in learning process.

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<sup>12</sup>Muhaimin dan Abdul Mujib, *Pemikiran Pendidikan...*, p. 165

<sup>13</sup>Act Number 15 year of 2005, *About Teacher*

The duties and responsibilities of teacher shall include the following:<sup>14</sup>

- 1) Overall Functions
  - a) To teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
  - b) To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School or Head of Unit.
- 2) The Main Responsibilities
  - a) Planning, preparing and delivering lessons to all students in the class;
  - b) Teaching according to educational needs, abilities and achievement of the individual students and group of students;
  - c) Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
  - d) Assigning work, correcting and marking work carried out by his/her students;

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<sup>14</sup>Source of <http://education.gov.mt/en/documents/.../jobdescription-teacher>. Downloaded at 11:39 on 15<sup>th</sup> October 2016

- e) Assessing, recording and reporting on the development, progress, attainment and behavior of one's students;
- f) Providing and contributing to oral and written assessments, reports and references relating to individual students or group of students and etc.

Based on the teacher as an educator in the school with their duty, guiding the student gets knowledge, ability, value, attitude, or personally. Because of that, a teacher has many requirements, they have ten basic skills, are:<sup>15</sup>

- a) Patience, this is likely single most important skill. Student these days are stubborn and many lack of inherent respect for authority that teachers were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the lonely bin, which is why every good teacher needs patience.
- b) Adaptability, different student learn in different ways and some lessons need unique teaching tools. Good teachers know how to adapt their lesson plan to their students, so the students can learn optimally.

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<sup>15</sup>Source of <http://www.teachercertification.org/a/9-useful-skills-for-teachers.html>. Downloaded at 20:12 on 19<sup>th</sup> October 2016

- c) Imagination, whether the teachers in high school or kindergarten, nothing is a more effective tool than using the imagination to create new and interesting ways for students to learn.
- d) Teamwork, the teachers should have a hard time without a wide variety of support staff around them. By working as a team, the teacher may have an easier time increasing the students' ability to learn and have fun.
- e) Taking Risk, sometimes to get the big reward, the teacher may need to take a risk. Being a teacher is about finding a way to get students learning, and new method can be risky.
- f) Constant of Learning, especially when it comes to the best way to teach your students. Make sure the teachers didn't become stagnant by taking courses to keep fresh in the class.
- g) Communication, no teacher will succeed if they don't have good communication skills. Clear, concise, and to the point, the better your communication skills are the easier to deliver the lesson.
- h) Mentoring, the teachers always need to remember that aside from parents, they are one of the most consistent mentors in student's life.

- i) Leadership, one of the other most important skills each teacher must have leadership. The students need someone to guide them, to be in charge, and set the time of the class.

Based on the explanation above, we can conclude that teacher is as the facilitator of learning process and one of factors who determines of education quality. If the teacher has good quality of academic and professional, so expected the process of education can be optimally and produces *output* of graduation competitively.

#### **b. The Role and Function of Teacher**

The role and function of teachers influence on the implementation of education in the school. Among them are:<sup>16</sup>

- 1) As educators and teachers; it means that every teacher must have emotional stability, wants to promote the students, being reality, honest, and open, as well as sensitive to the developments, especially for the educational innovation. To achieve at all, teachers must have a broad knowledge, mastering various types of learning materials, mastering the theory and

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<sup>16</sup> Act Number 14 Year of 2005, *Professionalism Teacher and Lecturer*.

practice of education, as well as master the curriculum and learning methodology.

- 2) As members of the community; it means that every teachers must be good at getting along with people. The teachers also have to mastering the social psychology, have knowledge about human relationships, have skills, skills groups fostering cooperation within the group, and complete the task together in groups.
- 3) As a leader; it means that every teacher is the leader who must have mastered the science of personality, leadership, principles of human relationships, communicating techniques, as well as various aspects of the activities of the organization of the school.
- 4) As an administrator; it means that each teacher will be exposed to variety of administrative tasks, it must be done at the school, so it should have an honest personal, meticulous, enterprising, as well as understand strategies and management education.
- 5) As managers of learning; it means that every teacher should be able to mastery the various methods of learning and teaching-learning situation understanding inside and outside the classroom.

So the teachers' tasks and functions in general, which must be done by the teacher as a professional agent.



The effective teacher truly believes that all students can learn, it isn't just a slogan. These teachers also believe that they must know their students, their subject, and themselves. While continuing to account for the fact that students learn differently. Through differentiation of instruction the students will reach their successes together.<sup>17</sup>

Based on National Education Standard, article of 28 said that the educator should have academic qualification and competence as a learning agent, healthy of physical and spiritual, also have the ability to realize the purpose of education. Related with teachers as a learning agent, Mulyasa explained the duty of teacher, as follow:

1) The teacher as a facilitator

The duty of teachers not only convey information to students, but it should be a facilitator who is in charge of providing ease of learning (facilitate of learning) to all students, so they can learn in an atmosphere of fun, joyful, vigorously, not anxious and audacious suggested publicly. As a facilitator or teaching let alone beat up students, democratic teacher, honest and open. The teacher as

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<sup>17</sup> James H. Stronge, *Qualities of Effective Teachers*, (USA: Association for Supervision and Curriculum Development (ASCD), 2007), p. 29

facilitator at least must have 7 attitudes as identified Rogers in Knowles 1984, are:<sup>18</sup>

- a) There isn't exaggeration of argument and maintains his belief or less to open;
- b) Can be more listening to students, especially about her aspirations and feelings;
- c) The willing and can accept the idea of innovative students, creative and even though difficult;
- d) Further enhance the relationship with his concern for students as well as towards learning materials;
- e) Can receive the inverse (feedback) which is either positive or negative, and accept it as constructive views towards themselves and their behavior;
- f) The tolerance of errors were made by students during the learning process;
- g) To appreciate the achievements of students although they already know their achievement.

The teachers should understand of students, among others: the ability, potential, interests, hobbies, personality, attitude, habits, health records, family background, and activities in schools.

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<sup>18</sup> E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Rosdakarya, 2009), p. 53-55

## 2) Teachers as motivator

Most of teachers have less spirit to perform learning teaching process especially in English subject and teaching is one of difficult jobs. So, teachers have duty to increase the excitement of learning and developing students competence. Teachers' must be able to stimulate and give impetus a reinforcement to make students' potential dynamically. Motivation is one factor that can improve the quality of learning, since students will study seriously when it has a high motivation. Preferably, every teacher has a sense of curiosity to know why and how students learn and adjust tolerant in conditions and environment. As a motivator, a teacher must be able to resurrect motivation of learning by observing the following principles:<sup>19</sup>

- a) The learner will work hard, if it has an interest and concern for his job;
- b) The task of providing clear and understandable;
- c) Provides an appreciation for the work and students achievement;
- d) Giving the gift, appropriate and effective punishment;

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<sup>19</sup>Zen, *Peranan Guru dalam Proses Belajar Mengajar*, (Jakarta: Gramedia, 2010) p. 70

e) Giving assessment fairly and transparent.

3) Teachers as Pacemakers

As pacemakers teachers should be able to multiply the potential students, and develop it in accordance with their aspirations and their goals in the future. Teachers must also be running in learning by providing ease of learning for all students in order to develop its potential optimally, in this case the teacher must be creative, professional, and fun.<sup>20</sup>

4) Teachers as giver of Inspiration

As the giver of inspiring learning, teachers should be able to portray themselves and inspire students and learning activities so that learning can evoke a variety of thoughts, ideas, and new ideas. A conducive learning atmosphere supported by learning the proper amenities will make a positive impact for the learning process. For the sake of it, teachers should be able to create a school environment that is safe, convenient, and orderly, optimism high and wishes from all the citizens of the school, school health as well as school activities centered on students in order to provide inspiration.

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<sup>20</sup> E. Mulyasa, *Standar Kompetensi...*, p. 64

### **c. Teacher Responsibilities and Teacher Behavior**

The positive and negative behaviors exhibited by teacher that determining to a great extent their effectiveness in the classroom and ultimately, the impact they have on student achievement. Several specifics of teacher responsibilities and teacher behaviors that contribute directly to effective teaching are listed for each of the following categories:<sup>21</sup>

#### 1) The teacher as a good personality

Teachers are the representative of both their content areas and their schools. How teachers present themselves makes an impression on administrators, colleagues, parents, and students. The teacher's personality is one of the first sets of characteristics to look for in effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality.

#### 2) Classroom management and organization

A classroom reveals signs of its user's style. Typically, a well ordered classroom has various instructional organizers, such as a rules posted on walls. The teacher's plan for the environment, related to the organization of both the classroom and the

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<sup>21</sup>James H. Stronge, *Qualities of Effective Teachers...*, p. 115 - 116

student, allows the classroom to run itself in the buzz of student and teacher interaction.<sup>22</sup>

3) Planning and organizing for instruction

Some teachers plan at home and others work after school, crafting unit plans that incorporate various objectives. Students are as an observer and the effective teacher can quickly comprehend the teacher's work by viewing the daily lesson objectively and activities posted. Further, the teacher is able to share what the class will be doing to follow-up on the lesson of the day. In many schools, teachers are required to submit weekly lesson plans; these plans typically note accommodations for different learning styles or needs and the variety of instructional approaches that will be used. It is important to note, however that a lesson plan is not a final product.

4) Implementing instruction

Effective teaching combines the essence of good classroom management, organization, effective planning, and the teacher's personal characteristics. The classroom presentation of the material to the student and the provision of experience for the students to make authentic connections to the material are vital. In the case of the classroom, each student is

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<sup>22</sup>James H. Stronge, *Qualities of Effective Teachers...*, p. 117 - 121

achieving instructional goals in a positive classroom environment that is supportive, challenging, and nurturing of those goals. The best lesson plan is of little use if the classroom management component is lacking or the teacher lacks of rapport with the students. Implementing instruction is like opening night at the theater, where all behind scenes work is hidden and only the magic is seen by audience.

5) Monitoring student progress and potential

Effective teachers have a sense of how each student is doing in the class that they teach. They use a variety of formal and informal measures to monitor and assess their students' mastery of a concept or skill. When a student is having difficulty, the teachers organize the remediation as necessary to fill in that gap. Monitoring students progress and potential are needed not only solely the responsibility of the teacher, indeed, an effective teacher's will give facilitation to students understanding easily, and teachers duty is how assess their own performance.

6) Professionalism

Effective teachers can be seen, heard, and sensed. The effective teachers engaged in dialogue with students, colleagues, parents, and administrators and consistently demonstrate, respect, accessibility,

and expertise. Effective teachers are easily identified by their adepting to use of questioning and by the quality of instruction were given in the classroom. Finally an observer, who knows that this person truly makes a difference in classroom, can sense the presence of an effective teacher. The true teacher is a mastery of teaching.<sup>23</sup>

Based on the teacher responsibilities above, a good teacher should have all of that point, in order to students will easier in learning process and get a good achievement.

#### **4. Certified Teachers**

##### **a. Definition of Certified Teachers**

Certification program is an effort to improve the quality and prosperity of teacher, with the function is to improve the status and teacher character as learning agent. Through certification program, it is expected can give impact of learning quality and education continuity. Teacher Certification program had been waited by the teachers. It becomes a headline after UUGD Number 20 year of 2005 validated. The teacher is professional personnel that having the duty to plan and implement of learning process, student assessment, guidance and drill. The research and perpetuation of society (Law Number 20

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<sup>23</sup>James H. Stronge, *Qualities of Effective Teachers...*, p. 122 - 126



year of 2003, *Sisdiknas*, Section XI, ps. 39 verse 2e).<sup>24</sup> One of teacher character is guiding curriculum. The teacher is a center subject from curriculum. Favor of teacher effort, so it will be appearing an interesting process to the students. Because of that, teachers should have skill and an obligation to make better curriculum, so it needed an improvement of teacher training in control of material, psychology, and method.<sup>25</sup> According to the Law Number 20 year of 2003 *Sisdiknas*, Section XI, ps. 40 verse 2, In order to the teacher can do the task effectively, the teacher has the duty of:

- 1) Make a meaningful atmosphere in education, enjoyment, creative, dynamist, and dialogues;
- 2) Having a commitment professionally to improve the quality of education;
- 3) Give good example and keep a good name of institution, profession, and position.

Then, based on Law Number 20 year of 2003: *Sisdiknas*, Section XI, ps. 40 verse 1, as on both sides

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<sup>24</sup>Ibnu Hajar, dkk., *Modul Kelompok Guru Pengawas Pendidikan dan Latihan Profesi Guru (PLPG), Panitia Sertifikasi Guru Lembaga Pendidikan Tenaga Kependidikan Rayon 6 IAIN Walisongo Semarang 2010*. p. 8

<sup>25</sup>Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, (Jakarta: PT. Bumi Aksara, 2008), p. 49

from that duty and obligation of teacher, the teacher has the right, are:

- 1) The ultimate and assurance of social prosperity which suitable and enough;
- 2) The reward is suitable with the duty and achievement;
- 3) The guidance of career is suitable with demand to improve the quality;
- 4) Safety of law to do the duty and right of intellectual;
- 5) The opportunity to use medium, infrastructure, and education facilitate to improve task fluency.

According to National Education Department, Competence is the ability to action, thinking, and measures consistently as a realization of knowledge, attitude and skill of the students being. In other word, competence is the ability to work based on mastering of knowledge, attitude and skill. It means that the quality of work certain by quality of knowledge, attitude and skill. When the teacher requirement of teacher professional standard, so teacher has a right to get teacher certification namely a certificate which given a signature by university as executor of certification and as formal evidence of admission professionalism teacher which given as professional staff.<sup>26</sup> In another statement certification is a

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<sup>26</sup> M. Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, (Jakarta: PT. Bumi Aksara, 2007), p. 21

procedure whereby the state evaluates and reviews a teacher candidate's credentials and provides him or her license to teach.<sup>27</sup> Teacher certification is the fulfillment of the requirements for professional competence. Therefore, the certification process is seen as an essential part in obtaining a certificate of competence appropriate with standards that have been set.

#### **b. The Purpose of Certified Teachers**

In order to teacher gets certificate of educator, the teacher must join the certification program. The purposes of teacher certification are:<sup>28</sup>

- 1) Establish the teacher advisability in learning process and as the agent of learning;
- 2) Improve the process and quality of education;
- 3) Improve the value of teacher;
- 4) Improve the teacher professionalism.

Certification of position is just for the teachers who teach as a Civil Servant or non-Civil Servant, suitable with UU about teacher and professor, teacher position who certified by S1 qualification. Other argument from Permendiknas number 18 year 2007 section 2 verses

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<sup>27</sup> E. Mulyasa, *Standar Kompetensi...*, p. 34

<sup>28</sup> M. Zaim, "Perbandingan Kinerja Guru Bahasa Inggris SMA Kota Padang Panjang yang Belum dan telah Sertifikasi Dilihat dari Kompetensi Pedagogik dan Profesional", *Proceeding of International Seminar on Language and Arts (ISLA)*, (Padang: FBS Universitas Negeri Padang), p. 282

of 1 and 2 in Marselus, teacher certification in position implemented by competence test to get teacher certification. The competence test can give through Portfolio assessment. Based on section 2 verse of 4 and 5, teacher in position who graduated of portfolio assessment, then will get certificate directly, while the teacher can't pass yet must complete the document of portfolio to get score maximally or to join education and training of teacher profession (PLPG) that will be held by university as an executor.<sup>29</sup> Then, after year of 2008, all of the teachers who have a requirement of teacher certification, they have to join the education and training teacher profession (PLPG).

**c. The Function of Certified Teachers**

More explanation about Teacher certification have a function, they are:

- 1) Quality Control
  - a) The certification agencies have identified and defined a set of competencies is unique;
  - b) For each type of profession may lead practitioners to develop a sustainable level of competencies;
  - c) The increased professionalism through the mechanism of the selection either at the time of

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<sup>29</sup>Permendiknas Number of 18 year of 2007, *Teacher Certification*

the initial entry professional organizations as well as the subsequent career development;

- d) The selection process better, more quality training programs as well as the effort of learning independently to achieve an increase in professionalism.

## 2) Quality Assurance

- a) The existence of a process of professional development and evaluation of the practitioner performance will cause the perception of the public and the Government to be better against the organization and its members.
- b) Certification provides valuable information for those users who want to employ people in the fields of expertise and specific skills.

The other benefit of teacher certification according to Wibowo and Mulyasa, are:<sup>30</sup>

- a) Protecting the teacher profession of educational services practice that incompetent and can damage the image of teaching profession itself.
- b) Protecting the society from educational practices that are not qualified and professional.
- c) Become a place for quality assurance of LPTK (Lembaga Pendidikan Tenaga Keguruan) that has

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<sup>30</sup> E. Mulyasa , *Standar Kompetensi...*, p. 35

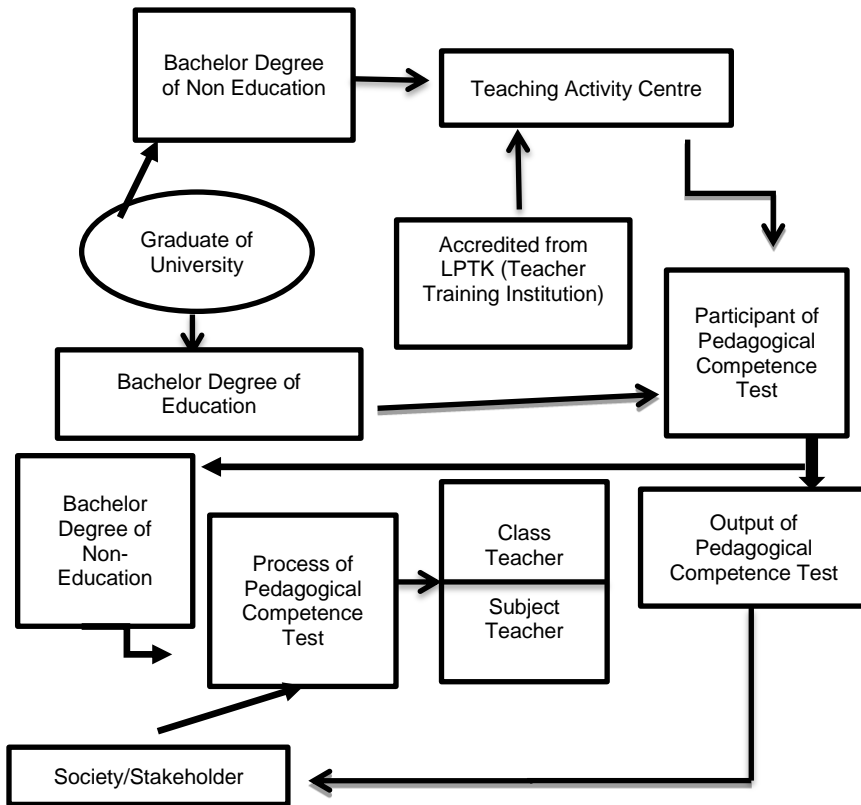
task to prepare the prospective teachers and also serves as a quality control for user educational services.

- d) Keeping on education providers institutions from internal and external desire that can potentially deviate from the provisions in force.

The frameworks of Implementation in teacher competence certification good for graduates as well as Bachelor Degree of Education and Bachelor Degree of non-education graduates are described as follows:<sup>31</sup>

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<sup>31</sup> Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*,... p. 41



**Figure 1.1. The Chart of Teacher Certification Implementation**

## 5. Pedagogical Competence

The competence is a set of knowledge, skill, and attitude that must be able to understand, mastery, and actualized by the teacher in the duty of professionalism. The teachers have an opportunity to improve their competence through source of study and information, research and

perpetuation for society, advance education, training, seminar and workshop, or the same activity.<sup>32</sup> The explanation on PP number 19 year of 2005 about Standard of National Education explained about four competencies that teacher must have includes of pedagogical competence, personality competence, professional competence, and social competence.

Pedagogical Competence is the ability to manage of student learning, included of student understanding, planning and implementing, and actualizing their various potential.<sup>33</sup> Education in meaning of *Pedagogic* (the opposite of *demagogic* or control, it just manipulates other people) is an activity of worth character to important of child to reach the good character that hoped by family and society. Relevance and significance of word *pedagog* and *pedagogic* from Greek language is *pedagogue* (the guide to bring child) *paes*=child and *paedo*=boy; and *agos* (I bring, guide, mean “educator and science to educate”). Pedagogic is skill to educate.<sup>34</sup>

According to Langeveld (1945; 1974) pedagogic is a science of knowledge not only reviewed it object to know the condition that object or essential (descriptively), but also learn how someone should do (normatively). Another argument

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<sup>32</sup>Hajar, *Modul Kelompok Guru Pengawas Pendidikan...*, p. 8

<sup>33</sup>Hajar, *Modul Kelompok Guru Pengawas Pendidikan...*, p.8

<sup>34</sup>Waini Rasyidin, *Pedagogik Teoritis dan Praktis*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 5



from Prof. Sikun Pribadi is word *Pedagogiek/Paedagogiek* defined as a science to learn, it means that all of science and supporting science which learned to education necessary, whereas *Pedagogic* is to educate the act or all of skill that we used to educate the child.<sup>35</sup> Pedagogic competence can define as the ability of teacher that must have related with characteristic aspect of student such as, morality, emotional, and intellectual. In connection with implementation of curriculum, the teacher must be able to improve their ability in the class, and be able to do assessment towards learning activity. The ability that must have by teacher related with aspects, are:

- a. The authority of students characteristic from many aspects, such as physical, morality, social, cultural, emotional, and intellectual;
- b. The authority of learning theory and the principle of learning;
- c. Can improve the curriculum related with the development area themselves;
- d. Organize of development educate activity;
- e. The exploit of information technology and communication to develop education activity;
- f. Can communicate effectively, empathy, and good manners of student;

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<sup>35</sup>Rasyidin, *Pedagogik Teoritis dan Praktis...*, p. 6

- g. Facilitate development of student potential and student achievement to actualize various of potential;
- h. Do the assessment and evaluation for learning activity process, exploit of the result of assessment and evaluation of learning process;
- i. Do the action reflectively to improve learning quality.

Besides that, the categories had been improved on end of age 19<sup>th</sup> and begin of age 20<sup>th</sup>, such as also exploit the result of development of social science, physiology (branch of biology), psychology (behavioral science). Whereas, theoretical of pedagogical competence is the one of pedagogic science that should be examined how to implement sets of equipment value (universal) and value system in child education.

### C. Hypothesis

Hypothesis is temporary answer of problem research. In the scientific procedure or scientific method, the hypothesis submitted after formulate problem and do the research of relevant theory.<sup>36</sup>Based on the explanation above, about of theoretical building, previous studies and frame of thought. So, it means that the hypothesis will be:

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<sup>36</sup>Hadeli, *Metode Penelitian Pendidikan*, (Ciputat: Quantum Teaching, 2006), p. 47

$H_o$ : There is no influence significantly between teachers pedagogical in the view of EFL learners towards student achievement in Sub-district of Ngaliyan Semarang in academic year of 2016/2017.

$H_a$ : There is an influence significantly between teachers pedagogical in the view of EFL learners towards student achievement in Sub-district of Ngaliyan Semarang in academic year of 2016/2017.