

**THE EFFECT OF TAECHEr'S PEDAGOGIC COMPETENCE  
TOWARD STUDENT'S LEARNING ACHIEVEMENT  
IN QUR'AN HADITH SUBJECT CLASS VIII  
AT MTs MA'ARIF NU 1 PURWOJATI BANYUMAS  
ACADEMIC YEAR 2015/2016**



THESIS

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IAIN PURWOKERTO

# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Teacher has a very big role in efforts to achieve national development goals, especially in education. Teacher becomes hope to realize the goal of national education agendas, improving the quality and relevance, equity and expanding the opportunity, and increasing the efficiency. If the performance of the school, students, and even the entire national education is not satisfying, so the teacher become the party on one side that take part in this case even become the one considered most responsible.<sup>1</sup>

Advanced education can't be separated from the role of the teacher as the holder of the keys to success. Teacher as one of the sub components instrumental input is part of the system that will determine the success of education. This means that the success or failure of education laid in the quality of teaching, and the quality of teaching depends on the quality of teacher.<sup>2</sup>

Therefore, that is extremely right about the statement in Kunandar's book entitled *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*.

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<sup>1</sup> Dedi Supriadi, *Mengangkat Citra dan Martabat Guru*, (Yogyakarta: Adicita Karya Nusa, 1999), p. 2.

<sup>2</sup>*Ibid.*, p. 97.

Teacher is in the forefront in creating human resources. Teacher faces the students in the classroom through the learning process. Through teacher's hands, it can produce qualified students. Students should have good in academically, skills, emotional maturity, moral and spiritual.<sup>3</sup>

From Kunandar's statement, confirmed that the teacher is a person who interact with students directly when a learning. He is not a creator of the law of Teachers and Lecturers, not curriculum designer, not the Principal who has a wisdom, but teacher who face with students directly. Therefore, the role of teacher is very important.

Professional teacher is not only required to master science, teaching material, teaching method, motivating student, has high skills and has and extensive knowledge of education, but also must has a deep comprehension about the truth of human and society. These truths will be basis the mindset and the work culture of teacher, as well as loyalty to the profession of education.<sup>4</sup> Thus, teacher can teach properly, sincerity, and not commercial or other purposes.

Teacher also must understand the students well, understanding the developmental stages that has been achieved, capabilities, strength and weakness,

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<sup>3</sup> Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, (Jakarta: Raja Grafindo Persada, 2009), p. 40.

<sup>4</sup> Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan (Pemberdayaan Guru. Tenaga Kependidikan dan Masyarakat dalam Manajemen Sekolah)*, (Bandung: Alfabeta: 2009), p. 29.

the obstruction faced and the dominant factors that influence it.<sup>5</sup> The reason is, the learning process is a process that involves the interaction of two subjects, namely teachers and students. Teacher can't teach without see anyone faces. From here teacher is expected to avoid the concept of teaching "bank style" where teacher delivers, and students listen. Teacher gives, and students receive. Teacher told, and students imagine. Teacher command, students do without they know what the purpose and the use of the work that they had done.<sup>6</sup> Because learning "bank style" will tooled generations of our nation, because they are not given space to think and develop student's potential.

To prove the quality of teachers, the government made Regulation Number 19 Year 2005 Article 28, Paragraph 3 and Number 14 Year 2005 Article 10, Paragraph 1, stated that the competence of educators as agents of learning in primary and secondary education as well as kindergarten education include: pedagogical competence, personal competence, professional competence, and social competence.<sup>7</sup>

Personal competence is personal abilities that reflect the personality steady, stable, mature, wise and dignified, become role models for students, and noble.

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<sup>5</sup> Jejen Musfah, *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Praktik*, (Jakarta: Prenada Media Group, 2012), p. 31.

<sup>6</sup> Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Rosdakarya, 2008), p.2.

<sup>7</sup> Syaiful Sagala, *Kemampuan Profesional Guru...*, p. 30.

Pedagogical competence is the ability in the management of students that includes an understanding of the student, designing and conducting learning, evaluation of learning outcomes, and the development of student to actualize various potentials.

Professional competence is the mastery of learning materials that include a broad and deep mastery of curriculum materials, school subjects and substance of knowledge that overshadow his material, as well as mastery of the structure and science's methodology.

While the social competence is teacher's ability to communicate and interact effectively with students, other teachers, staff, parents / guardians of students and the surrounding community.<sup>8</sup>

The four of the competences above should be owned by all teachers who wanted to teach. Because, the competence is the capital, and precondition to become a real teacher.

But in practice, teachers's problems are still faced with many obstacles. This was proved by the results of research conducted by experts, stated that there are seven indicators that show weak performance of teachers in carrying out his primary task (teaching), namely:<sup>9</sup> (a) the lack of understanding about learning strategies, (b) lack of proficiency in managing a classroom, (c) low ability to

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<sup>8</sup> Kunandar, *Guru Profesional Implementasi...*, p. 75-77.

<sup>9</sup> Mulyasa, *Standar Kompetensi dan...*, p. 9.

perform and exploit of classroom action research (classroom action research), (d) low achievement motivation, (e) lack of discipline, (f) lack of commitment to the profession, (g) and bad time management skills.

The statement above indicates the minimum of the pedagogical competence. Because, the issue of teachers are the learning management and classroom management Teachers are expected to create a conducive learning environment, have not been able to perform optimally, and so on that all of them show to the minimum of pedagogical competence. And departing from here pedagogic competence is indispensable.

Dedi Supriadi in his book, entitled *Mengangkat Citra dan Martabat Guru*, stated that, advanced education can not be separated from the role of the teacher as the holder of the keys to success. Learning success laid in the quality of teaching, and the quality of teaching depends on the quality of teachers.<sup>10</sup> Dedi Supriadi statement shows that the competence of teachers have a major influence on the achievement of learners. Due to the success of learners one of which is evidenced by the achievement of learning.

Achievement is the result of an activity that has been done, created, either individually or in groups.<sup>11</sup> Thus, learning achievement is the result of a learning activity that has been done by student. As the existing system at the school that

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<sup>10</sup> Dedi Supriadi, *Mengangkat Citra dan...*, p. 97.

<sup>11</sup> Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya : Usaha Nasional, 1994), p. 19.

students spend more time learning in the classroom, the learning achievement of student more results from the learning process in the classroom.

Then, from the book entitled *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru* written by Kunandar stated that the increasing of professionalism of the teaching has been done, because the achievements of student is low. Achievement of student is still low with value indicators and the college entrance examination is still low.<sup>12</sup> From these statements, gives information that the achievement of student can be influenced by the competence of teachers, because of teacher competence is a manifestation of teacher's professional. Whereby when the learning achievement is low, so the professionalism of education must be improved.

From the description above can be concluded that the competence of teachers is one of the factors that influence learning achievements of learners. Quality of teacher competence has an important role in teaching and learning interactions. This means, how high the achievement of student affected by the competence of teachers, other than specified by other factors.

The quality of teacher competence is proved through achievement of student. The learning achievement is the result of learning achieved after going through the process of teaching and learning activities. Learning achievement can be demonstrated through the value given by a teacher of a number of subject areas that have been studied by learners. Each learning activity must always

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<sup>12</sup> Kunandar, *Guru Profesional Implementasi...*, p. 17-29.



expect will result in maximum learning. Despite his achievements in the process, learning achievement is influenced by various factors.

Madrasah as one of the educational institutions under The Religious Affairs has a problem related to the quality of education. There are a great madrasah education quality, but also there are many madrasahs are low and behind the quality of education. The number of cases of madrasah education have been lifted and be discussion talk in the community have made a variety of views about the quality of madrasah education. As in (Republika, 2014) stated that:<sup>13</sup>

Reviewing the condition of madrasah in Indonesia, Islamic Education Specialist at once Islamic University Rector As Syafiiyah Tuty Alawiyah view, the quality gap between madrasah still high. Where, he said, in one area there are many madrasah are still minimal facilities and qualified teachers. On the other hand, there are also high-quality madrasah. "Including in terms of the cost of education was a gap, which is very expensive madrasah is usually good quality, while the cost is cheap usually the opposite," he told ROL when contacted by phone on Friday (17/10).

The fact of the gap of madrasah education has become a very important thing to solve. Remember that the motivation of the community to send their children to madrasah is greater.

Then, if seen from the curriculum, the school has advantages that are not owned by the public schools. Advantages means the adding in the number of religious subject that is not owned by the public schools. If seen from the structure of the curriculum, public school (elementary-high school) religious

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<sup>13</sup> Republika, quoted on Desember 1, 2015 clock 22.02.

instruction only 2 hours / per week ie PAI. Being at the school has several religious subjects, such as: Fiqh, Hadith Qur'an, Aqeedah Akhlaq, BTQ, etc. In fact, not few of Islamic educational institutions (Madrasah) is entering the curriculum salafi, such Nahwu, Shoref, Balagoh, Arud, Hadith, etc. in the structure of the curriculum.

One of the characteristics of madrasah above is subjects Qur'an and hadith. Subjects Qur'an Hadith is the main subject is very important because it is a basic obligation for Muslims to introduce, learn, and explore the Qur'an and Hadith. So, should students master subjects of Qur'an and hadith. But ironically, in the madrasahs in remote villages are many students who are low on these subjects, they have not reached a required minim score. The ability to read and write Al-Qur'an still lacking. So researchers will lift the Qur'an Haidts subjects to be studied in more depth.

Based on preliminary observation,<sup>14</sup> about the pedagogical competence of teachers Qur'an Hadith, Mr. Ma'mun Murod, S. Pd.I., stated that he has decades of teaching, so it certainly has a great teaching experience. And in terms of learning achievement in high. The learning achievement in MTs Ma'arif NU 1 Purwojati academic year 2015/2016, the researcher took from value of subject Qur'an Hadith which consists of the value of daily tests, assignments, midterm replay, and replay the end of the semester. From these values show that all

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<sup>14</sup> Preliminary observation held on Januari 11, 2016.

students have pass because have met the minimum completeness limit as much as 100% of 114 students. This shows that there is the balance between pedagogical competence and learning achievement. Therefore, I wanted to search whether the learning achievement is influenced by the pedagogical or not.

Based on the background of the problems above, researcher interested to do a Study Entitled, *“The Effect of Teacher’s Pedagogic Competence Toward Student’s Learning Achievement In Qur’an Hadith Subject Class VIII At MTs Ma’arif NU 1 Purwojati Banyumas Academic Year 2015/2016”*.

## **B. Operational Definition**

To make it easier to understand the title of this study and to avoid misunderstandings, the authors will explain the terms related to the title in this study.

### **1. Pedagogic Competence**

Meaning of competence according to the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers is a set of knowledge, skills, and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing the task professionalism.<sup>15</sup> Meanwhile, according to Nurfuadi pedagogical competence is the ability of teacher to

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<sup>15</sup> Mulyasa, *Standar Kompetensi dan ...*, p. 25

create an atmosphere and varied learning experience in the management of students who meet curriculum prepared.<sup>16</sup>

Pedagogic competence can also be defined as the ability to manage student, which at least include the understanding of knowledge and foundation of education; understanding of student, learning design and implementation; evaluation of learning outcomes with the proper procedures, the development of student. So, the teacher pedagogical competence can be defined as the ability of teachers to create appropriate learning with educational foundation, the characteristics of student and a curriculum that applied, either the learning run in the classroom or outside the classroom.

## 2. Learning Achievement

According to Saiful Bahri Djamarah achievement is the result of an activity that has been done, created, either individually or in groups.<sup>17</sup> Achievement will never be produced without doing an activity beforehand. Thus, learning achievement is the result of a learning activity.

The learning achievement is the result of instructional obtained from the evaluation or assessment.<sup>18</sup> Achievement in general connected to aspects of knowledge which can be interpreted also as a result of changes due to learning. Usually the studying changes in behavior can be observed through the evaluation made by the teacher through tests. So that student achievement

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<sup>16</sup> Nurfuadi, *Profesionalisme Guru*, (Purwokerto: STAIN Press, 2012), p. 76.

<sup>17</sup> Syaiful Bahri Djamarah, *Prestasi Belajar dan ...*, p. 19.

<sup>18</sup> Helmawati, *Pendidikan Keluarga* (Bandung: PT Remaja Rosdakarya, 2014), p. 205.

here can be interpreted as the success rate of students as a result of the learning process that is expressed in the value of report cards subjects known or obtained from the evaluation and assessment of the average of the value of the task, the daily tests and repeat the semester.

### **C. Formulation of The Problems**

From the background of the problem that had been described above, this study has the formulation of the problem as follows:

1. Is there any Effect of Teacher's Pedagogic Competence Toward Student's Learning Achievement In Qur'an Hadith Subject Class VIII At MTs Ma'arif NU 1 Purwojati Banyumas Academic Year 2015/2016?
2. How much is the Effect of Teacher's Pedagogic Competence Toward Student's Learning Achievement In Qur'an Hadith Subject Class VIII At MTs Ma'arif NU 1 Purwojati Banyumas Academic Year 2015/2016?

### **D. Objectives and Benefits of The Research**

1. Objectives of the research

Based on the formulation of the problems above, this study has the following objectives:

- a. To determine the effect of teacher's pedagogic competence toward student's learning achievement.

- b. To determine how much is effect of teacher's pedagogic competence toward student's learning achievement.
2. Benefits of the research
- a. Theoretically, can add and enrich the science or as literature about science education, particularly in terms of pedagogical competence of teachers and their effects on student achievement within a learning program.
  - b. Practically
    - 1) For the author, add to the knowledge and insight, especially with regard to pedagogic competence as well as its influence on learning achievement.
    - 2) For headmaster, as information for determining policy in improving the quality of learning.
    - 3) For the teachers, as information for determining the procedures for creating quality learning.
    - 4) For the people, as information and motivation to help the school facilities to improve the quality of education.

### **E. Literature Review**

Literature review is very important to examine the results of research or theoretical framework relating to research carried out by searcher, ie the influence of pedagogical competence of teachers on student achievement in

Subjects Qur'an Hadith in MTs Ma'arif NU 1 Purwojati, Purwojati District of Banyumas. Beside it, the study of literature is also used to examine the theoretical framework that explains the basics and assumptions that allow reasoning to answer the problems that exist in the research.

According to Kunandar stated that how well the curriculum and the education system, without the support of the quality of qualified teachers, then everything will be in vain. Improving the quality of education in Indonesia will not be enough to reform in the areas of curriculum, but should also be followed by an increase in the quality of teachers at the level of elementary and secondary levels. Without efforts to improve teachers quality, the spirit will not achieve the desired expectations.<sup>19</sup>

Researcher examined some research results that are relevant with research will conducted by researcher, first is the thesis Miss Ririn Wijayanti, Department of Arabic Language Education Faculty of MT and Teaching UIN Sunan Kalijaga Yogyakarta in 2012, entitled *Correlation Between Competence Pedagogical Teacher With Achievement Learning Arabic in MTsN Gubukrubuh Gunugkidul in the academic year 2011 / 2012*. The results of this study showed a correlation between pedagogical competence of teachers and the learning achievement of Arabic contained low but significant correlation with a correlation of 0.307 with sig. value of 0.043.<sup>20</sup>

The equation between Miss Ririn Wijayanti's thesis with researcher which will research conduct is correlation of pedagogical competence of teachers

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<sup>19</sup> Kunandar, *Guru Profesional Implementasi...*, p. 40-41.

<sup>20</sup> Ririn Wijayanti, *Korelasi Antara Kompetensi Pedagogik Guru Dengan Prestasi Belajar Bahasa Arab di MTs N Gubukrubuh Gunugkidul Tahun Pelajaran 2011/ 2012*, (Skripsi UIN Sunan Kalijaga Yogyakarta, 2012).

and student's achievement. Then the difference is research conducted by Ririn Wijayanti take the focus of subjects Arabic language in class VII, while the researcher do research that will take the focus of subjects Quran Hadith in class VIII.

Second is Nining Hasanah's thesis, Department of Islamic Education Department Tarbiyah STAIN Salatiga in 2010 entitled *The Influence of Teachers Pedagogic Competence Qur'an Hadith on the Quality Learning MTs Himma Tarqiyatul Kauman Lor, Pabelan subdistrict, Semarang District Academic Year 2009/2010*. The results showed that there was a significant relationship between teacher's pedagogical competence of the Qur'an Hadith with the quality of learning at MTs Tarqiyatul Himma Kauman Lor Pabelan District of Semarang District Academic Year 2009/2010.<sup>21</sup>

The equation Nining Hasanah's thesis with researcher which will research conduct is pedagogical competence in the subject of the Qur'an and hadith. Then the difference is research conducted by Nining Hasanah is its effect on the quality of learning, while the study the researchers did was its influence on learning achievement.

Third is Sri Asri's Thesis, Department of Islamic Education Department Tarbiyah STAIN Purwokerto entitled *The Competence of the Quran Hadith Subject Teacher in Managing Learning in MI Ma'arif Beji Kedungbanteng*

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<sup>21</sup> Nining Hasanah, *Pengaruh Kompetensi Pedagogik Guru Al-Qur'an Hadits Terhadap Kualitas Pembelajaran Di MTs Tarqiyatul Himmah Kauman Lor, Kecamatan Pabelan, Kabupaten Semarang Tahun Ajaran 2009/2010*. (Thesis STAIN Salatiga tahun 2010).



*Banyumas*. The results showed the teacher must has a good ability to manage learning, so that the subject Quran Hadith demand by students.<sup>22</sup>

The equation of research conducted by Sri Asri with study that will researcher do is equally to examine the competence of teachers in managing learning, just that researcher do use the term pedagogic competence as a translation teacher's ability to manage learning. Differences thesis Sri Asri with study the researcher did was kind of research. Sri Asri research is descriptive-qualitative research, while researcher is field research that is descriptive-quantitative.

#### **F. Systematic Discussion**

This research was arranged systematically in order to make it easier to read and understand the contents of the study, which consists of five chapters, namely:

Chapter I is an introduction that contains background of the problem, operational definition, formulation of the problem, objective and benefit of research, literature review, and systematic discussion.

Chapter II is theoretical basis that explain each variable of research. Teacher's pedagogical competence include definition of pedagogic, characteristic of pedagogic, purpose of pedagogic, human as Pedagogy creature in the view of

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<sup>22</sup> Sri Asri, *Kompetensi Guru Mata Pelajaran Qur'an Hadits Dalam Mengelola Pembelajaran di MI Ma'arif Beji Kedungbanteng Banyumas*, (Thesis STAIN Purwokerto).

Islam. Then definition of pedagogic competence, indicators of pedagogic competence, and duty and the role of teacher. Furthermore, student's learning achievement include definition of learning achievement, indicators of learning achievement and influenced factors of learning achievement. Beside that, it is also about Qur'an Hadits include definition Qur'an Hadith, function and purpose Qur'an Hadith, as well as the scope of the Qur'an and hadith. The next is the effect pedagogic competence of teachers toward student's learning achievement, and then framework of thinking, and the formulation of hypothesis.

Chapter III is a research method that contains type of research, place and time of research, subject and object of research, population and sample, variable and indicators of research, collection of research data and analysis of research data.

Chapter IV discussion of results in the form of profiles and students data MTs Ma'arif NU 1 Purwojati, the teacher's pedagogic competence and student's learning achievement in MTs Ma'arif NU 1 Purwojati. Then there is also discussion about data analysis and hypothesis testing research.

Chapter V conclusion contains conclusion and suggestions.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data I got from the research results through observation, questionnaire, documentation, and interview, so obtained the conclusions as follows:

1. There is effect of the teacher's pedagogic competence toward student learning achievement in Subject Qur'an Hadith Class VIII at MTs Ma'arif NU 1 Purwojati Academic Year 2015/2016.
2. In this study, scor R Square ( $R^2$ ) shows the effect of variable X to variable Y, ie  $0.075 = 7.5\%$ . Means, the magnitude of the effect of variable X (pedagogical competence of teachers) to Y (student achievement) is 7.5%. that showed the effect was so little. From the regression equation are also shown the magnitude of  $Y = 64,889 + 0.215 X$  which implies that, if there is no increase in the value of the variable  $X = 0$ , then the value of the variable Y is 64,889. A regression coefficient of 0.215 states that any additions (for the sign +) the value of the variable X (pedagogical competence of teachers) will give rise to a variable Y (student achievement) of 0.215.

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## **B. Suggestions**

### 1. Principle of MTs Ma'arif NU 1 Purwojati

- a. Principle should to improve the teacher's pedagogic competence. This can be done with programs that support in developing the ability of teachers. For example the computer training, seminars, workshops, and so on.
- b. To support the process of learning, should be facilitated by media or technology of learning.
- c. To improve the learning achievement, not only through pedagogic competence, but also through the others factor. For example: cooperation between school and parent.

### 2. Teacher

- a. Teachers should continue to learn and practice and develop their knowledge to create the good learning.
- b. Teachers should pay more attention and oversee the development of students so that they can know what is needed by the students .

Purwokerto, July 19, 2016

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