

CHAPTER I

INTRODUCTION

A. Background of the Problem

Students are a valuable resource in schools, because through the activities carried out by these humans, schools can achieve their goals. Along with this, students as members of the school strive to ensure that education continues to live and develop it to achieve the desired progress, because it is a form of life. This school is also involved in the process of growth and development.

Teacher competency in various skill fields in the era of globalization is very important and has been implemented, both government and private sectors require competency from human resources that are needed according to needs. Teacher competency is a combination of knowledge, skills, values and attitudes which are reflected in habits of thinking and acting. Teacher competencies that students must master need to be stated in such a way that they can be assessed, as a form of student learning outcomes that refer to direct experience. Students need to know the learning objectives and levels of mastery that will be used as achievement criteria explicitly, developed based on the objectives that have been set and have a contribution to the competencies being studied. Assessment of competency achievement needs to be carried out objectively, based on student performance, with evidence of their mastery of knowledge, skills, values and attitudes as a result of learning. Thus, in learning designed based on competency, assessment is not carried out based on subjective considerations.

One effort that schools can make to show achievement is by providing work motivation and quality learning programs that are modified according to school needs.

Progress in the fields of science and technology has logical consequences for schools working to achieve educational achievement targets. To win the competition, schools are required to improve school performance which is central to educational services.

With high achievement, it is very necessary to be able to collaborate between students and be able to achieve school goals. But on the other hand, if students have low achievement, it will be difficult to achieve good work results, and the student will immediately give up rather than trying to overcome these difficulties. This will be different if students have high achievements, because with high achievements students will try to overcome difficulties in carrying out the tasks and work given by the teacher.

Students as elements in the school are expected to achieve their achievements in achieving school goals by learning in accordance with the tasks assigned to them. So achievement is the result achieved after students carry out a lesson. The teacher's lesson or assignment has previously been determined in advance in a lesson detail. So the importance of learning achievement is related to the future of the students and the school concerned.

Thus, SDN 05 Cengkareng, East Jakarta not only expects something from teachers, but the organization also tries to meet the expectations of its teachers. On this basis, the author felt interested in making this research with the title "The Relationship between Teacher Competency and Student Learning Achievement in English Subjects at SDN 05 Cengkareng, East Jakarta".

B. Formulation of the research problem

In order for the research to be optimally successful, it is necessary to first formulate the problem expressed in this research, from various previous descriptions, the problem that will be revealed in this research can be formulated, including:

1. Is there a contribution between teacher competency and student learning achievement in English subjects at SDN 05 Cengkareng, East Jakarta?
2. Is there a relationship between teacher competency and student learning achievement in English subjects at SDN 05 Cengkareng, East Jakarta?

C. Objective of the Research

Based on the limitations and problem formulation that have been stated, the objectives of this research are:

1. To find out how much contribution the relationship between teacher competence has with student learning achievement in English subjects at SDN 05 Cengkareng, East Jakarta.
2. To find out how much relationship teacher competence has with student learning achievement in English subjects at SDN 05 Cengkareng, East Jakarta.

D. Thinking Framework

Competence is defined as the knowledge, skills and abilities mastered by someone who have become part of themselves, so that they can carry out cognitive, effective and psychomotor behaviors as well as possible.

Competency is one form of school education reform, which offers schools to provide better and adequate education for students. Management changes have the

potential for schools to improve the performance of teachers, offer direct participation to related school organizational groups and increase students' understanding of competencies.

Competency-based assessment must be aimed at finding out whether basic competencies have been achieved or not. It can be seen the level of mastery of competency standard material by students, both regarding intellectual, social, emotional, spiritual, creative and moral aspects.

Learning achievement is the result of real work with standards, both quality and quantity, produced by each student. Student learning achievement is absolutely necessary to determine the achievements achieved by each student. By assessing achievement, it means that students get attention from teachers, thus encouraging their enthusiasm for learning to increase.

Based on the overall description of teacher competency and student learning achievement in English subjects at SDN 05 Cengkareng, East Jakarta, it can be described in the form of a framework of thought as follows:

Figure 1.1 Framework for Thinking

