

## The Influence of English Teachers' Competency on Students' Learning Achievement

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### Abstract

This correlation study aimed to investigate a correlation between English teacher competency and students' learning achievement at State Junior High School 1 Tempuling, Indragiri Hilir Regency, Riau. There was 1 English teacher who has certified as a professional teacher. Seventy-five students taught by the English teacher became the sample through random sampling technique; meanwhile, the English Teacher Performance Assessment documentation and evidence of students' learning achievement in their report card were used to collect the data. The data were analyzed using serial correlation. The finding shows that the correlation (r<sub>xy</sub>) score = 0.438 compared to r<sub>t</sub>. Because r<sub>xy</sub> was higher at 5% and 1% significance levels, it was possible to conclude a significant correlation between English teacher competency and students' learning achievement.

**Keywords:** Teachers' Competency, Learning Achievement

### Introduction

Teacher competency is an issue that is growing rapidly and increasingly complex in Indonesian education. As an educator most associated with students, the teacher must have good competency in implementing learning activities. A teacher should be in charge of each student's learning process, whether individually or in a group setting. Mulyasa (2013) argued that competence is defined as knowledge, skills, and talents managed by someone who has become a part of himself to conduct cognitive, affective, and psychomotor behaviors as well as practicable. Furthermore, Musfah (2012) mentioned that a person is considered competent in his profession if his knowledge, abilities, attitudes, and job outputs agree with the requirements established by the governmental agency.

So, in this context, the teacher competence may be defined as a person's control over knowledge, skills, and abilities as a condition to be considered capable by the community in carrying out the tasks, planning, implementing the learning process, and assessing the learning outcomes (achievement). To reach the goal, a person must have information, attitudes, and skills related to the sector of work. The Law of the Republic of Indonesia, Number 14 of 2005 article 1 on Teacher and Lecturer, explained that a teacher is a professional educator who is responsible for educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education formal, education pathways, primary education, and secondary education.

A teacher must have the competencies, including pedagogic competency, personality competency, social competency, and professional competency through professional education. Kunandar (2011) also stated that teacher competency includes pedagogic competency, personality competency, social competency, and professional competency obtained through professional education.

### **1. Pedagogy Competence**

Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia number 16 of 2009 in teacher performance assessment software stated that Pedagogic competency is a teacher's ability to manage students' learning, which includes mastering student characteristics, learning theory, and educational learning principles, curriculum development, engaging learning activities, developing potential students, communicating with students, and assessing and evaluating. Similarly, Suprihatinigrum (2014) stated that pedagogic competency is a teacher's ability to manage student learning, which includes the ability to manage learning, students' needs, design of learning, dialectical learning implementation, the use of instructional technologies, evaluation, and the skills of the students to actualize their various potentials. The capacity of a teacher to control a student's learning process is referred to as pedagogic competence. Additionally, pedagogic competency is demonstrated in assisting, directing, and leading students. As a result, teachers must possess strong pedagogical skills and the ability to create and implement a learning plan.

### **2. Personality Competence**

The teacher's personality has a significant impact on responsibilities as a teacher. The authority is based on his personality. It is difficult for a teacher to teach students discipline if they are not disciplined. Students will follow the teacher's behaviors; thus, what the teacher says should match his actions. Teachers who are genuine and honest in their work as educators are distinct from those who educate because they have no other options. This is readable and understandable for students.

This skill requirement includes the capacity to operate in line with Indonesian religious, legal, social, and national culture standards (Suprihatinigrum, 2014). The teacher demonstrates a strong, stable, mature, wise, and authoritative person and a work ethic and is a noble and role model for pupils and society. Teachers must have a strong sense of responsibility and pride in their job, as well as the self-confidence to respect the teaching profession's code of ethics. Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia, number 16 of 2009 in teacher performance assessment software, also stated that personality competency is a personal ability that reflects a stable, mature, wise, and dignified personality. It includes religious, legal, social, and national cultural norms. The teacher has to show a mature and exemplary personal and work ethic, having high responsibility and pride in being a teacher.

Personality competence is a skill that displays a steady, mature, bright, and dignified personality. It entails adhering to religious, legal, social, and national cultural standards. A mature and admirable personal and work ethic and a sense of responsibility and pride in being a teacher are required of teachers.

### **3. Social Competence**

Social competence refers to teachers' abilities as community members to communicate and engage successfully with students, fellow educators, education employees, families of students, and society (Wahyudi, 2012). A teacher must be inclusive, behave objectively and without bias, and communicate effectively, empathically, and pleasantly with colleagues, education professionals, parents, and the community. Teachers should adjust in place of duty across the Republic of Indonesia and communicate verbally, in writing, or in other ways with the profession's society and other professions.

The teacher is a social creature whose life is inextricably linked to society and the environment (Mulyasa, 2013). Teachers are expected to exhibit social competence, particularly in connection to education, which includes classroom learning and teaching that occurs in society. Similarly, the Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia number 16 of 2009 also stated that social competency is the ability to communicate effectively with students, fellow educators, parents of students, and society which includes the ability to be inclusive, act objectively, and not discriminate, and communicate with other teachers, education staff, parents, students, and the community.

#### 4. Professional Competence

Professional competence is a skill that relates to mastering learning materials in a broad and in-depth field of study, including mastery of the subject matter in curriculum and scientific content (Suprihatinigrum, 2014). The characteristics of teachers who are considered professional are teachers who can develop responsibilities well, carry out their roles and functions well, and work to realize the goals of school education. Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia number 16 of 2009 also noted that professional competency is a teacher can carry out the roles and functions in classroom learning which includes mastery of material, structure, concepts, and scientific mindset that supports the lesson taught, and develop professionalism through reflective action. Professional competency is a unique ability in guiding students to fill standards of competency in the National Education.

Teacher competence refers to the knowledge, skills, and abilities that a teacher should have to accomplish their job. To fulfill their position as a teacher, the teacher must be professional and possess the pedagogic competency, personality competency, social competency, and professional competency. A teacher is a position or career that necessitates specialized knowledge and skills. This work cannot be completed by someone who lacks the necessary abilities to execute activities as a teacher. According to Umiarso and Imam Gojali (2011), learning achievement is a result in the form of impressions due to changes in the individual from the learning activities he does. Umiarso and Imam Gojali (2011) also said that the influence of teachers in achieving high learning achievement is large, because the teacher is a human figure who must be the idol of his students. This means that every form given by the teacher will always be done by students because they already feel psychologically bound by their teacher.

Regarding to the students' learning achievement, Umiarso and Imam Gojali (2011) stated that achievement is the result of an educational assessment of student development and progress in learning. Achievements show the results of carrying out activities that students follow in school. Fathurrahman and Sulistyorini (2012) mentioned that achievement can be interpreted as the results obtained because of the learning activities that have been carried out. Baharuddin & Wahyuni (2015) also stated that achievement is the result of learning that comes from information that has been obtained at the stage of the previous learning process.

Achievement is the consequence of a developed action that pleases the heart and gained by determination of effort individually or in specific activities. The teacher's formula for progress or learning in specific period is known as achievement. Many experts have tried to define and make interpretations about learning. Slameto (2010) stated the learning is a procedure carried out by individuals in order to get a change in new behavior as a consequence of his own experience in connection with his surroundings.

Learning may be defined as a deliberate effort made by someone with a specific goal in mind, positive and active in order to obtain changes from all aspects of behavior where the change is not only temporary, but always continuous and sustainable. Umiarso & Gojali (2011) argued that learning achievement is a result in the form of impressions due to changes in the individual from the learning activities he does. Similarly, Ahmadi & Supriyono (2008) explained that learning Achievement in theory is that if an activity satisfies a need, there is a great tendency to repeat it. Students need/and have to receive direct feedback on the successful degree of task implementation (score in report cards/test scores).

Students' learning achievement is the result obtained by students after participating in teaching and learning activities in a certain time after completing a particular program that results in changes in the individual as a result of learning activities.

Therefore, as preliminary study, the researchers observed the English Teacher at the school. The English teacher already has teacher competency, she was graduated S1 English education department and has been certified as a professional teacher who should be able to improve students' achievement in English. In line with Sutikno (2009), teacher is a profession. Before he worked as a teacher, he was educated in a teacher training institute first. But in reality, students' learning achievement in English

subject was still low. Some of students did not pass the passing grade, which is 70. There were 15 students' of 32 students (47%) did not pass the passing grade. So, 75% classical completeness was not achieved. Meanwhile, Umiarso and Imam Gojali (2011) Learning by a professional teacher is going to give positive impact on students' learning achievement. The more the teacher's competency, the higher the students' learning achievement. In other words, students learning achievement reflects a teacher's effectiveness in the classroom. The teacher's tasks and responsibility are strongly tied to the skills necessary to accept the job of teacher and carry out the duties appropriately. If teacher's competency is high, student achievement is also high. Conversely, if teacher competency is low, student achievement is also low.

Several researchers have studied the influence of teacher' competency on students' learning achievement. For example, the study conducted by Prasertcharoensuk, Kanok-lin & Tang Keow (2015) about Influence of Teacher Competency Factors and students' life skills on Learning Achievement, and by Asnani and Nurismilida (2017) about The Influence of Lecturer Competences on Students Learning Achievement of Faculty of Literature, Islamic University of North Sumatra. The previous study studies are concerned about the influence of Teacher competency on students' learning achievement. Meanwhile, the present study undertakes in the context of the influence of English teacher competency on students' learning achievement at State Junior High School 1 Tempuling, Indragiri Hilir Regency, Riau. The purpose of this study was to determine whether or not there is a significant correlation between English teacher competency and students' learning achievement in English.

## Methods

The researcher utilized a quantitative method to carry out the study, namely correlational study, because this study aimed to find out the correlation between English teacher competency and students' learning achievement. Correlational research referred to research in which the purpose is to discover correlation between variables through the use of correlational statistics. The variables were not manipulated or controlled by the researcher in this study. Regarding to the statement, Creswell (2012) said that the researcher does not try to manipulate or control the variables. Further, Ary, Lucy, Chris, and Asghar (2009) said that correlational research is nonexperimental study that, like *ex post facto* research, uses data drawn from preexisting factors. In either sort of study, the variables are not manipulated.

The population of this study was the English teacher and students of State Junior High School 1 Tempuling on 2019/2020 academic year. There were an English teacher and 150 students consisting of 49 students in class VII, 51 students in class VIII and 50 students in class IX. For the English teacher, the researcher did not take sample, because the English teacher is only one person. The researcher takes 50% of students population as sample through random sampling technique. 50% of the students population is 75 students.

The data were collected by using documentation result of the teacher performance assessment software from Assistant Principal of Academic Affairs and curriculum. The researcher also used documentation from students' report card in English subject in academic year of 2019/2020. Further, the researcher had observe directly during learning process at the school. The researcher did the observation by bringing out the documentation of Teacher Performance Assessment Software to prove whether the English teacher did the points assessed in Teacher Performance Assessment. This observation was carried out twice.

Based on Ministry of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia number 16 of 2009 in teacher performance assessment for English teacher competency, the indicators of English teacher competency are pedagogic competency, personality competency, social competency, and professional Competency.

To determine the score of the English teacher competency above, the standard is as follows:

1. If the score of the recap reaches 51-56 is said to be very good.

2. If the score of the recap reaches 43-50 is said to be good.
3. If the score of the recap reaches 34-42 is said to be enough.
4. If the score of the recap reaches  $\leq 33$  is said to be less.

Meanwhile, Based on students' report of State Junior High School 1 Tempuling through Direktorat Pembinaan Sekolah Menengah Pertama (2017), the categories of students' learning achievement are as follows:

1. Score 91 – 100 is said to be very good.
2. Score 81 – 90 is said to be good.
3. Score 70 – 80 is said to be enough.
4. Score < 70 is said to be less.

The data to be analyzed consists of ordinal scale (English teacher competency) and interval scale (students' learning achievement), then the appropriate type was serial correlation. It is in line with Hartono (2019), serial correlation is used if the first variable is ordinal scale, while the second variable is interval scale.

## Result and Discussion

### English Teacher Competency

The finding of the English teacher competency in State Junior High School 1 Tempuling was presented in the form of Teacher Performance Assessment results. It is presented in Table 1. The English teacher competency score was 49. Then it was converted on a scale of 100 (Table 2) and categorized as good.

**Table 1. Table 1. English Teacher Performance Assessment Results**

No.	Competences	Score
<b>A. Pedagogy</b>		
1	Mastering the characteristic of students	4
2	Mastering learning theory and educational concept	3
3	Developing curriculum	4
4	Providing educating learning activities	3
5	Recognizing and developing potential	4
6	Interacting with students	4
7	Evaluating and assessing	5
<b>B. Personality</b>		
8	Respecting national religious, social, and cultural standards	4
9	Demonstrating a mature and outstanding character	3
10	Working ethic, a strong sense of duty, and a sense of accomplishment as a teacher	4
<b>C. Social</b>		
11	Being inclusive, acting objectively, and not discriminating	4
12	Communicating with fellow teachers, education staff, students' parents, and society	3
<b>D. Professional</b>		
13	Material structure concepts and scientific mindset that supports subjects taught	3
14	Developing professionalism through reflective action	3

<b>Total Score of Teachers' Performance Assessment</b>	<b>49</b>
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**Table 2. Calculation of Credit Score of English Teachers Performance Assessment**

Score of English Teacher Performance Assessment	49.00
Convert the Performance Score of English teacher to a scale of 0 - 100 in accordance with PAN & RB No. 16 of 2009 with the formula:	
The score of Teacher Performance = $\frac{\text{Score of Teacher Performance Assessment: 49}}{\text{Highest Score of Teacher Performance Assessment: 56}}$	87.50
Based on the results of the conversion to the scale of values in accordance with these regulations, the designation and percentage of credit points are then determined as <b>GOOD</b>	

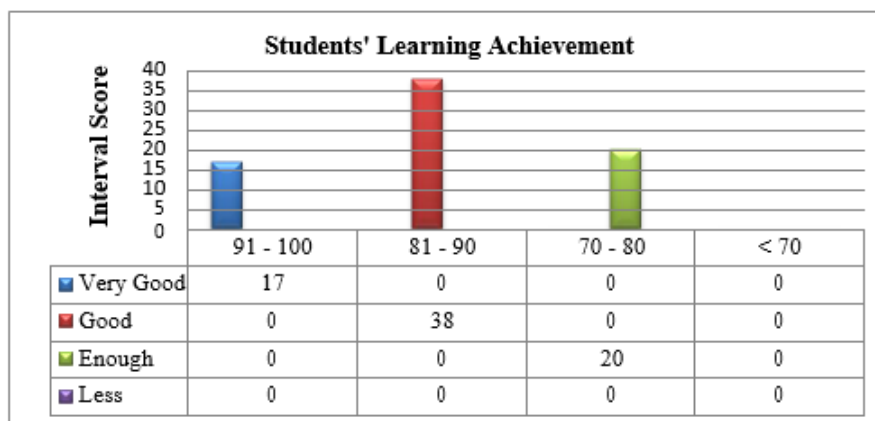
**Students' Learning Achievement**

The researcher took documentation from students' report card with the mean is 83.75. the recapitulation of 'students' learning achievement in students' report card grouped according to their categories (Table 3).

**Table 3. Students' Learning Achievement Score Based on the Category**

Category	91-100	81-90	70-80	< 70
Very Good	17			
Good		38		
Enough			20	
Less				0

The range of score was estimated to determine the interval. The range was then separated by class intervals. (Figure 1). There were 17 students at interval score of 91-100, 38 students at interval score of 81-90, 20 students at interval score of 71-80, and there was no student at interval score of < 70.



**Figure 1. The Frequency Interval Score of Students' Learning Achievement**

The data above calculated using serial correlation formula so that it can be seen the score of correlation coefficient between the variable X (English teacher competence) and variable Y (students'

learning achievement). Through the calculations, the results obtained  $r_{ser} = 0.467$ . To test the significant serial correlations, the researcher looked for the chotomization correlation ( $r_{ch}$ ) first. Through the calculations, the result obtained  $r_{ch} = 0.415$ . At  $r_{ch} 0.415$  with factors correction of four category is 1.055. To multiply it,  $r_{ch}$  must be made as two decimal, which is 0.42. Then multiplied with the correction factor, which is  $0.42 \times 1.055 = 0.43805$ . Then this result is made into three decimal, which is 0.438. This final result is seen as equivalent to the product moment correlation and recorded as  $r_{xy} = 0.438$ .

To interpret the result above, it is consulted with with table r product moment Correlation coefficient score with formula  $df = N - 2$  ( $75 - 2 = 73$ ). In the table of r product moment is not obtained df of 73, then used df of 70 (the closest number). With  $df = 70$  obtained r table score at the significance level of 5% = 0.232 and 1% = 0.302. While the obtained  $r_{xy}$  is 0.438. So,  $r_{xy}$  is higher at 5% and 1% significance levels.

Based on the findings above, it shows that there is a significant correlation between English teacher competency and students' learning achievement. Because  $r_{xy}$  is higher than  $r_t$  both at 5% and 1% significant levels. Thus, there is significant correlation between English teacher competency and students' learning achievement. It is in accordance with Umiarso and Imam Gojali (2011), they said that the teachers must have good competency in teaching. Because through the theory above, learning by a professional teacher is going to give positive impact on students' learning achievement. So, the higher teacher competency the higher students' learning achievement. Therefore, it can be said that the findings of this research support or agree with the theory. In other word, the theory is in line with the findings of this research.

## Conclusion

After discussing, presenting and analyzing the data, the researcher concluded that the competency of English teacher at the school is already good with a value of 87.50. The mean score of students' learning achievement is 83.75. It is categorized as good. There is a significant correlation between English teacher competency on students' learning achievement at State Junior High School 1 Tempuling, Indragiri Hilir Regency.

Another finding also showed that English teacher competency has a contribution on students's learning achievement. So, it is good for the teachers to improve their competencies in teaching process. Because some of students stiiil have enough score of students' learning achievement. Students are expected to assume that English lessons is important to be studied seriously, need to be understood, and practiced in daily life.

Based on the conclusion above, further research is needed to understand the theories of teacher competency and students' learning achievement well of many experts' theories. So, it is also crucial to recognize that English teacher competency will influence the students' learning achievement.

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