THE STUDENTS' PERCEPTION ON TEACHER'S PEDAGOGICAL VALUE AT CLASS VIII SMP NEGERI 03 RETEH KABUPATEN INDRAGIRI HILIR

(Persepsi Siswa Terhadap Nilai Pedagogi Guru di Kelas VIII SMP Negeri 03 Reteh Kabupaten Indragiri Hilir)

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ABSTRACT

Kompetensi pedagogik adalah dapat menyampaikan, pengetahuan teknis ilmiah, memilih metode pengajaran yang tepat, mengembangkan dan motivasi siswa, Ada berbagai jenis keterampilan belajar dan belajar tingkat menengah. Penulis melakukan penelitian tertarik pada fokus: bagaimana persepsi siswa tentang nilai pedagogis guru? Ini merupakan penelitian pendekatan deskriptif yang fokus pada satu variabel yang berpikir tentang kompetensi pedagogik, populasi penelitian ini adalah siswa SMPN 03 Reteh Kabupaten Indragiri Hilir. penulis mengambil sampel adalah 30 orang yang terdiri dari 17 laki-laki dan 13 perempuan yang dilakukan dari kelas VIII A. Karena fokus penelitian ini pada satu variabel dan bertanya tentang persepsi siswa penulis harus memberikan kuesioner kepada siswa. Jawaban penjelasan sangat sering, sering, jarang dan tidak pernah. Berdasarkan data menggunakan teknik kuesioner, dengan 5 indikator dan 20 indikator untuk melihat item yang kegiatan mengajar pra 74,43% kategori baik, sedangkan mengajar 83,9% kategori baik, organisasi waktu dan 84,95% kategori siswa yang baik, membawa penilaian 78,3 % kategori baik, akhir mengajar kategori 78,25% baik. Berdasarkan hasil analisis data dapat disimpulkan bahwa persentase kategori baik menghasilkan 79,96% dan itu adalah hasil yang sangat baik dan menjelaskan bahwa persepsi siswa tentang nilai pedagogis guru di kelas delapan SMPN 03 Reteh Kabupaten Indragiri Hilir. Dan untuk presentasi jarang, peneliti dapat menyimpulkan bahwa hasil yang diterima adalah 19,96%, semua itu adalah jumlah dari 20 pertanyaan dalam kuesioner ditanyakan dari lima indikator yang berbeda.

Kata Kunci: *Perception, Pedagogy, Value.*

BACKGROUND

Education for the human existence is the necessity that must be fulfilled to the end of our life. Without education it is very impossible for human being to improve their life. Nowadays, education for developing countries like Indonesia is necessary to develop and it must be appropriate with the necessity of reconstruction step by step. Education becomes the first priority to the country. The progression of education will encourage something step by step going in the direction of perfect level in the global situation.

The world of education is a very urgent matter that could not be stopped since in our lives. One very important thing is owned by the people of Indonesia in order to compete in time globalization is advancement in the field of education. With the advancement in the field of education as a nation of Indonesia is a smart, tough and independent human being, according to the purpose of education.

The national education goals by Hamalik (2010:4-5) national education goals are goals to be achieved in the national education system. While national education outlined in the national education system is educating the nation and developed a complete Indonesian man, the man who is faithful and devoted to God the almighty one and noble character, knowledge and skills, physical and spiritual health, steady and independent

personality as well as a sense of civic responsibility and nationality.

The government has made various efforts to achieve national education such as using a variety of curricula, teaching methods, instructional media, improve teacher quality and other measures that have been taken. Where student success or failure as the parameter it self educational purposes. The purpose of education is said to have been achieved if the nation have earned the optimal learning results.

According Sardiman (2011:147), to obtain an optimal learning outcomes are influenced teaching and learning components, as an example of how to organize the material, the method is applied, the media used, and others.

Another factor that supports optimal learning outcomes that teaching quality. As for improving teaching quality of teachers should be able to plan the teaching program and also be able to perform well in the form of management of teaching and learning activities. When the teacher managed to hold it well, it would appear that significant changes in her students, among others, raised a positive attitude in learning and academic achievement increases.

Each teacher is expected to plan a field study program is also able to carry out the teaching and management of teaching and learning activities that produce students with optimal quality. So is the English teacher for teaching English courses required of teachers who are competent in the field of English language English language to produce quality students.

Here the authors state that the English language is one of the formal subjects are presented to students, so that when students continue to pursue higher education the students are expected to achieve optimal learning outcomes, in this respect is necessary that adequate debriefing subjects English.

All subjects in schools have standards that must be achieved mastery protege. One of the subjects that must be achieved to completed is learning English, but all of this can be achieved due to several factors, one of the factors affecting the completeness students to absorb the subject matter is whether or not the optimal learning activities undertaken by teachers.

According to Ahmadi (2011:1) says the goal of learning is essentially a process of personality changes include skills, attitudes, habits and intelligence. Change is settled in behavior as a result of training or experience.

The authors conclude the learning process is not just memorizing concepts or facts alone, but it's more of the internalization of the concept in order to produce a whole. In order to achieve meaningful learning, teachers must strive to know and explore concepts that have been owned by students and combine them with new knowledge.

From the field observations eighth grade SMP 03 Reteh then found some problems of teachers:
1. The teacher gives less and less apperception students repeat previous material.
2. Lack of teachers use props in teaching.
3. Lack of teachers conducting lessons in the order regular.

While the expectations of teachers for English language learning activities more serious students to follow the learning that can improve learning outcomes and be able to think of environmental problems and needs both in the present and the future.

While the problems of the students are:
1. Many students who do not do homework.
2. Student test scores are so low that many students are not able to achieve a minimum standard of student mastery learning.
3. Students are often out of the classroom when the teacher explains the lesson.

Students' hope teachers are able to provide a fun learning is not monotonic in

the learning process and get better learning results that motivate students and increase student interest.

By looking at the above problems, the researchers were impresses to study through research entitled: "**The Students' Perception On Teacher's Pedagogical Value At Class VIII SMP Negeri 03 Reteh Kabupaten Indragiri Hilir**".

RESEARCH METHODOLOGY

The analysis use in this research is descriptive qualitative approach that focuses on one variable. In this study, variable is the Teachers pedagogical competence, the analysis is the form of teachers teaching knowledge and experience and then relates it is into other data or to enhance the description. Therefore, the form of analysis this research is explanatory and not statistically. However, this research can be measurement by using number and qualification in the form of percentage.

Gay (1987:101) in Siregar (2005:23) that quoted by Jumiaty (2009:31) said that sampling is the process of selecting individuals for study. The technique used to determine the sample is students class VIII A technique, which means every number of the population has an equal and independent chance of being selected for sample.

The indicators used to determine students' perceptions towards English language learning activities are as follows :
1. Open learning activities
2. Manage the core activities of learning
3. Organize time and students
4. Carry out assessment
5. Close the learning activities
The instruments of the research were:

   1. Interview

This technique is done by interviewing the sample directly, in order to complete the research data.

   2. Questionnaire

Questionnaire contains questions about the items students' perception of learning activities English. This questionnaire was given to all eighth grade students of SMP Negeri 03 Reteh. Questionnaire in this study amounted to 20 items of questions. The indicators are in the following table.

Table 1. Indicators of Questionnaire Learning English

No.	Indicator	Sub Indicator	No. Items
1.	Membuka kegiatan pembelajaran	- Menyampaikan materi apersepsi	1
		- Memotivasi siswa agar memulai pembelajaran	2
		- Menyampaikan kompetensi yang harus dicapai	3
2.	Mengelola kegiatan pembelajaran inti	- Penguasaan materi pembelajaran	4,5
		- Memberi contoh	6
		- Menggunakan sumber-sumber, alat, media pembelajaran	7,8
		- Mengarahkan siswa untuk aktif	9
		- Memberikan penguatan	10
		- Melaksanakan kegiatan pembelajaran dengan urutan yang teratur	11
		- Merespon secara positif	12
		- Keingintahuan siswa	13
		- Menunjukan kegairahan mengajar	14
3.	Mengorganisasi waktu dan siswa	- Mengatur penggunaan waktu	15
		- Melaksanakan pengorganisasian siswa	16
4.	Melaksanakan penilaian	- Melaksanakan penilaian proses	17
		- Melaksanakan penilaian hasil akhir	18
5.	Menutup kegiatan pembelajaran	- Merangkum materi	19
		- Member tindak lanjut	20
	Jumlah		20

(Moh. Uzer Usman 2006 : 129)

FINDING AND DISCUSSION

The data which were obtained, they obtained from two kinds of instruments, they were; questionnaire and documents. The writer analyzed the data qualitatively based on research design.

The writer presented the data into three steps they were:

1. Pre teaching

To knows students perception to teacher pre teaching activities the writer gave a questionnaire to the students, based on the pre teaching were presented in the first until third questions, and the students answered shown in the result bellow:

Graph 1: The Result Chart in Pre Teaching Activities
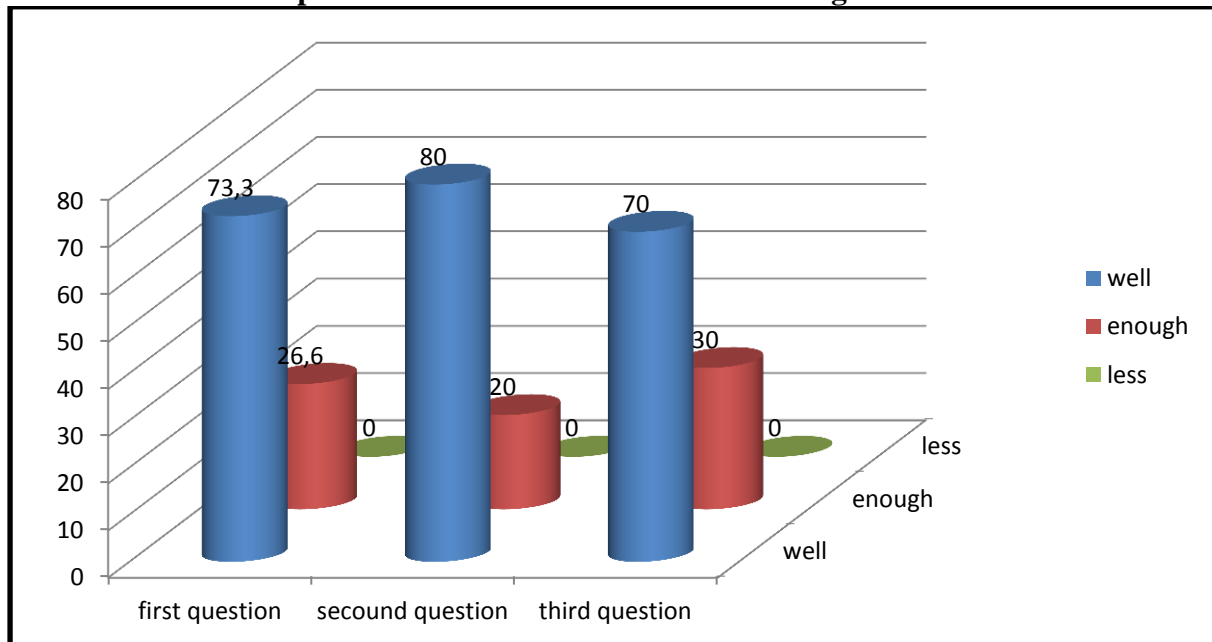
In the pre teaching is divided into three questions which his indicator describes open learning activities, for the first question to ask about the delivery of content apperception, as has been written on the chart that four of the students responded very often and eighteen of students answering frequently after calculated at 73.3% then students respond well, while for the students who answered the rare 8 students, then after calculated for students who responded rarely was 26.6 % and there is no one person who never answered.

To discuss the second question about the motivation of the students at the beginning of teaching, such as those in check by the author, whether any start lessons teachers to motivate their students, 3 of the 30 students answered very often and 21 of them answered frequently, having calculated the 80% getting better

and for students who answered the questionnaire given rare than there were 6 people and once calculated to be 20% for this question none of the students who responded were never

And for a discussion of the third discusses the achievement of competence achieved by students who summarized the following questions, if in any learning activities will begin delivering teacher achievement should accomplish? No one is likely to answer very often but 20 students answering frequently so be 70 % in the calculation of percentages and 9 of the students answered that rarely produces 30%, no different to the previous question, in this question no one is likely students the answer is never.

2. While teaching

To know the core management subjects will ask authors to students based on questionnaires from number four to fourteen. The result of while teaching can be show in the table:

Graph 2: The Result Chart in the While Teaching Activities
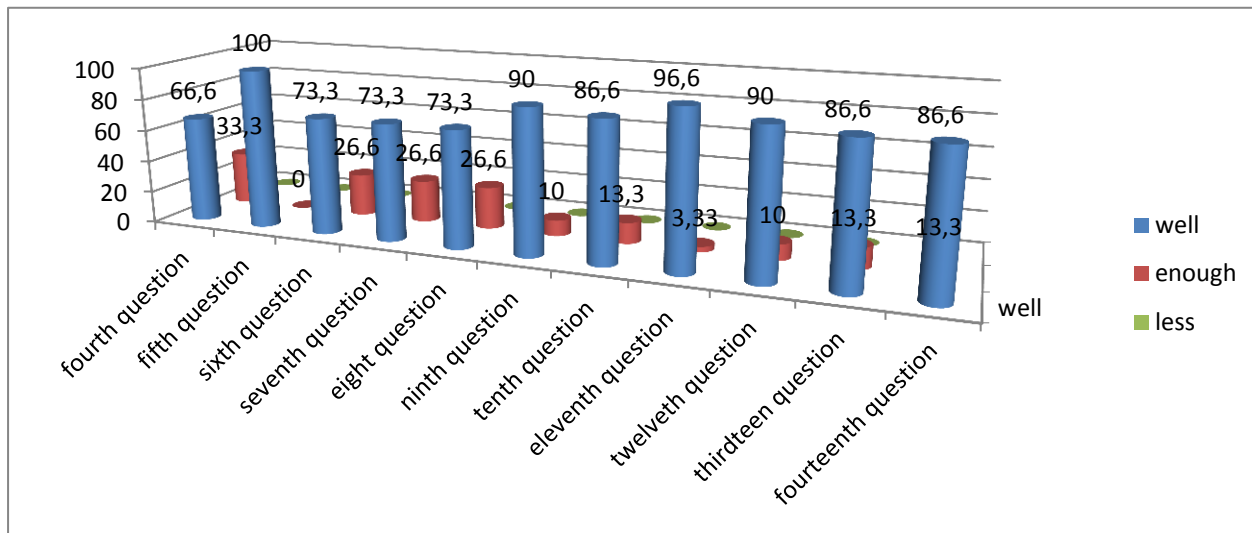
In the discussion of the fourth question which occurs when the teaching learning process occurs, the indicator of this section is manage core activities, which for the fourth question students responded very often no one and the answer often is 20 students and the other is 10 students answered rarely so can be calculated that for a good 66.6% and 33.3% for enough.

While for the fifth questions that address the same as the previous question, where the question is whether the delivery of the subject matter teachers use a variety of methods? And all students responded agree and strongly agree to produce a fairly staggering percentage of 100%.

And for the sixth question asks about giving examples summarized in the question as to whether teachers in delivering instruction to give an example that is easy to understand? 2 of 30 students responded very often but 20 other students will answer frequently, it can be the percentage of 73.3% for the group for a pretty good while only 8 students selected by the calculation of a 26.6% yield.

And for the sixth question asks about giving examples summarized in the question as to whether teachers in delivering instruction to give an example that is easy to understand? 2 of 30 students responded very often but 20 other students will answer frequently, it can be the percentage of 73.3% for the group for a pretty good while only 8 students selected by the calculation of a 26.6% yield.

Eighth question also talks about the media used by teachers when teaching, in which the question is written as follows, if the teacher teaches utilize the facilities provided by the school? 3 of the students responded very often and 19 of them responded to frequent the percentage calculation for both groups 73.3%, 8 people because of their answers are rarely the same as the previous question they get is a percentage of 26.6%.

Inquiries into ninth equal to the previous question which is about question that occurred during the learning process will take place for this question but the teacher is expected to make students become more active, for 9 students answered this question very often, and 18

students answered often then get yield 90% for good and for groups enough they get 10% because only 3 people who answered rarely. Tenth questions to explain the question granting which it is, do teachers provide opportunities and support for students who participates in the learning process, 8 students answered very often and 18 students answered are the percentage to 86.6% and 13.3% to which the answer is quite simply 4 students are choosing.

Eleventh question discusses the implementation of the teaching is done by a regular sequence, there are 11 students who replied very often and 18 students answered frequently so 96.6% and 3.33%, because only one person only who answered rarely. twelfth question is about the positive response from the students in learning English, 21 of the students answering frequently and 6 of the students answered very often so it becomes 90%

and 10% for enough because only 3 students are choosing.

Asked questions about the curiosity of students in question thirteen of which 86.6% answered either obtained from 6 students answered very often and 20 answered often, while only 4 students are answering enough then 13.3% to suffice. Asked questions about the curiosity of students in question thirteen of which 86.6% answered either obtained from 6 students answered very often and 20 answered often, while only 4 students are answering enough then 13.3% to suffice.

3. Time Organization and Students

To known time use management when teaching learning process the writer ask a question and to know student organization, the writer ask a question to the students because they was teaching by their teacher. The result can be show in this chart: The result of while teaching can be show in the graph below:

Graph 3: The Result Table for Time Organization and Students
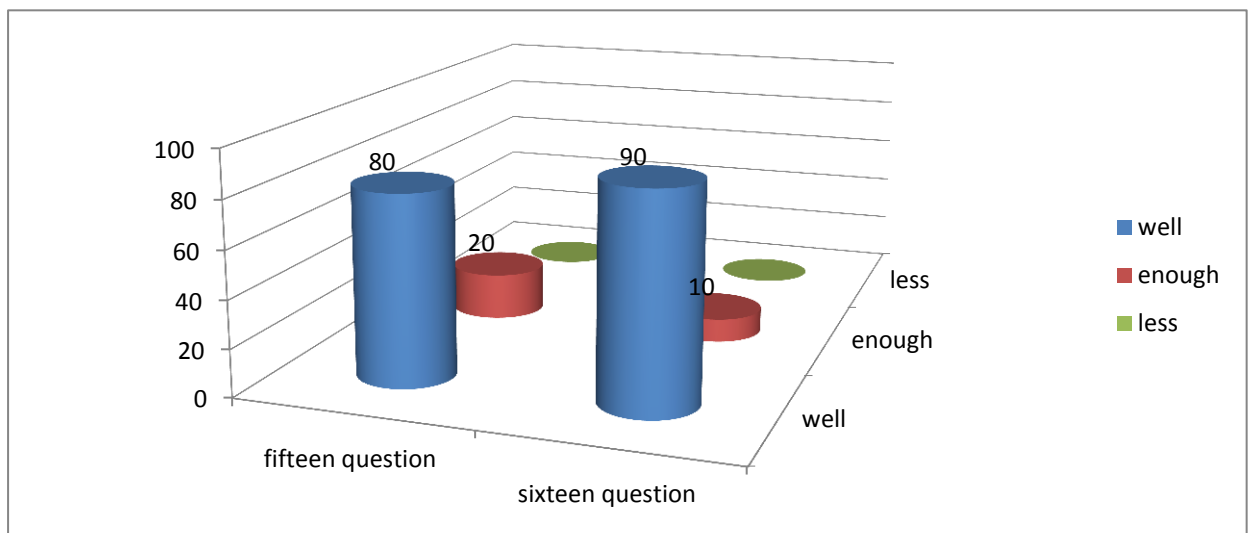
Time to organize students, consists of two questions, the first question is whether the teacher can divide the time according to the learning activities, to question 7 of the students responded very often while 17 of them answered frequently, and 6 of them answered rarely, to 80% and 20% adequate. and the question is whether the sixteen teachers manage events properly? 6 of students

answering strongly agree, and 21 of them responded to both agree it was 90% and 10% of the 3 students who answered rarely.
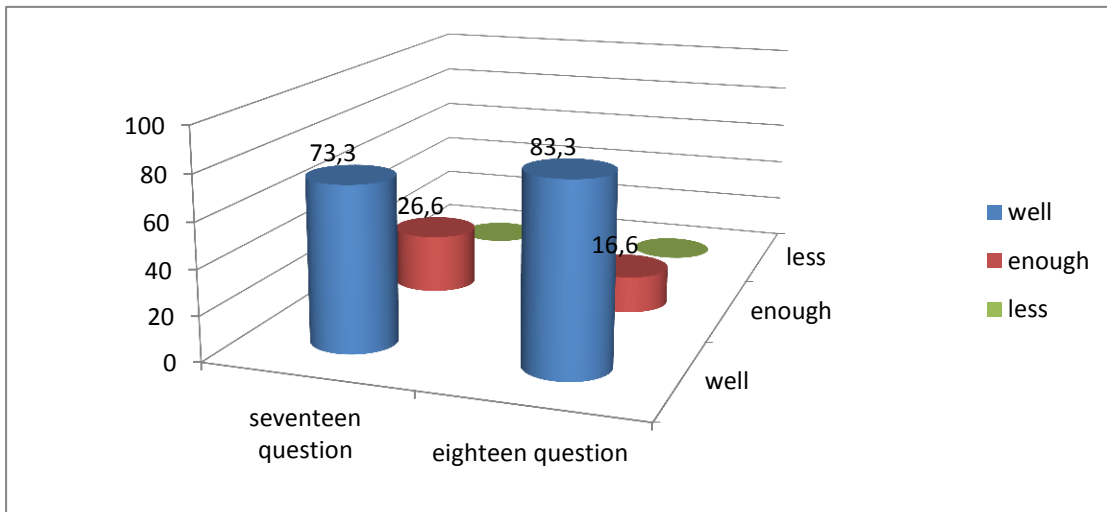
4. Carry out Assessment

To known the teacher assessment the writer asks to the student, to this section there is two questions, as is there teacher assessment to the students in the learning process and is there teacher

assessment after finished the theory? And the result can to show in the graph below:

Graph 4: The Result of Carry out Assessment

This graph seventeen questions about assessment twelve of the students answer very often, the students answer often, eight of the students answer rarely its mean 73.3 % to well and 26.6% to enough . And to eighteen question is asked like is there teacher assessment after finished the theory? Nine of the students answer very often, and sixteen of the students answer often and five of the students answer rarely its mean 83.3 % well and 16.6 % enough.

5. End of Teaching

For the end of the question there are two questions I wanted to ask the author to students where the indicator is close teaching. This can be seen in the following graph:

Graph 5: The Result of End Teaching
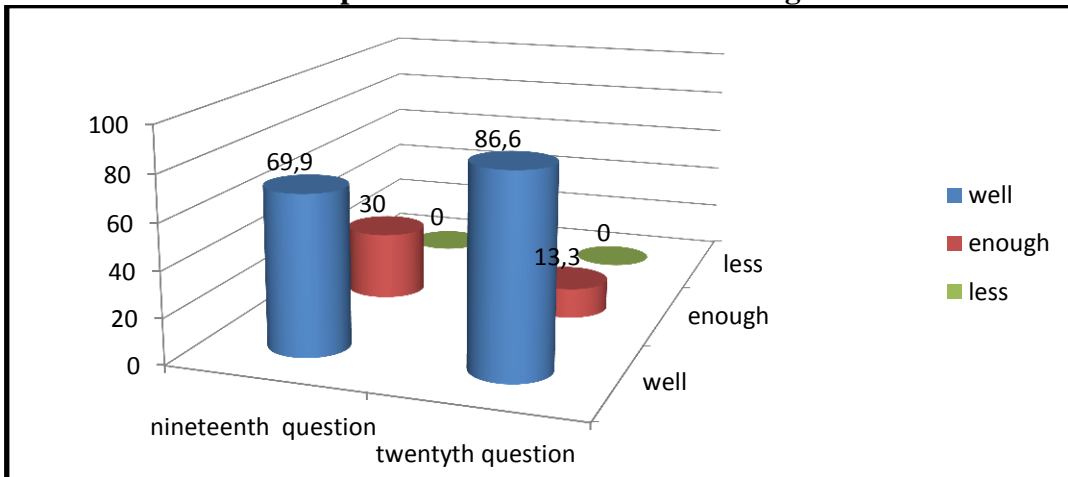
Nineteen questions to discuss the matter which summarizes 69.9% good students consisted of 8 students answered very often and 13 students answered frequently, and30% answered enough from 9 students who answered rarely. And the last question about giving a follow-up y.ang which 86.6% are either made up of 15 students chose to answer frequently and 11 very often and 13.3% are fairly derived from 4 students rarely answered.

CONCLUSION

In this study, has produced some of the data that has been analyzed as

contained in the data above. Some conclusions as the core of this research.

Based on the results of the data analysis it can be concluded that the percentage of well category yield 79.96% and it is a very good result and explained that student perception on teacher pedagogical value at grade eighth SMPN 03 Reteh Kabupaten Indragiri Hilir. And for the presentation of rarely, researchers can conclude that the results received were 19.96%, all of that is the sum of the 20 questions in the questionnaire asked of from five different indicators.

SUGGESTION

Some suggestions need to be offered for more effective result dealing with this research. The suggestion are addressed to the teacher, students, and as well those who are interested in conducting a research.

a. For the teacher: the teacher who want to achieve pedagogical at school, they should take much part in the classroom activities, they should obey all correction technique and classroom management because they should guide and analyze that all material that give to the students and designed are complete with the target of self component that would in their future life.

b. To the students: the student should be learning hard in English because the teacher has given you big motivation to be the best.

c. To next researchers: to the next researcher can to continuous the researcher as well as the fact.

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