

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies taken by some researchers around the world related with this research. The First was a research conducted by Syahranie Wahab and Marwal Iskandar (2020) entitled *“Teacher`s Performance to Maintain Students Learning Enthusiasm in the Online Condition”* A qualitative research was used in this research to answer the research question. This research was conducted at SMK Muhammadiyah 1 Sangatta in Kutai Timur Regency, and the research subject was an EFL teacher. This study was aimed to investigate teachers` performance in implementing the guidance treatment to students for maintaining students` enthusiasm to study in the distance learning condition. For collecting data, the researchers used interview results and documentation. The result and the analysis indicated that the process of EFL was performed well by the teacher. It can be seen from the planning, implementation, evaluation, and follow-up carried out by the EFL teacher at SMK Muhammadiyah 1 Sangatta.

The second was conducted by Nur Azaliah Mar and Nur Fadhillah Mar (2017) entitled *“The Influence of English Teacher`s Performance to the Students` Interest in Learning English at SMKN 6 Makassar”*. This research is a quantitative descriptive research. This research was conducted at SMKN 6 Makassar , and the sample was 52 students. This research is intended to know and analyze the influence of English teacher`s performance to the students` interest in learning English at SMKN 6 Makassar. For collecting data, the researchers used questionnaire. The result of the research showed that English teacher`s performance at SMKN 6 Makassar was in good criteria and for the students` interest in learning English was in high criteria. It indicates that the better performance of English

teacher's made the higher interest of the students. Therefore, it can be conclude that there is a positive and significant influence between English teacher's performance and the students' interest in learning English at SMKN 6 Makassar.

The third was conducted by Eka Mulia (2018) with the title "*Pengaruh Kinerja Guru terhadap Motivasi Belajar Siswa pada Pembelajaran Ekonomi di Sekolah Menengah Atas Negeri 2 Kampar*" This research is a quantitative research. The data analysis technique used is descriptive quantitative by using the correlation product moment formula. This research was conducted at SMA Negeri 2 Kampar. The subjects in this study were students and teachers, while the object of this study was the teacher's performance of student learning motivation. The data collection techniques in this study used a questionnaire and documentation. Research Results The variable of teacher performance in this study proved to be significant in influencing student learning motivation in learning Economics at Public Senior High School 2 Kampar. The amount of influence of teacher performance on student learning motivation is 27.3%, the remaining 72.7% is influenced or explained by other variables not included in this study.

Based on some previous related studies above, third studies examined teacher performance. It can be said that teacher performance has an important influence on student interest in learning English, with good teacher performance, student enthusiasm for learning will remain and student achievement can develop.

B. The Nature of Teacher Performance

1. Definition of Teacher Performance

Performance is an activity carried out by each individual in relation to achieving the goals already planned. In this regard, there are several definitions regarding performance. According to Anwar P.M (2000:67) states that performance is the

quality and quantity achieved by a person in carrying out his duties in accordance with the responsibility given to him/her. Then in carrying out their role as educators, the quality of their performance is an important contribution that will determine the success of the education process in schools, because the performance is said to be good and satisfying if it is carried out in accordance with their duties and reaches predetermined standards.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. This is in accordance with Tania (2018: 16-17) who says that teacher performance is a display of competence possessed by teachers, namely the ability as a teacher to carry out their duties and obligations properly and responsibly. Teacher performance is an effort taken by teachers to improve competence or quality which is useful for guiding and educating students for their own progress.

The teaching and learning process is not as simple as it seems when the teacher delivers the subject matter in class. A good learning process demands readiness between students and teachers themselves. A good teacher works with plans in place, so that the planned goals can be achieved. According to Soedijarto (1993), there are four abilities group tasks that must be mastered by a teacher. The abilities that must be mastered by a teacher are: (1) planning a teaching and learning program; (2) implement and lead the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) fostering relationships with students. The main task of the teacher which is manifested in teaching and learning activities is a form of teacher performance.

Based on some of the opinions that have been conveyed, it can be concluded that the definition of teacher performance is the level of work success achieved by a teacher

with the skills and expertise possessed in carrying out tasks in accordance with their duties including compiling learning programs, implementing learning, implementing evaluation, and evaluation analysis. The teacher plays a very important role in the learning process. The success of schools cannot be separated from the role of teachers as educators in producing graduates who are able to face tough life competition. Thus the performance of teachers must always be improved in order to carry out their duties and functions in carrying out the educational mandate. Teachers who have good performance will be able to foster good student enthusiasm for learning so that in the end they will be able to improve the quality of learning.

2. Indicator of Teacher Performance

Indicators are measuring tools used to control variables in order to see changes that occur in research variables. Based on the duties and obligations that are the responsibility of the teacher in carrying out the learning process, the authors make the duties and obligations of the teacher as an indicator of teacher performance. According to Mulyasa, et al (2013:103) defines that there are 4 teacher performance indicators that can be used as benchmarks, namely: (1) Planning the teaching and learning process; (2) Carry out, lead, or manage the teaching and learning process; (3) Assessing the progress of the teaching and learning process, and (4) Mastering the learning material.

In addition, Supardi (2016:59) says that there are 4 indicators of teacher performance, namely: (1) Designing lesson plans, teachers must be able to plan the implementation of learning systematically and measurably, in accordance with the curriculum, school conditions, and the needs of students, so that the plan is able to accelerate the achievement of learning objectives. effective; (2) Implementation of learning, in this case related to classroom management, use of media and learning resources, and use

of learning methods; (3) Implementation of evaluation, to determine whether or not the learning objectives have been achieved and the learning process that has been carried out, and (4) Evaluation analysis, a teacher is required to have the ability to prepare evaluation tools, evaluation processing aimed at improving the quality of learning and participants students.

Based on the explanation above, it can be concluded that teacher performance indicators cannot be separated from the teacher's duties which are the responsibility of a teacher, namely compiling learning programs, implementing the learning process, carrying out evaluations, and analysis evaluation.

3. Teacher Competence

Competence has an important role for the success of teachers in carrying out their duties. A professional teacher must have competencies that are always being developed which point or manifest to teacher performance. The existence of competencies that must be possessed by every teacher, of course has certain goals and objectives that impact various aspects of education. The importance of teacher competence according to Hamalik (2003: 35) for the world of education includes: (1) teacher competence as a means of selecting teacher admissions; (2) important teacher competencies in the context of teacher guidance; (3) teacher competence is important in the framework of curriculum preparation, and (4) teacher competence is important in relation to student learning activities and outcomes. Therefore, teacher competence is important because it is one of the factors that influence the achievement of learning and education goals in schools.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 Paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional

competence obtained through professional education. The explanation of the four competencies is as follows:

a) Pedagogic Competence

Pedagogic competence is the ability of a teacher to manage the learning process of students based on education. This is in accordance with the explanation contained in article 28 paragraph (3) point a concerning National Education Standards which states that pedagogical competence is the ability of a teacher to manage student learning which includes understanding of students, planning and implementing learning, evaluating learning outcomes and development of students in order to implement their potential. Therefore, a teacher must master curriculum management and have an understanding of educational psychology, especially the needs and development of students so that learning is of higher quality. Furthermore, Doni J. Priansa (2014: 124) states about the abilities that must be mastered by teachers with regard to pedagogical competencies, including:

1. Mastery of the characteristics of students from the physical, moral, social, cultural, emotional and intellectual aspects;
2. Mastery of educational learning;
3. Able to develop a curriculum related to the development field being taught;
4. Organizing educational development activities 3;
5. Utilizing information and communication technology for the benefit of implementing educational development activities:
6. Facilitating the development of the potential of students to actualize their various potentials;
7. Communicate effectively, empathically and politely with students;

8. Conduct assessment and evaluation of learning processes and outcomes; utilize the results of assessments and evaluations for the benefit of learning; and
9. Take reflective action to improve the quality of learning policies.

b) Personality competence

Personality competencies are attitudes or abilities that teachers must have in order to be a source of inspiration for students to serve as good role models. This is in accordance with Euis Karwati (2014: 75) which states that personality competence is the ability of a personality that is steady, stable, mature, authoritative, is a role model for students, and has noble character. This means that teachers as educators must be able to influence students in a positive direction in accordance with values that are considered good and applicable in society. Furthermore, Doni J. Priansa (2014: 125) states about the ability criteria on personality competencies that must be mastered by teachers, including:

1. Acting in accordance with the religious, legal, social and national cultural norms of Indonesia;
2. Presenting oneself as an honest, noble character, and role model for students and society;
3. Presenting oneself as a person who is stable, stable, mature, wise, and authoritative;
4. Demonstrate a work ethic, high responsibility, pride in being a teacher and self-confidence, and
5. Upholding the professional code of ethics for teachers.

c) Professional Competence

Professional competence is the ability to master the material broadly and deeply in accordance with the subject being handled so that it is able to guide students to meet

the competency standards set out in the national education standards. continued Doni J. Priansa (2014: 127) states about the ability criteria for professional competencies that must be mastered by teachers, including:

1. Mastering the material, structure, concepts and scientific mindset that supports the subject being taught;
2. Mastering competency standards and basic competencies of the subject or development field being handled;
3. Developing creative subject matter;
4. Develop professionalism in a sustainable manner by taking reflective action;
5. Utilizing information and communication technology to communicate and develop themselves.

d) Social Competence

Social competence is the ability of teachers to communicate and interact with school members and the community. The teacher in the eyes of students and society is someone who is used as a role model who needs to be emulated in his daily life, because the teacher is digugu and imitated. Therefore, teachers need to have social competence in order to support the effectiveness of the implementation of the learning process. Social competence needs to be built in line with the competence of teachers in communicating, cooperating, socializing sympathetically, and having a pleasant spirit (Doni J. Priansa, 2014: 127). The criteria for teacher social competence include:

1. To act objectively and not to discriminate because of considerations of gender, religion, race, physical condition, family background and socioeconomic status;
2. Communicate effectively, empathically and politely with fellow educators, education staff, parents and the community;

3. Adapt at the place of service in all areas of the Republic which have socio-cultural diversity;
4. Communicate with the professional community itself and other professions orally and in writing or other forms.

Based on the explanation above, it can be concluded that competence is a must have for a teacher, because competence has an important role for the success of teachers in carrying out their duties responsibly and properly. In addition, the competencies possessed by teachers must always be developed in order to create quality performance and learning that meets national education standards. There are four competencies that a teacher must have, namely: (1) pedagogical competence; (2) personality competence; (3) professional competence, and (4) social competence. Of the four competencies, indicators are used as a reference for their respective assessments.

C. Enthusiasm

1. Definition of Enthusiasm

Enthusiasm is an attitude with great enthusiasm and interest that a person has to do something that comes from oneself. According to Whereas Andrie Wongso in Rizka Amalia (2016: 8) says that enthusiasm is feeling happy for reach something, it means when someone has the enthusiasm or excitement in themselves, so they will be happy to reach his dream. So, it can be said that enthusiasm is excitement a fiery spirit and have interest with new things.

While, in Zhang's pedagogical practice in Toom (2015:128) states that enthusiasm is usually associated with a teaching style that is motivating, energetic, passionate, and dynamic which involves students to participate and stimulates them to explore. Of course, every student has a different level of enthusiasm, Fristiara (2015:5) explains

that enthusiasm is a strong source of motivation in learning and will be the cause of student participation in learning activities. When in the learning process students who have high enthusiasm will show attitudes that are attentive, interested, and respond well to stimuli provided by the teacher. Humans need passion and enthusiasm not only for work, but also for happiness. Enthusiasm will make a difference to others, especially to face life's challenges. Enthusiasm is a happy interest and a pleasant feeling for something, when people feel enthusiastic they will pay more attention to the subject people will focus on doing something.

Bowman et al. in Afdhal (2016: 61) states that "... it is particularly important to maintain students enthusiasm for learning by integrating with the teacher-directed curriculum". This statement means that it is important to maintain students' enthusiasm for learning by combining students' personal interests with the curriculum created by the teacher. When planning a learning, the teacher should not only focus on learning completeness based on the existing curriculum, but the teacher should also pay attention to the interest of students in the material being studied.

Based on some of the opinions above, it can be seen that students' enthusiasm for learning is a positive attitude that arises from students without coercion in the form of extraordinary feelings of pleasure so that students want to follow the learning process carefully. In addition, enthusiasm can be a source of motivation in learning and a cause for student participation in learning activities. Therefore, maintaining students' enthusiasm for learning is important to achieve successful learning.

2. Indicators of Enthusiasm

Based on the above understanding of enthusiasm, according to M. Afdhal (2015: 196-197), the characteristics or indicators of students' enthusiasm for learning in the

learning process are the response, attention, willingness, concentration, and awareness that arise in students in the absence of coercion, which:

- 1) Students are said to have a response to learning English, if students are active and responsive in responding to teachers and other students when providing inaccurate explanations or answers.
- 2) Students are said to be attentive in learning, if students pay attention to the explanation of the material provided by the teacher, and pay attention to the opinions of other students.
- 3) Students are said to have a willingness in learning, if students always do the exercises given by the teacher, want to ask the teacher about material that is not clear, want to express ideas or opinions.
- 4) Students are said to have concentration in learning, if the learning process is in progress students focus on listening to what the teacher explains, meaning that students do not do other activities other than taking part in learning. so that students quickly understand and understand what is explained by the teacher so that they are able to do the questions correctly.
- 5) Students are said to have awareness in learning, if students do the assignments given by the teacher, first study the material that has not been delivered.

Based on the definition above, it can be concluded that students have enthusiasm in learning if students can respond to learning well, students pay attention to material explanations carefully, students have a willingness to learn, students focus on when the learning process is taking place, and students always work on assignments given by the teacher.

D. Online Learning during Pandemic Covid-19

Online learning is learning that is done online or from home to provide a meaningful experience for students. According to Dewi (2020: 56) explaining that with online learning students have freedom of study time, can study anytime and anywhere. This online learning is carried out through several applications, such as google forms, whatsapp groups, video conferencing, Google classroom, telephone, E-learning and so on. With online learning, educators are required to continuously improve their performance to be more creative and innovative in their assignments to students.

Online learning is not a problem for urban communities who have established internet networks, but it is different from rural communities with limited internet capacity. According to Shah (2020) there are four obstacles faced by the world of education during the Covid-19 outbreak, namely: a) limited internet control for teachers; b) inadequate facilities and infrastructure; c) limited internet access; d) not ready to fund in an emergency. In the application of online learning, a teacher must be able to provide effective and interesting learning, because online learning will make students have a different perception of online learning during the Covid-19 pandemic.

Based on some of the descriptions above, it can be concluded that online learning during the Covid-19 pandemic was carried out because it was trying to break the chain of spreading the Covid-19 virus by learning online from each student's home. At SMK Ma'rif Banyumas learning is done online. The existence of E-Learning will certainly cause many students to perceive learning towards E-learning. This happens because learning is usually done face-to-face in the classroom and currently learning is only done online.

E. Frame of Thingking

It has been previously mentioned that currently Indonesia is one of the countries affected by the Covid 19 pandemic, besides that the world of education is also affected until then the government issues a policy by carrying out the learning process from home or online. Bullen & Janes (2007: 176) define e-learning as learning that occurs when internet technology is used to facilitate, convey, and support the learning process over long distances. Learning that is carried out online is the first time this has happened, especially in Banyumas sub-district. In this case, it is feared that there are many obstacles to doing online learning that can reduce students' enthusiasm for learning. while teachers have a very strategic role, teachers are required to be able to maintain student enthusiasm in all matters including online learning. Teacher performance is prioritized to maintain student enthusiasm in participating in the learning process so as to create good quality learning. According to Supardi (2016:59) teacher performance is the level of work success achieved by a teacher with the skills and expertise possessed in carrying out tasks in accordance with their duties including the preparation of learning programs, implementing learning, evaluation of implementation, and evaluation analysis. Teachers who excel will be able to foster a good enthusiasm for student learning. Whereas if the enthusiasm for student learning is high, it will certainly affect the achievement of student learning outcomes.

Based on the description above, it can be assumed that teachers must be able to adapt to all existing conditions including learning that is taking place online as it is today. Teachers are required to be able to maintain student enthusiasm even though learning in online conditions and this can be seen from their performance. The better the teacher's

performance, the student's enthusiasm for learning will increase and the quality of learning will be better.