

## ENGLISH TEACHERS' COMPETENCE TOWARD THE STUDENTS ACHIEVEMENT

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**Abstract :** This study was conducted to determine the competence of teachers in learning English and the inhibiting factors for learning English during the Covid-19 pandemic at smk yppp Wonomulyo. This research was conducted in August and September 2021 using a mix method through interview data collection techniques for English teachers at smk yppp Wonomulyo and collecting several documents related to teacher competence. As well as giving tests to students as quantitative data. Based on the results of the study, it is known that the competence of English teachers during the covid-19 pandemic at smk yppp Wonomulyo is good, the teacher has implemented designing, implementing and evaluating learning even though learning is done online, making strategies that are in accordance with online learning, teachers must make emergency rpp and evaluate learning despite the many shortcomings and difficulties in carrying out online learning. The inhibiting factors for learning English during the covid-19 pandemic are the lack of availability of learning resources, there are still students who do not have an Android cellphone, limited internet quota, there are still many students who are ignorant of online learning.

**Keywords:** Influence, English teachers' competence, students achievement

### INTRODUCTION

Teachers really determine the success of a country's education. Teachers have the main task of educating. A teacher must be a professional educator who can guide, train, teach in a formal educational institution. Teachers play a very important role in the implementation of formal education in achieving quality and quality education. To have a quality education, teachers must have good competencies so that teachers have good quality and performance in implementing the education system. Teacher competence is one of the factors that influence the

achievement of learning and education goals in schools (Santi,2011)

Factors that affect teacher competence are educational background, teaching experience and how long to teach. Teacher competence is very important as a consideration for teacher coaching and development in teaching and improving teacher performance.

However, since the outbreak of the corona virus disease or known as Covid-19 in December 2019 in Wuhan, there has been a tremendous panic. Transmission is very easy and fast, as well as the

absence of an antivirus for covid-19, has made various countries increase their vigilance against the entry of this virus into their countries. However, these efforts appear to have failed. It is proven that currently the outbreak has spread to more than 200 countries in the world (Jamaluddin, Ratnasih Gunawan, & Paujiah, 2020) and is declared a pandemic outbreak. New problems began to emerge, ranging from economic, social to educational problems.

Various policies and implementation of health protocols were carried out to break the chain of the spread of covid-19. Lockdown in countries affected by covid-19 has an impact on the world of work, namely WFH (Work from Home) and even lay off its employees. In the world of education, the SFH or School from Home policy is also implemented to suppress the transmission of covid-19. Schools were closed and online learning was carried out (Pane, 2021). This is certainly not easy for all students to do. It takes the cooperation

of parents and teachers to guide students, especially those who are still at the Kindergarten and Elementary School levels. Various problems arise, starting from parents who do not understand school lessons because of their previous educational background, not yet technologically literate, even increasing monthly costs because they have to buy quotas but also pay tuition fees.

In terms of learning outcomes, students are certainly not as easy to capture learning directly as when they are at school. Mastery of learning tools, learning materials and good communication is required in delivering online learning. Teachers need

to have certain competencies that support the success of student learning during this pandemic. This paper will discuss further the required human resource competencies, in this case teachers as educators, in their duties and responsibilities in carrying out their profession in the midst of this pandemic.

There are also not many students who experience problems in the media. There are some and even some students who do not have smartphones and internet packages. However, the problem of internet packages can be solved because the Ministry of Education and Culture distributes free quotas for students.

The important role of teachers, especially in imparting academic knowledge, is very difficult to replace. This is very clearly seen when online learning is carried out. Various obstacles arise due to the lack of understanding of students and parents who guide the existing teaching materials. This problem is certainly not something that needs to be debated to determine who is at fault, but a discussion that needs to find a solution to be able to support children as students who are able to complete their learning process in the midst of a pandemic.

In this case, Weinata Sairin revealed that academic guidance includes guidance on learning difficulties for those who experience problems in their studies. This is in accordance with the principle of recognition of individual differences, which means that each student is different in ability and speed of learning (Sairin, 2006). This becomes a very important homework for teachers in providing supervision of distance learning and also evaluations

carried out through the results of assignment or test scores and distributing satisfaction questionnaires.

Through this, results will be obtained if students are found who have not reached the KKM or there are complaints and input in the satisfaction questionnaire, then it will lead the teacher to design the learning process in a better direction.

This shows that the success of education is influenced by the quality of teachers as agents of learning in schools. The increasing quality of teachers (teacher professionalism), it is hoped that the learning process will improve in quality (Pianda, 2018). The quality of teachers themselves can be seen from their performance. Performance is the result or level of success of a person as a whole during a certain period in carrying out the task (Basri, Rivai, & Veithzal, 2015). Teacher performance indicators can be seen from the success of teaching, guiding, directing students in accordance with the learning design goals that have been previously designed. This can be measured from the ability of students to understand the subject matter, the ability of students to do assignments and learning outcomes.

## METHOD

### Research Design

This research uses mix method research (Sequential explanatory). Mix method is a research approach that combines or combines qualitative and quantitative forms (Creswell, 2015: 5). According to Creswell (Sugiyono, 2013:20), the research mix method be useful when the method of quantitative or qualitative methods are not accurate enough to use alone in the problems of research, or by using

quantitative and qualitative methods in combination will be able to gain an understanding of the most good (when compared to one method).

This method was chosen because this study was conducted to determine how influential the teacher's pedagogical competence in improving student learning achievement at smk yppp Wonomulyo, which is located in Wonomulyo, Polewali Mandar district, West Sulawesi. Which aims to provide information on a situation or phenomenon that is happening by using scientific procedures to answer in real terms.

### Research Procedure

This research uses a mix method research with the following procedure: Planning activities in the planning is conducted interviews with several English teachers to find out how the pedagogic competence of the English teacher at smk yppp Wonomulyo. Then researcher collect documents as archive that was be used to assist research. After that, the researcher then gave a test to students to determine student achievement in English lessons during the covid-19 pandemic.

### Research Instrument

(Notoatmodjo 2010) the definition of research instruments are tools that will be used to collect data, this research instrument can be in the form of questionnaires, observation forms, other forms related to data recording and so on.

In this research, the researcher will use test, document and interview

### 1. Test

Sax (1980: 13) defines a test as a task or a series of tasks used to obtain systematic feedback that is considered to reflect educational or psychological traits or attributes. Furthermore, Sax also emphasized that the test contains tasks that are structured to produce systematic observations about a trait (trait).

### 2. Documentation

Sugiyono in Umar Sidiq (2019) states that documentation is a record of events that have passed in the form of writing, pictures or monumental works of someone.

### 3. Interview

According Mahmud in Umar Sidiq (2019) The interview instrument is a tool which is used to help data collection through interviews. In the interview activity, register the question is called the interview schedule. There is an outline note of the main points which will be asked are called interview guidelines (interview guide).

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## Data Analysis Technique

According to Muri Yusuf in Umar Sidiq (2019), Data analysis is one step in a very decisive research activity the accuracy and validity of the research results. Formulation problem and not necessarily the

right sample selection was give the correct results, if the researcher chooses a technique that does not match the data there is. Instead, correct technique with invalid and reliable data was give results opposite and Contrary to reality which is in the field. Data analysis was carried out in three stages, namely, data reduction, data presentation, and concluding data.

According to Elvinaro Ardianto in Umar Sidiq (2019), Data reduction is a form of analysis sharpen, select, focus, reduce, and organize data in a way in which final conclusions can be drawn. Observations about a trait (trait). Based on the purpose of this study, namely to determine the effect of teacher competence on student achievement and to determine the extent to which teacher competence influences student achievement in English subjects, the researcher was use a qualitative-quantitative mix method. This research was be conducted on an English teacher and some students at smk yppp Wonomulyo.

According Sugiyono in Umar Sidiq (2019) Data presentation is organizing and presenting data in a narrative form, table, matrix, or other form. In qualitative research, data presentation can be done in the form of a brief description, relationship between categories, and others. In this case Miles and Huberman stated "the most frequently used to present data in qualitative research is with narrative text".

Concluding data is extracted from presented data that has been organized in the form short but containing sentences statements broad understanding.

To find out the percentage of correct answers obtained on the test, the number of correct and incorrect answers in the question is calculated first. Then placed in the range of presentation scale as follows.

Correct answer score: 1 Wrong answer score: 0  
 Converted in percentage:

$$\text{Correct answer: } 1 \times 100 = 100$$

$$\text{Wrong answer: } 0 \times 100 = 0$$

Calculation of the correct answer from the test

$$\frac{\text{number of correct answer}}{\text{number of question}} \times 100\%$$

So it can be concluded with the following categories:

**Table 3.1:** Categories from the score

No	Percentage	Description
1	75-100	Very good
2	50-75	Good
3	25-50	Enough
4	0-25	Not enough

## FINDING AND DISCUSSION

### Finding

#### 1. Data description

##### a. test

In this study, to obtain data regarding teacher competence in English learning at yppp Wonomulyo Vocational high school. So the researcher took

several steps to get information as accurately as possible. The steps that the researcher took included conducting interviews, documents and test relating to the description of teacher competence at yppp Wonomulyo vocational high school.

1). eachers competence influence toward the student achievement at Smk Yppp Wonomulyo, Polewali Mandar Regency during the Covid-19 pandemic.

Carrying out the online teaching and learning process is the implementation stage of the program that has been prepared. In this activity, the ability required is the activeness of teachers in creating and growing student learning activities during the Covid pandemic in accordance with the plans that have been prepared. Teachers must be able to make decisions on the basis of appropriate assessments, whether these online teaching and learning activities are sufficient, whether the method needs to be changed, or whether past learning activities need to be repeated. If students have not been able to achieve online learning goals during the pandemic.

Teachers as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resources. The strong personality of a teacher was set a good example for students and the community, so that the teacher was appear as a figure who should be obeyed by his advice and orders and imitate his attitude and behavior. The teacher's personality is the most important factor for the success of students' learning. In this regard, that personality was determine whether he becomes a good educator and coach for his students, or was be a destroyer or destroyer for the future of his students.

There is a more specific meaning that learning is absorbing knowledge. Learning is a change that occurs in human behavior. This process was not occur if no one encourages the person concerned. Learning achievement is something that cannot be separated from learning activities, because learning activities are a process, while achievement is the result of a learning process.

As for how student learning achievements during the Covid-19 pandemic at smk yppp Wonomulyo, the researcher chose class XI 3 TKJ as a sample and used a test instrument in the form of multiple choice. The following is data from the test results of class XI 3 TKJ students at smk yppp Wonomulyo:

**Table 4.1:** Score from students

No	Name	Score
1	Apriansyah	42
2	Noviana	50
3	Nadira	54
4	Desy Ananda	46
5	Nur Azizah	30
6	Damayanti	36
7	Reski	52
8	Riki	46
9	Serina	28
10	Nurazal	42
11	Rosita	38
12	Malia	26
13	Selviana	50
14	Rahma	24

No	Name	Score
15	Asriadi	34
16	Abdillah	46
17	Muzakkir	38

Based on the table above, it shows that the average student achievement in learning english at Smk yppp Wonomulyo has decreased during the Covid-19 pandemic. In order to get more valid data, the researcher distribute the tests to see the student achievement at smk yppp Wonomulyo during the pandemic.

Based on the score obtained from the results distributed by researcher to students at SMK YPPP Wonomulyo to see the students achievement during the covid-19 pandemic, the study concluded that teachers' competence had an effect on students achievement.

## b. Interview

2. What extends does the teachers' competence influence toward the student achievement at smkyppp Wonomulyo during the Covid-19 Pandemic

The competence possessed by each teacher was show the quality of the teacher in teaching. These competencies was be realized in the form of mastery of knowledge and professionalism in carrying out their functions as teachers. The competencies required by these teachers can be obtained either through formal education or experience.

Competence as an *ability* is the capacity of a teacher to do various tasks in a job. Furthermore,



it is said that the ability of a teacher is formed by two factors, namely the intellectual ability factor and the physical ability factor. Intellectual ability is the ability needed to perform mental activities while physical ability is the ability needed to perform tasks that require stamina, dexterity, strength and skill.

To obtain data on teacher competence in learning English at smk yppp Wonomulyo, researcher took several steps to obtain as accurate information as possible. The steps that the researcher took were conducting interviews and collecting documents related to the description of teacher competence in learning English at smk yppp Wonomulyo.

#### **a. Pedagogic competence of English teachers in carrying out learning during the Covid-19 pandemic at smk yppp Wonomulyo.**

##### **1). Designing English learning during the Covid-19 pandemic**

A teacher must be able to design learning to understand the educational foundation, apply learning and learning theory, determine strategies according to student characteristics, determine competencies to be achieved, and teaching materials and prepare lesson plans based on the chosen strategy.

Based on interviews that researcher have conducted with the three English teachers on August 22 at smk yppp Wonomulyo as follows: Seeing from the current pandemic situation which is not very possible for face-to-face learning, online learning is the only solution. The platforms used are online platforms such as synchronous or asynchronous. and

then regarding the syllabus and educational calendar, the teachers of course refer to the emergency kdk issued by the government. after that the teachers filtered what material they had to give, as well as what learning methods were suitable for them to use during a pandemic like now, down to the reduction of basic components to making emergency lesson plans. The delivery of learning materials is through the google classroom platform.

##### **2). Carry out learning during covid-19 A teacher is required to be able to**

Organize the learning background and carry out conducive learning. Based on the results of interviews with teachers at smk yppp Wonomulyo, which has been carried out by researcher as follows:

The teacher cannot convey the material as much as possible to the students because many students do not understand the use of google classroom. students find it difficult to access technology. teachers also feel that online learning as it is today is not conducive.

##### **3). Designing and evaluating learning**

Design and evaluate the process of learning outcomes on an ongoing basis with various methods, analyze the results of evaluation processes and learning outcomes to determine the level of mastery learning, and utilize the results of learning research to improve the quality of learning programs in general.

Based on the results of interviews with teachers at smk yppp Wonomulyo, which has been carried out by researcher as follows:

As for determining student completeness, teachers can only send exam tests through the google classroom application, but if what you want to test is student knowledge, then the test given is a written test. . And if what you want to test is the student's skills, the teacher will give a test of skills such as speaking and vocabulary. Usually if those skills are tested through recordings sent via google classroom and also video calls. teachers also make student learning outcomes as improvements in the future for teachers. The teacher will see where the lack of students is, on what components so that the teacher can more easily choose a method that is more effective for students later.

Based on the result of interview with the teacher at smk yppp wonomulyo that is :

“there are many students who don't pay attention to lesson during the online learning process. For example when the teacher gives lessons in google classroom , there are only a few students who join the class. A lot of students admit that they don't understand how to use the google classroom application in learning”. And “

When evaluating students learning outcomes the teacher feel confused to give an assesment of students because a lot of students don't pay attention to the assigment given by the teacher”.

Here the teacher should be able to make decisions on the basis of the right assesment whether this teaching and learning activity is sufficient. Does the method need to be changed, or whether past activities need to be repeated , if students have not been able to achieve online learning goals during the pandemic.

Best on the results of the interview above, the researcher concludes that the influence of teachers' competence on student is very high.

## DISCUSSION

Based on the results of the interview research at the time of conducting interviews, the researcher obtained about teacher competency activities in learning English at smk yppp Wonomulyo

1. Teachers competence influence toward the student achievement at Smk Yppp Wonomulyo, Polewali Mandar Regency during the covid-19 pandemic.

According Wendy achievement is the result obtained from the efforts that have been made by someone. Achievements can be achieved by relying on emotional abilities and others. and learning achievement is the success achieved by someone after gaining learning experience or learning something. in this case the researcher will discuss about the learning achievements that smk yppp Wonomulyo students have achieved during the covid-19 pandemic.

From the test results that the researcher gave to the students of yppp Vocational School, the researcher could conclude that the achievement of class XI students slightly decreased in learning English. The factors that influence the decline in student achievement during the pandemic are: students who do not pay much attention when the teacher provides learning materials, students who are less active and do not care about the tasks given by the teachers, the number of students who often do not attend class during learning hours and the teachers who are not strict with students.



The researcher said things based on what was found in the field during when giving tests to students.

## 2. What extends does the teachers' competence influence toward the student achievement at smk yppp Wonomulyo during the Covid-19 Pandemic

Teachers' competencies that must be mastered by teachers include teacher understanding of students, planning, and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

### a. Designing English learning

Learning design includes identification of needs, formulation of basic competencies, and preparation of learning programs. Identification of needs aims to involve and motivate students so that learning activities are felt as part of life and they feel they have it. This can be done as follows: Students are encouraged to state their learning needs in the form of certain competencies that they want to have and are obtained through learning activities. Students are encouraged to recognize and use the environment as a learning resource to meet learning needs. Students are helped to identify and state possible obstacles in an effort to meet learning needs, both from within and from outside.

According to Mulyasa in Wendy, the program components include basic competencies, standard materials, methods and techniques, learning media and resources, study time and other supporting capacities. The learning implementation plan is essentially a system, which consists of components that are interconnected and interact with each

other and contain the implementation steps to form competence.

According to A. Fatah Yasin in Wendy, the ability to make learning designs, with indicators including: Being able to plan the organization of learning materials, such as being able to review and describe the material listed in the curriculum, being able to choose teaching materials that match the material, being able to use learning resources that adequate, and so on. Able to plan learning management, such as formulating learning objectives to be achieved in accordance with the competencies to be achieved, choosing the appropriate type of learning strategy/method, determining learning steps, determining ways that can be used to motivate students, determining the forms of questions that can be asked. will be submitted to students, and others.

Able to plan class management, such as arranging student seating spaces, allocating time, and others. Able to plan the use of media and facilities that can be used to facilitate the achievement of competencies, and others. Able to plan learning process assessment models, such as determining forms, procedures, and assessment tools. Based on the findings that researcher did at smk yppp Wonomulyo that learning during the covid-19 pandemic was carried out online, students carried out learning at home. This is based on a letter from the Minister of Education and Culture and based on the spread of covid-19 in Polewali Mandar City, which is also included in the red zone category.

During the covid-19 pandemic, teachers carried out online learning strategies. Through the google classroom platform, the teacher carries out learning

strategies by giving assignments and monitoring students in preparation for the learning process. During the covid-19 pandemic, the teacher provides materials in the form of videos, pdfs, or words that the teacher gives to students by sending them to class groups via the whatsapp application or sending them directly through google classroom. During the covid-19 pandemic, the lesson plan which is usually used in face-to-face learning cannot be used, the teacher must make an emergency lesson plan in carrying out learning during the covid-19 pandemic. Teachers participate in training in making emergency lesson plan and teachers are always informed about changes in RPP during the covid-19 pandemic.

b. Carrying out learning during the covid-19 pandemic

According to Mulyasa in Wendy operationally the ability to manage learning involves three managerial functions, namely planning, implementation, and control.

- (1). Planning involves setting goals and competencies, and estimating how to achieve them. Planning is a central function of learning management and must be future oriented. Teachers as learning managers must be able to make the right decisions to manage various resources.
- (2). Implementation is a process that provides certainty that the learning process has the necessary human resources and infrastructure so that it can form competencies and achieve the desired goals.
- (3). Control or evaluation aims to ensure that performance is achieved in accordance with

the plans or objectives that have been set. Teachers are expected to guide and direct the development of curriculum and learning effectively, and require supervision in their implementation.

The ability to carry out learning, with indicators including: Able to apply basic teaching skills, such as opening lessons, explaining, variation patterns, asking questions, giving reinforcement, and closing lessons. Able to apply various types of approach models, learning strategies/methods, such as active learning, portfolio learning, contextual learning and others. Able to master the class, such as activating students in asking questions, being able to answer and direct student questions, group work, independent work, and others. Able to measure the level of achievement of student competencies during the learning process.

Based on the findings that the researcher did at smk yppp Wonomulyo in carrying out teacher learning, the teacher took advantage of the existing facilities at the school in delivering online learning materials. Teachers innovate in online learning during this pandemic by developing learning using goggleclassroom and WhatsAap applications.

- c. .Evaluating learning during a pandemic In carrying out continuous evaluation of learning processes and outcomes, teachers with various methods analyze the results of the process and learning outcomes assessments to determine the level of mastery learning and utilize the results of learning assessments to improve the quality of learning programs in general.

Zakiah Drajat in Wendy: a good teacher is a teacher who loves and understands both his field of study and his students, a teacher should know how students learn well and succeed. The following are the main elements that need to be considered in learning problems, namely: excitement and willingness to learn, generating student interest, cultivating good interests and talents, regulating the learning process in setting the learning experience is the main factor in the success of the learning process, transferring the influence of learning and its implementation in real life, Human relations in the learning process.

Pedagogic competence, if combined with a profession, namely teachers or teaching staff, then teacher competence means the ability of a teacher to improve student understanding, carry out obligations responsibly and appropriately or the ability and authority of teachers in carrying out the teaching profession. Likewise, English teachers must have this pedagogic competence, namely the ability possessed by an English teacher in mastering subject matter, mastering educational foundations, managing classes, using media/sources, managing teaching and learning interactions, assessing student achievement, recognizing and organizing school administration, understanding the principles and interpretation of research for teaching purposes, the ability to provide motivation and guidance to students in order to gain the necessary experience and more competent English teachers in teaching and educating their students.

Therefore, it is clear that English teachers must have adequate knowledge in their field. In addition, English teachers must also have other requirements

that can support and support their duties as educators. In order to achieve educational goals, starting with a conducive and effective learning environment, English teachers must complete and improve their competencies, one of which is pedagogic competence. Because if there is no competence in educating, the future generations will be weak. The weak generation will be a burden to others, the weak generation is not only weak in terms of physical but also weak in terms of science.

To overcome this, improving education is the most appropriate solution and to improve the quality of education one of them is to grow teachers who have pedagogical competencies who are able to provide constitutional and constructive for their lives and their students.

Anas Sudjiono in Wendy: In general, in the field of education, evaluation aims to:

- 1). Obtain evidence data that will be an indication of the level of ability and success of students in achieving curricular goals after taking the learning process within a predetermined period of time.
- 2). Measuring and assessing to what extent the effectiveness of teaching and teaching methods that have been applied by educators, as well as learning activities carried out by participants

## CONCLUSION

### 1. Conclusion

Based on the findings that researcher did at smk yppp Wonomulyo in evaluating teacher learning in

determining graduation, it still refers to the kkm standard in the kkm there are several aspects that teachers must do to determine student graduation standards in the learning process. However, in the aspect of the kkm, the teacher also uses special notes in determining student success.

At this time of the pandemic, online learning becomes the teacher in determining student discretion from how students respond to learning and how students do the tasks sent by the teacher in the applications used in carrying out learning. The teacher's cognitive assessment takes from students doing assignments and in learning English students must be able to submit assignments in the form of writing and also speaking through records or through Video Calls with English teachers who will be the material for teachers to give cognitive assessments.

Teachers make student learning outcomes the standard for future improvements for teachers, and teachers can change learning methods and learning strategies that can improve student learning and learning outcomes.

From the results of the study, the researcher conclude :

- a. teachers' competence had an effect on student achievement, judging from the test scores distributed by researcher to students at smk yppp Wonomulyo.
- b. The influence of teachers' competence on students achievement is very high, see from the data obtained by researcher from interviews with teacher at smk yppp Wonomulyo.

## 2. suggestion

After finding the conclusions in this thesis, the researcher intends to provide suggestions as follows:

- a. For School  
School should more often hold seminar or workshop on teaching methods that are more attractive to teachers. So that later the teachers can apply it during the learning process.
- b. For teacher  
Teachers must improve their competence again as well as add learning media, such as zoom meetings or google meet. Teachers must improve training or workshops on making emergency lesson plans during the Covid-19 pandemic. And the teachers must be more creative in determining strategies, methods and media in carrying out learning during the covid-19 pandemic.
- c. For other researchers  
I hope that future the researchers can get benefit from my research. And can develop it to be even better.

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