CHAPTER I

INTRODUCTION

1.1 Background

Education is a human need. In the era of modernization as it is today, the teaching and learning process should be able to keep up with the current developments and constantly experience changes, developments, and improvements in all types of life. The development of the era faced today, namely the era of information technology can make it easier for humans to see news activities and search for various sources of information circulating in cyberspace (Sanjaya, 2020).

Changes and improvements in education include various components involved in it, both implementing education in the field (quality and competence of teachers), quality of education, curriculum devices, educational facilities and infrastructure, and quality of education management including changes in more effective learning methods and strategies. Innovative (Sanjaya, 2020). These changes and improvements aim to bring about a better quality of Indonesian education.

One of the efforts taken to improve the quality of human resources is through the learning process in schools. An innovative learning process is one way that must be created for the benefit of students so that the teaching and learning process becomes more passionate. The success or failure of achieving educational goals depends on the learning process experienced by students as students.

According to (Sahaertian, 2000:1). Therefore, as a teacher, he should be able to keep up with the current developments and create a varied learning atmosphere so that the material presented can attract students' attention to listen and improve student learning outcomes. (Slameto, 2003:1).

A person's success in learning can be measured by the learning outcomes obtained after learning. Learning outcomes are a process of behavior change obtained by students after experiencing learning activities involving cognitive, affective, and psychomotor (Djamarah, 2008:13). The learning process experienced by students can be observed from differences in behavior before and after the learning process. Learning outcomes can be shown by test scores or scores given by the teacher as a result of mastery, knowledge, or skills developed by these subjects (Tu'u, 2004:75).

A school is a place where students can get an education from teachers. Education in schools serves to assist in self-development, potential development, and personal characteristics in a positive direction. In the school, there will be an interaction between teachers, the interaction between students, and supported by good facilities and infrastructure so that it can form a maximum teaching and learning process that will provide benefits for both teachers and students (Sanjaya, 2020).

Efforts to improve student learning outcomes require appropriate teacher teaching strategies and student learning strategies. Teaching strategy is an approach to managing learning activities in the classroom. The teacher's strategy

in the teaching and learning process in the approach to education requires a set of teaching methods to implement the learning objectives. Implementing the learning method requires a set of skills that are by the needs of a teacher. A teaching program organized by the teacher in one face-to-face can be implemented with various methods such as lectures, group discussions, and question and answer (Gulo, 2002: 3).

The teacher's strategy in the teaching and learning process in the approach to education requires a set of teaching methods to implement the learning objectives. To implement this learning method, a set of skills is needed that is by the needs that must be possessed by a teacher. In addition to teaching methods, things that are no less important in the implementation of learning include the completeness of learning media for students. Media in teaching plays an important role as a tool to create effective and efficient teaching and learning process in schools (Sudjana 2009:99).

Field Experience Practice (PPL) aims to form student practitioners to become professional education personnel candidates, by the principles of competency-based education, which includes pedagogic competence, personality competence, social competence, and professional competence. PPL is also a special course for education students to apply the theory that has been obtained during lectures is also part of the curriculum that has become a stipulation (Hasanah, 2019).

Practical students have received educational courses which explain the preparations that must be mastered by practical students to become professional

teachers, but it is possible that during the implementation of PPL students will encounter problems whose solutions have not been covered in theory during lectures. Mainly due to the heterogeneous nature of students who differ from one class to another, which requires different ways of solving it. The level of ability that has been mastered by student practitioners in the process of implementing teaching and learning will greatly affect the perceptions that arise from students in which the level of student satisfaction with teaching strategies by student practitioners (Hasanah, 2019).

Based on the writer's experience when participating in the Field Experience Practice (PPL) program at SMP Negeri 9 Kupang City, there are various kinds of students characters, namely there are students who are disciplined in learning and polite to teachers, especially PPL students and there are students who are less disciplined and obedient. school or class rules. Students who lack discipline like this make the teaching and learning process disrupted and their other friends can be distracted so that the teaching and learning process does not run smoothly.

Based on the problems above, the writer are interested in conducting research entitled "**A Descriptive Study of Student Satisfaction Level Teaching Strategies by PPL UKAW Students at SMP Negeri 10 Kupang**".

1.2 Research Problem

As for the formulation of the problem in the research, namely: How is the level of student satisfaction with the teaching strategy of PPL UKAW students at SMP Negeri 10 Kupang?

1.3 Aim of Study

As for the objectives of the research, namely: to determine the level of student satisfaction with the teaching strategies of PPL UKAW students at SMP Negeri 10 Kupang.

1.4 Significance of Study

The significance of this research will be divided into 2 (two) benefits: the benefits of its implications for future researchers and the benefits of application for UKAW PPL students.

1.4.1 Implication

Benefits for theories related to the development of science, in terms of teaching strategies to the level of student satisfaction (Sopiatin, 2010:40). The results of this study are expected to be helpful in developing learning in the classroom, especially in the field of education (teaching and learning process). This research is expected to provide additional knowledge about how a teacher should use teaching strategies in the teaching and learning process so that students feel a high level of satisfaction.

1.4.2 Application

Practical benefits are benefits that writers and readers can take. This research is expected to contribute to PPL UKAW students on how to use good teaching strategies so that students in the class feel high satisfaction.