

**AN ANALYSIS OF TEACHER PEDAGOGICAL COMPETENCE IN ENGLISH
TEACHING LEARNING PROCESS
(A Qualitative Descriptive Research at MTsN 5 Aceh Utara)**

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Abstract

The aim of this research are to determine the pedagogical competence of teachers in teaching English at MTsN 5 Aceh Utara. The design of this research is descriptive qualitative. In finding the valid data about the Analysis of Teacher Pedagogic Competence in the English Teaching and Learning Process, the researchers used data collection techniques through observation, interviews and documentation. From the results of research in the preparation of the author's thesis on the Analysis of Teacher Pedagogic Competence in the English Teaching and Learning Process, the authors can conclude that: the pedagogic of the English teacher at MTS N 5 Aceh Utara is very good, in the process of learning and teaching English each teacher prepares lesson plans (RPP) first, make an annual program, every semester make a promissory note (semester program) and compile a syllabus. when the process of learning to teach English, the teacher uses the right method for each material to be delivered so that students do not feel bored, every teacher takes a direct approach to students who are lacking in learning English, even the teacher teaches English to students by spelling like learning read Indonesian, and students who do not understand will be imprisoned individually.

Keywords: Teacher Pedagogical, Teachers Competence, English Learning Process

1. Introduction

In this era of globalization, advances in science and technology are increasingly sophisticated and experience very fast exchanges. Professionalism in this field is highly required, especially pedagogic professionalism. Teachers must be sensitive and responsive to changes, renewal and science and technology that continues to develop in line with the needs of society and the times (Usman,2009). This is where the task of the teaching staff is to constantly improve their knowledge of science, improve the quality of their education so that what is given to their students is not too far behind with the development of the times. No. 20 Year 2003 student council law 29 verses 2 describes educators as being professionals who are charge to plan and carry out the learning process, assessing results learning, conducting tutoring and training. In system context the national education, an educator must have the ability to realize the purpose of national education. In order to achieve the goal of national education, a pedagogical principle has been explained that a human being is capable of handling his duties successfully and with a professional law that requires four competencies, pedagogical competence professional competence, personality competence, and social competence. (Hamalik, 2004, p.34).

The problem of teacher competence is one of the competencies that must be possessed by every teacher at any level of education, what is meant by teaching staff here is English teaching staff. Improving the quality of education always became a big agenda in Indonesia and in order to realize it certainly inseparable from the role of various parties, one of the most important is the role of education staff especially teachers because one of the success provisions in improving the quality of education depends on the implementation of the teaching-learning process carried out by a teacher or educator in a professional manner and has a good influence on the process.

Pedagogic competence is the ability of a teacher to carry out his obligations in responsibly and properly. The good competence of teacher, the good ability in teaching and educating will teacher has. (Kurniawan, 2019.p.86) Pedagogic competence refers to performance, knowledge, and skill in teaching and learning.

According to Hamalik (2004, p.39) Pedagogic competence is one of the competencies that must be mastered by educators because with this competence the quality of education and more specifically learning will be more quality so that it is expected that knowledge taught can be absorbed to the maximum. Furthermore, based on the result of research found the effectiveness of learning process is depend on how the pedagogical competence of teacher is able to implemented, so the learning process can running structured and effective. 5 Pedagogic competence refers to performance, knowledge, and skill in teaching and learning. In the simple term based on Indonesian Government Regulation No.74 about teacher state that pedagogical competence is the ability of teachers in management the learning of the students. In addition, in the pedagogic competence of teacher according to book's that based on the minister of Educational Regional No. 35 there are several indicators, including: (a) understanding the characteristic of students, (b) mastering learning theory and principles of educational learning, (c) curriculum development, (d) educational learning activity, (e) developing potential students, (f) communication with students, and (g) assessment and evaluation.

2. Literature Review

The Nature of Teacher Competence

Teacher competence is defined as mastery of a task (teaching and educating), skills, attitudes, and appreciation needed to support the success of the learning process. Thus, the competencies possessed by each teacher will show the true quality of the teacher. These competencies will be realized in the form of mastering skills, knowledge and professional attitudes in carrying out their duties and functions as teachers.

Literally, competence comes from word competence which means skills, abilities and authority (Darsono,2011). As for etymology, competence is a blend off skills, knowledge, certain jobs that are manifested in performance. Auliawati (2017) states that teacher is a person who does the guidance; this understanding gives impression that teacher is people who are do activities in education. According to Rasyid (2015) teachers is a person who standing in front of the class, teaching about certain knowledge and skill to students who come to learn. Teacher is one of the important components in education to educating, teaching, guiding, directing, training, assessing, and evaluating students in order to achieve objectives or goals of the teaching and learning activity both in spiritual and physical (Mulyasa, 2007).

According to Gordon in Mulyasa (2007), that there are six aspect or the contained in the concept of competence, that is follow:

- a. Knowledge is conscientiousness in the field of cognitive. For examples a teacher knows how to understood the identification of learning needs, and learning how to do students suit its need.
- b. Understanding is the depth of cognitive and effective owned by individuals, for example a teacher who will implement learning must have good understanding concerning characteristic and conditions students.

- c. Skill is something owned by individuals to perform the or work is charged with, for example the capability of teachers in choosing and make props simple to made it easier to learn students.
- d. Value is standards of behavior is believed and psychologically have fused with one person. For examples standards of behavior teachers in weighting (honesty, openness, democratic, and other).
- e. Attitude is feeling (happy or not happy and like or dislike) or a reaction to a stimulation coming from outside, reaction to economic crisis, feelings for a raise, and other.
- f. Interest is a tendency someone to perform an action, for example interest to do something or study something. The same opinion was conveyed by the directorate of education personnel that competence as knowledge, skills, and values is reflected in the habits of mastery of thought and action and these competencies will be manifested in the form of mastery of knowledge and actions professional in carrying out their functions as a teacher. Teacher competence is a combination of personal abilities, scientific, technology, social, and spiritual which are actually shaping competency standards of teaching profession, which include mastery of material, understanding towards students, educational learning, personal development and professionalism.

Pedagogic Competence

According to A. Fatah Yasin, pedagogic competence is the ability of an educator in managing the learning of students include the ability to understand the learners, the ability to create learning design, the ability to implement the learning, the ability to evaluate learning outcomes, the ability to develop learners to actualize its potential. Pedagogic competence was owned by the first teacher in teaching English were knowing the student characteristic by physical, moral, social, intellectual by observed the student day by day, from the classroom management.

3. Research Method

The design of the study was Qualitative Descriptive Design, in finding the right data on An Analysis of Teachers Pedagogical Competence in English Teaching Learning process, researcher will use collecting data techniques through observation, interviews. Furthermore, to analyze the data that has been collected since the beginning of the study until the end of the study with the technique of data reduction, data presentation and conclusion. Researcher conducted observations in every class when learning English takes place. The results of process data described by investigators using descriptive design. The subject of this research is English teacher at MTsN 5 Aceh Utara. There are two English teachers at MTsN 5 Aceh Utara. One of them teaches tenth grade and eleventh grade.

4. Results and Discussion

This interview consists of 7 items of questions, interviews related to teacher pedagogy at MTs 5 Aceh Utara. the following data from the results of research that has been done:

1. What is the pedagogic method of teachers in planning the management of teaching and learning activities at MTsN 5 Aceh Utara?

The following are the results of the author's interview with the pedagogical Teacher of MTS N 5 North Aceh, namely Sabariah, who said that: Each teacher must make a lesson plan that is guided by the Content Standards and Graduation Competency Standards (SKL), as well as guidelines for the preparation of K. 13. The syllabus preparation and development activities are carried out independently or in groups in MGMP or MGMP meetings for subjects. In the teaching and learning process of pedagogic English, the MTS N 5 Aceh Utara teacher makes RPP, at the beginning of the new school year must make a porta (annual program), and every semester, make a promissory note (semester program). , syllabus, and when teaching using methods that are in accordance with the material to be delivered so that students do not feel bored.

Sabariah also said that:

Each teacher's pedagogy has a Learning Implementation Plan (RPP) which is prepared based on the principles of lesson planning. Like the syllabus, the preparation of lesson plans is also carried out by teachers independently or in groups in school MGMP meetings or subject MGMP meetings. Some of the lesson plans prepared by pedagogical teachers are still looking on the internet by making some changes according to the characteristics of students.

2. What is the pedagogic method of teachers at MTS N 5 Aceh Utara in providing opportunities for students to understand material, clarifying instructions and explanations if students misunderstand, giving students opportunities to ask questions, and using spoken and written language clearly and correctly?

The results of the author's interview with Sabariah, a teacher at the MTS N 5 Aceh Utara school, said that: In the process of teaching and learning English the teacher prepares a lesson plan first, in learning English the teacher separates students who are able and those who are unable, then students who are unable to be mentored individually not at the same time as students who are able to learn English, the teacher takes a direct approach privately so that the student can be taught separately

3. What is the teacher's pedagogic way of understanding the characteristics of student development which includes the cognitive level of students at MTsN 5 Aceh Utara?

The following are the results of the author's interview with the pedagogical teacher of MTS N 5 North Aceh, namely Sabariah, who said that: in the implementation to understand the characteristics of student development the teacher looks at each student's ability individually, each student will be taught with interesting learning methods such as the play therapy method so that students are able to remember every word spoken in English.

Mrs. Sabariah also said: In carrying out English teaching and learning activities, the teacher prepares materials, strategies, and teaching materials well. In carrying out the process of learning English, the principal will enter the classroom, to check on the teacher and see what material will be delivered, the method, and how the evaluation will be carried out by the teacher later. Of course, it refers to the provisions of the existing curriculum, and teachers at MTs N 5 Aceh Utara always use methods that are in accordance with the subject matter.

4. How does teacher pedagogy plan the organization of learning materials at MTsN 5 Aceh Utara?

The following are the results of the author's interview with the principal of the MTSN 5 Aceh Utara school saying that: In planning the management of pedagogical education the teacher arranges the learning structure, The curriculum structure is the pattern and arrangement of subjects that must be taken by students in the education unit in learning activities. The composition of the subjects is divided into two main groups, namely the special subject group and the general subject group. The special subject group consists of Islamic Religious Education and Arabic Language. The general subject group consists of citizenship, science and technology, physical, sports and health, arts and culture.

5. How does the teacher identify the initial provisions for teaching students and explore the potential differences in each student at MTsN 5 Aceh Utara?

The results of the author's interview with Sabariah, a teacher at the MTS N 5 Aceh Utara school, said that: The teacher identifies in exploring the potential of each student by carrying out learning in the form of simple questions by asking their names in English first, there the teacher can easily see how each student answers basic English.

6. What media does the pedagogic teacher use for teaching resources at MTsN 5 Aceh Utara?

The following are the results of the author's interview with the pedagogical teacher of MTS N 5 North Aceh, namely Sabariah, who said that: The media used by the teacher was only a blackboard, printed books and also some English language introduction demonstrations for students such as fruits, and stationery. The time allocation has been regulated in the RPP approved by the school principal. The learning outcome assessment model is carried out at the time of evaluating learning outcomes by means of the provisions or assessment criteria according to the curriculum.

7. To what extent is the teacher's pedagogical ability to manage teaching and learning activities which include explanation of material, and the use of teaching methods at MTsN 5 Aceh Utara?

The results of the author's interview with Sabariah, a teacher at the MTS N 5 Aceh Utara school, said that: the implementation of learning at each meeting the teacher conveys the material taught based on the guidebook guidelines, in linking each material presented the teacher uses a different method, there is a lecture method, Javanese questioning, and discussions with students in the form of groups. The teacher explains the material very well, because the teacher is able to communicate with each student in the process of teaching and learning English. in providing opportunities to understand the material to students, the teacher asks students whether they understand or not, if students do not understand then the teacher will repeat the explanation until students understand, the teacher also provides opportunities for students to ask questions.

Then from the seven questions above it can be concluded that the pedagogics of the English teacher at MTSN 5 Aceh Utara very good, in the process of learning and teaching English each teacher prepares lesson plans (RPP) first, make an annual program, every semester make a promissory note (semester program) and compile a syllabus. when the process of learning to teach English, the teacher uses the right method for each material to be delivered so that students do not feel bored, every teacher takes a direct approach to students who are lacking in learning English.

Discussion

Pedagogic competence is one of the competencies that must be mastered by educators because with this competency the quality of education and more specifically learning will be of higher quality so it is hoped that the knowledge taught can be absorbed to the maximum. Furthermore, based on the results of the study, it was found that the effectiveness of the learning process depends on how the pedagogic competence of the teacher is able to be implemented, so that the learning process can be structured and effective.

Principals also play a role in improving teacher competence by stages so that the MTsN 5 Aceh Utara school develops, one way for schools to increase teacher pedagogic competence includes providing stimulus to teachers and trying to instill discipline in all teachers and especially teachers at MTsN 5 North Aceh as education personnel who must be consistent in enforcing discipline.

Each teacher is required to make a lesson plan that is guided by the Content Standards and Graduation Competency Standards (SKL), as well as guidelines for the preparation of K13. The syllabus preparation and development activities are carried out independently or in groups in MGMP or MGMP Meetings for subjects, which are arranged based on the principles learning planning. Like the syllabus, the preparation of lesson plans is also carried out by teachers independently or in groups in school MGMP meetings or subject MGMP meetings. Some lesson plans compiled by pedagogical teachers are still looking on the internet by making some changes according to the characteristics of students in their respective schools. In the teaching and learning process of pedagogic English, the MTS N 5 Aceh Utara teacher previously made a porta (annual program), and every semester made a promissory note (semester program). syllabus, and when teaching using a method that is in accordance with the material to be delivered so that students do not feel bored, every teacher approaches directly with students who are lacking in learning English.

5. Conclusion

From the results of research in the preparation of the author's thesis on the Analysis of Teacher Pedagogic Competence in the English Teaching and Learning Process, the authors can conclude that: the pedagogics of the English teacher at MTsN 5 Aceh Utara are very good, in the process of learning and teaching English each teacher prepares lesson plans (RPP) first, make an annual program, every semester make a promissory note (semester program) and compile a syllabus. when the process of learning to teach English, the teacher uses the right method for each material to be delivered so that students do not feel bored, every teacher takes a direct approach to students who are lacking in learning English, even the teacher teaches English to students by spelling like learning read Indonesian, and students who do not understand will be imprisoned individually.

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