


INVESTIGATION PEDAGOGICAL COMPETENCE OF ENGLISH TEACHERS AT SMP NEGERI 3 KAROSSA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 3, 2021 Revised: July 12, 2021 Accepted: August 6, 2021 Published: August, 31 2021</p> <p>Keywords: Pedagogic Competence Teacher Competence</p>	<p>This research was aimed to find out how the pedagogical competence of English teacher and how the teachers apply it in the learning teaching process at SMP Negeri 3 Karossa. This research applied descriptive quantitative method. The data were collected from the observation and filled the questionnaires. The data was taken from two English teachers at SMP Negeri 3 Karossa in order to find out how their pedagogical competence and how they apply it in learning teaching process. The results of this research showed that the average value of pedagogical competence of the English teachers at SMP Negeri 3 Karossa that teacher A shows 90% entered in excellent category and teacher B shows 86% also entered in excellent category. Based on the result we can conclude that the English teachers were actively applying the pedagogical competence in learning teaching process.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Teaching and learning process is an educational process between teacher and student to achieve certain goals. Interaction or relationship between teacher and student is the main requirement for the teaching and learning process to take place, in this case not only conveying learning material but also the planting of attitudes, morals and values must be included in the teaching and learning process.

The formation of professional skills and teacher attitudes was not easy, not necessarily; the formation of teacher professional skills will also form professional attitudes, because of

many determining factors. Although the teacher has been educated in the field of education, it did not necessarily also shape these professional skills and attitudes. Because the educational programs being studied may or may not emphasize the program and the attitude of developing professional abilities.

Hamalik (2016: 116) states that teachers must understand correctly about the purpose of teaching, how to formulate teaching objectives, specifically choose and determine teaching methods in accordance with the objectives they want. Creating a good teaching and learning competent teachers must also support process.

Pedagogic competence was one of the competencies that must be mastered by educators. Because with this competence, quality of education and learning that is more specific would be of higher quality expected from knowledge that can be absorbed to the fullest. Teachers who had pedagogical competencies and apply them in teaching and learning processes would be more effective in their teaching and learning processes because teachers with pedagogical competencies would be able to understanding of learners, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize different potentials. (Sukanti, Sumarsih, Siswanto, & Ani, 2008, cited in Astuty, 2015:153)

According to Sanjaya W. in Getteng (2009: 32) explains that pedagogic competence was the ability of teachers in the management of learning that at least include: (a) understanding of knowledge or educational basic, (b) understanding of learners, (c) curriculum or syllabus development, (d) the planning of learning, (e) the implementation of learning and the dialogue, (f) the use of learning technology, (g) evaluation of learning outcomes, (h) the development of learners to actualize their potentials.

RESEARCH METHOD

Research Design

The method of this research was descriptive quantitative method. Descriptive quantitative method means a method which has purpose to describe by using facts with relation between interpretation and data, not only to look for the truth but also to look for the understanding of the observation.

In this study, the researcher was identify how the pedagogical competence of English teachers at SMP Negeri 3 Karossa.

Variables and Indicators

Sugiyono (2013: 38) describe that the research variables was the object of research or what the point of attention of a study. Variable in this research was teacher pedagogic competence. Variable information tha obtained through the observation of the subject of research that was teachers' pedagogical competence at SMP Negeri 3 Karossa.

RESULT AND DISCUSSION

A. FINDINGS

After the researchers analyzed the percentage of each aspect of teachers' pedagogic competence at SMP Negeri 3 Karossa, then it can be seen the recapitulation of all aspects. as can be seen in the table below:

Table 4. 9. Recapitulation of Pedagogical Competence of The English Teachers at SMP Negeri 3 Karossa

Teacher	Aspects (%)								Everage (%)	Category
	1	2	3	4	5	6	7	8		
A	90	86	96	94	88	92	100	84	91,25	Excellent
B	90	84	92	91	81	76	100	84	87,25	Excellent
Everage	90	85	94	92,5	84,5	84	100	84	89,25	Excellent

Note:

- 1 = Understanding of knowledge or educational platform
- 2 = Understanding of students
- 3 = Curriculum or syllabus development
- 4 = The Planning of Learning
- 5 = The implementation of learning and the dialogue
- 6 = The use of learning technology
- 7 = Evaluation of learning outcomes
- 8 = The development of students to actualize their potentials

B. Discussion

In this research, teachers pedagogical competence of the English teachers include two teachers with a description of the analysis that teacher A has a percentage of understanding of knowledge or educational platform shows 90 %, understanding of students shows 86 %, curriculum or syllabus development shows 96 %, the planning of learning shows 94 %, the implementation of learning and the dialogue shows 88 %, the use of learning technology shows 92 %, evaluation of learning outcomes shows 100 % and the development of students to actualize their potentials shows 84%. So as produced an average value shows 91,25 % and entered in excellent category.

Different from teacher A, teacher B has a percentage of understanding of knowledge or educational platform shows 90 %, understanding of students shows 84 %, curriculum or syllabus development shows 92 %, the planning of learning shows 91 %, the implementation of learning and the dialogue shows 81 %, the use of learning

technology shows 76 %, evaluation of learning outcomes shows 100 % and the development of students to actualize their potentials shows 84 %. So as produced an average value shows 87,25% and entered in excellent category. The explanation about the result of this research can be seen clearly below:

1. Understanding of knowledge or educational platform

Teachers have a scientific education background so that they have academic and intellectual skills. Referring to the system in the subject-based learning management system (subject), teachers should have knowledge and experience in the organization of learning in the classroom. Authentically these two things can be proved by academic certificate and certificate of expertise (deed of teaching) from educational institutions that are accredited by the government. Furthermore, teachers consider aspects: sociological, philosophical, historical, and psychological and function of the school that teacher A shows 90 % and teacher B also shows 90 %.

2. Understanding of students

Teachers pedagogical in understanding of students that teacher A shows 86 % and teacher B shows 84 %. The teacher has an understanding of the students' developmental psychology, so as to know correctly the correct approach done to the students. Teachers can guide children through tough times in the child's age. In addition, the teachers has knowledge and understanding of the student's personal background, so as to identify the problems faced by the child and determine the appropriate solutions and approaches.

3. Understanding of Curriculum or syllabus development

Teachers pedagogical competence in curriculum or syllabus development that teacher A shows 96 % and teacher B shows 92 %. Syllabus continuously studied and developed in a sustainable and formulation meet the steps correctly and with regard to input the results of evaluation of learning outcomes, evaluation process (implementation of learning), and evaluation of the lesson plan.

4. Understanding of the lesson plan

Teachers pedagogical competence in curriculum or syllabus development that teacher A shows 94 % and teacher B shows 91 %.The lesson plan drawn up teachers to estimate all the activities that will be carried out both by the teachers themselves and the students, especially in relation to the formation of competence in the lesson plan must be clear basic competencies to be owned by the learner, what to do, what to learn, how to learn, and how teachers know that learners master or have specific competence.

5. Understanding of educational learning and dialogical

Teachers' pedagogical competence in the implementation of learning and dialogue that teacher A shows 88 % and teacher B shows 81 %. In conducting learning activities, teachers should conduct the management of learning so that learning activities in the classroom is going well. Managed by the teacher in the learning activities include the management of places of learning / classroom, teaching materials management, and time management activities, student management, management of learning resources and teaching behavior management.

6. The using of learning technology

In organizing the learning, teachers were using technology as a medium. Providing learning materials and administer the use of information technology. Familiarize children to interact with technology. But, teachers' pedagogical competence in the use of learning technology that teacher A shows 92 % and teacher B shows 76 %.

7. Understanding of the evaluation of learning outcomes

Teachers' pedagogical competence in evaluation of learning outcomes that teacher A shows 100 % and also teacher B shows 100 %. The success of the evaluation exercise is determined by the success of teachers in stimulating and determining the evaluation process. The procedure in question is the fundamental steps that must be followed or pursued in the evaluation program.

8. The development of students to actualize their potentials

Teachers' pedagogical competence in the development of students to actualize their potentials that teacher A shows 84% and teacher B shows 84%. Teachers have the ability to guide the child, creating a forum for children to recognize their potential and train to actualize its potential. Teachers motivate and fix things that are less for students set. Guidance and counseling is a form of service provided by the supervisor in this case is guided namely the teacher to the students to be able to solve the problem in terms of lessons learned and methods used were interviews.

CONCLUSION AND SUGGESTION

Conclusions

Based on the result and the discussion of the findings previously, pedagogical competence of the English teachers at SMP Negeri 3 Karossa generally that:

1. Teachers pedagogical in understanding of knowledge or educational platform that teacher A shows 90% in excellent category and teacher B shows 90% also in excellent category.
2. Teachers pedagogical in understanding of students that teacher A shows 86% in excellent category and teacher B shows 84% also in excellent category.

3. Teacher's pedagogical competence in curriculum or syllabus development that teacher A shows 96% in excellent category and teacher B shows 92% in excellent category.
4. Teacher's pedagogical competence in the planning of learning that teacher A shows 94% in excellent category and teacher B shows 91% also in excellent category.
5. Teachers' pedagogical competence in the implementation of learning and dialogue that teacher A shows 88% in excellent category and teacher B shows 81% in excellent category.
6. Teachers' pedagogical competence in the use of learning technology that teacher A shows 92% in excellent category and teacher B shows 76% in good category.
7. Teachers' pedagogical competence in evaluation of learning outcomes that teacher A shows 100% in excellent category and teacher B shows 100% also in excellent category.
8. Teachers' pedagogical competence in the development of students to actualize their potentials that teacher A shows 84% in excellent category and teacher B shows 84% in excellent category.

In the result that average value of pedagogical competence of the English teachers at SMP Negeri 3 Karossa that teacher A shows 91,25% in excellent category and teacher B shows 87,25% also in excellent category.

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