


Gallery Walk the Analysis Pedagogical Practice and Transformations to ICT on Learning and Achievement of the Certified English Teacher at SMPN 28 Selayar

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Article Info	Abstract
<p>Received: August 21, 2019 Revised: August 22, 2019 Accepted: September 18, 2019 Published: December 25, 2019</p> <p>Keywords: Reading Pedagogic Competence ICT, Certification Teachers</p>	<p>This study's objective was to analyze pedagogic practices and changes in ICT in the learning and achievement of certified English teachers at SMPN 28 Selayar. This study uses qualitative research with a descriptive approach, using data collection techniques of observation, interviews, and documentation studies.</p> <p>Based on the findings, it was determined that pedagogical practices and ICT changes in English learning were very good. This was demonstrated by the enthusiastic English teachers who always encourage students to participate more actively in the teaching and learning process so that the potential that each student possesses can grow. The teacher's learning activities include applying various teaching techniques outside of the classroom in addition to listening to students learn in the classroom. Students prefer group discussions and question-and-answer sessions, which are of course supported by learning tools like LCD projectors, radios, laptops, and other devices that can support learning. As a result, students are highly motivated to participate in lessons and other educational activities.</p> <p>This is an open access article under the CC BY-SA license.</p> 

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INTRODUCTION

Teachers are the most influential component in the creation of quality learning processes and educational outcomes. Therefore, It is necessary to possess competence, or expertise as a teacher, in order to become a professional educator. In the world of teacher education, teachers are not only required to master the 4 teacher competencies, in addition, teachers must also master information and communication technology (ICT). There are many facets of human life that have been impacted by the swift advancement of science and technology. One of them relates to education in some way. English learning has been positioned as one of the most significant media thanks to the usage of ICT-based technologies in education. According to Crystal (2000:1), "English is a worldwide language."

Hamidullo (2018) said that, “Teachers must understand and master 21st century literacy which emphasizes data-based knowledge, technology, and humanism, not just the ability to read, write and count”. In facing the challenges of modern life in the 21st century, creativity and independence are also very much needed by students in adapting to various situation demands (Suyanto and Asep, 2013, p. 2010).

It is envisaged that the creation of an ICT-based English learning model will result in junior high school graduates who are able to communicate in English both orally and in writing, particularly at SMPN 28 Selayar, where the research will be carried out.

To find out how the development of ICT at SMPN 28 Selayar, the researcher do the initial interview with Mr. Saiful, S.Pd as the principal of SMPN 28 Selayar. He said that at SMPN 28 Selayar the development of ICT is still far from the word good. There are three problems in SMPN 28 Selayar that affect the development of ICT learning. The first class at SMPN 28 Selayar does not yet have a computer lab, so teachers must explain ICT learning in more detail in terms of theoretical concepts. The second class has less access to the internet, and the three English teachers only cover English-related material because ICT use in English-language instruction is still infrequently used.

Based on the description above we can conclude that teachers’ practice in technology development at SMPN 28 Selayar is still low because teachers still use a little variation in the use of ICT because ICT equipment facilities are not adequate and internet access is limited. But this is not an obstacle for teachers not to develop ICT-based English learning because teachers are competent and certified to be creative in any conditions both in managing learning without learning media sources. The most important thing is that the material conveyed can be understood even though it cannot be practiced directly.

RESEARCH METHOD

Methods of qualitative descriptive research were applied. Inductive/qualitative data analysis is used in qualitative research, where the researcher is the primary instrument and triangulation is the data collecting approach (Sugiyono 2010: 9). A methodical description of the details and traits of the object or subject under study is known as descriptive research. All actions, conditions, events, aspects, components, or variables run as they are; researchers do not handle variables in a particular way or plan an experiment to see what will happen to them (natural).

RESULT AND DISCUSSION

A. Research Finding

The following hypotheses about the study's findings were put together based on interview questions, field notes, and documentation:

1. Performance of a Certified English Teacher at SMPN 28 Selayar

Mr. Saiful, S.Pd., the principal at SMPN 28 Selayar, explained how a qualified English teacher performs. Certified teachers have high performance in teaching, not only in the learning process but in terms of their knowledge without doubt. As in learning English, most students think that English lessons are difficult learning, but with a certified teacher they are able to overcome student problems by practicing 4 teacher competencies, one of which is the teacher's pedagogic competence so that they are able to be creative and bring out all their abilities in learning English. Manage instruction to increase students' enjoyment of learning English.

2. Practice and pedagogical transformation of English teachers in ICT learning after certification

ICT is one of the media that cannot be separated in the world of education. This requires all teachers to master the use of ICT. For this reason, one way to conduct quality learning is that a teacher must be certified and have pedagogic competence, which requires the teacher to understand the character of students, create fun learning, and develop the potential possessed by students. In creating a conducive and efficient learning atmosphere, in this era of globalization, teachers must be able to apply internet-based learning technology (e-learning) which can facilitate understanding and increase students' learning motivation.

Mr. Saiful S.Pd as the principal of SMPN 28 Selayar explained that the practice and transformation of the use of ICT in learning English as a learning resource is quite good at SMPN 28 Selayar, supported by certified teachers although the facilities and infrastructure at SMPN 28 Selayar are not yet complete. , related to ICT devices, such as a computer lab that does not yet exist, but this does not prevent teachers from teaching English based on ICT. Especially the English teacher, the English teacher at SMPN 28 Selayar considers that ICT Media is not only a computer but cellphones and other electronic devices are part of ICT tools.

The interview with Mr. Muhammad Ilham, S.Pd, an English instructor at SMPN 28 Selayar, revealed that the teaching and learning processes there have been correctly carried out. According to the principal of SMPN 28 Selayar, this school may not be fully equipped in terms of facilities and infrastructure, but it is our duty as educators to address the requirements of children both academically and nonacademically. Academic and non-academic development is one way for teachers at SMPN 28 Selayar to support and develop the potential of students to be developed, motivating students to study hard. Regarding ICT-based English learning so far, we have implemented it. One of the ICT media that I use is a computer/laptop, which is used to explain the material using the LCD Prayektor, audio to train students' listening. the practice of using ICT in learning English at SMPN 28 Selayar, this is also used as a medium to attract students' interest in learning English, presentation of materials using LCD projectors, audio or video, also train students' focus on the material presented using powerpoint.

Based on the aforementioned conversation with the principal and certified English teacher at SMPN 28 Selayar regarding the pedagogical English teacher's usage of ICT,.This statement clearly shows that the practice and transformation of the English learning process in using ICT is quite good. Especially English teachers who are certified and have good pedagogical competence to create conducive and efficient learning so that students feel comfortable and happy to learn English. the application of ICT to language acquisition in order to offer context, foster an environment, foster creativity, and boost motivation. Particularly in English classes, which are frequently perceived by students as tough, they think this instruction uninteresting and are hence less desirable.

B. Discussion

The reality is that trained teachers with pedagogic expertise, particularly those in the subject of English studies, are extremely enthusiastic about unlocking students' potential and creating curricula that support the learning that is done. by an English instructor at SMPN 28 Selayar, where throughout English learning activities the teacher constantly encourages students to be more involved in the teaching and learning process to be more capable of learning.

This explanation makes it evident that in the execution of instruction in junior high schools, especially certified English teachers in developing the potential possessed by students

can be achieved, with the teacher's pedagogic competence. Where the teacher has a very important role and is a very influential factor in increasing student motivation in learning. So that teachers are required to further improve their pedagogic competence. Designing and implementing learning activities that will encourage students to learn according to the skills and learning patterns of each student is something that teachers must do, especially in English subjects at SMPN 28 Selayar. Learning activities using different methods by adjusting the material to be taught will make students more enthusiastic in learning. So that teachers can easily identify talents, interests, potential and learning difficulties possessed by students. The strategies used by teachers in learning to create the curriculum include making learning programs using ICT as a learning medium, such as using LCD projectors, laptops, radios, and so on that can support learning.

CONCLUSION

The potential development of students in English subjects can be realized in two ways, namely academic and non-academic. In addition, teachers also always design and implement learning activities that can encourage students' interest in learning so that teachers can identify talents, interests, potential, and learning difficulties possessed by students. Curriculum development in teaching English for certified teachers at SMPN 28 Selayar uses ICT as a medium of learning, regularly engages in the Subject Teacher Consultative Forum (MGMP), is required to create learning tools before putting teaching and learning activities into practice, designs lesson plans in accordance with the syllabus, and carries out learning sequentially while taking the learning objectives to be achieved into consideration.

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