

CHAPTER 1

INTRODUCTION

1.1 Research Background

The COVID-19 or known as *Coronavirus* pandemic has made interchangeability of people's lifecycle in different sectors including education. This COVID-19 is claimed as worldwide crisis on January 30th, 2020, and global pandemic on March 11th, 2020 by The World Health Organization (WHO, 2020) *e*. As for now, COVID-19 still runs to influence some countries and confirmed deaths have been reach for about 4 million people (WHO, 2021). Realizing the danger of *Coronavirus*, most nations especially Indonesia have been considering and instigating social distancing strategy to separate social interaction and lockdown to push down the spread of the ailment. In Indonesia, many actions have been taken to forestall the disseminating of the health crisis caused by the virus. In this situation, educational spot is seemed to tremendously crucial and evacuated (Bakhtiar, 2016).

According to ABC News report on March 7th, 2020, several schools are closed due to COVID-19 pandemic in more than ten countries(Ahmadi & Ilmiani, 2020). Due to the impact outside country, Indonesia have been continuous evolving plans to break face-to-face learning system and transforming the activities into digital or online learning (Arora & Srinivasan, 2020). This regulation affects either Indonesia or global that 2020 National Exam (UN) in all levels of education is legitimately canceled (Ahmadi & Ilmiani, 2020). It can be

viewed, that educational field starts from schools, understudies, and educators tend to rapidly turning the learning scheme to diminish the transmission of the virus (Octoberlina & Muslimin, 2020).

In general, education is a basic fundamental that must be owned by every human being. Education is a person's main path in achieving progress and producing quality human resources in the future. Hakim (2018) stated that teachers always play an important role in the formation of human resource potential. To produce quality human resources in the field of English, teachers must have good teacher competence. In education, the teacher is one of the most important elements that can have a major influence on student development through the learning process carried out in schools. The quality of students is very dependent on the quality or competence of the teacher himself. Teacher competence is a set of mastery of teaching skills that must be possessed by teachers so that they can realize their performance effectively (Aimah et al., 2017). Therefore, teacher professionalism is needed in improving the quality of learning by mastering these competencies so that they can improve students' abilities and achievements in particular and create quality human resources in general.

As a step to assist students in achieving goals, teachers must have superior competencies in their fields. Four competencies must be mastered by teachers based on the Teacher Competency Standards and Regulation of the Minister of National Education No. 16 of 2007. Those are pedagogic competence, professional competence, social competence, and

personality (Faidal et al., 2020). Based on the four competencies possessed by the teacher, all these competencies are very important and influence each other in the learning process that will take place. By mastering these four competencies, teachers will be able to improve the quality of education well. Among these competencies, pedagogic competence is an important component that must be mastered by teachers in order to be able to carry out their duties effectively as teachers. Pedagogic competence is the most observable competence by students in the learning process when compared to other competencies (Thamrin, 2020). This is because the interaction between teachers and students is more intense in the ongoing learning process so that pedagogic competence is the most essential and plays a role in it. Having good pedagogic competence can affect students' interest in learning and will lead to an increase in their achievement. Therefore, pedagogic competence is one of the competencies that are highly demanded to be mastered and applied by teachers in the learning process (Nurahmah, 2020).

According to Vanesa (2018), pedagogical competence is the ability of a teacher in conveying knowledge to students related to the subjects being taught. Pedagogical competence is one of the most important competencies and must be mastered by teachers. In this competition, teachers are expected or required to have a good knowledge base in managing the learning process as a whole to obtain maximum results and achievements. In pedagogic competence, the teacher is expected to master several factors contained therein, such as: mastering educational theories

and principles of learning, being able to understand the character of students, being able to communicate or interact with students, being able to develop the potential of students, and able to carry out assessments (Vanesa, 2018).

SMA N 1 Tejakula is one of the schools located in the Tejakula sub-district. Based on the certificate of establishment of the school that this school was established on March 30, 1987, and can be categorized as the oldest high school level in the Tejakula sub-district. Until now, it is still running, and 782 students are still active in the 2021/2022 academic year in studying at this school. Strategic conditions and having complete learning facilities make this school have a fairly high interest in each new academic year when compared to high school level schools in the Tejakula sub-district. Based on the PPDB recapitulation for the 2021/2022 academic year, 72 students did not meet the criteria for being able to study at SMA N 1 Tejakula. In general, there are three majors at the high school level which are now known as the MIPA, ISS, and IBB programs. In addition, the student language program (IBB) is one of the programs observed in the study, because this study refers to the pedagogic competence of English teachers, and the program that most supports the research that has been carried out is the language program or (IBB). This is because in general, this program has more time to learn English in schools compared to other programs, and automatically recognizes the pedagogic competence of their English teachers in teaching. The interest of students who choose the language program (IBB) is quite a lot and it is

recorded that 282 students take this program in the 2021/2022 academic year. The researcher can conclude that these students have a high desire and interest in learning foreign languages, especially English. Because English is an international language and makes it the most popular foreign language subject for students who choose a language program. With such conditions, English teachers at SMA N 1 Tejakula must have good teaching and educational qualities. Quality teachers are teachers who have good teaching competencies, but one of the competencies that must be mastered well is pedagogic competence. Then in learning English many things must be considered both in the learning system and the pedagogical competence of teachers when teaching. Because if the teacher's pedagogical competence is good, it can indirectly affect student competence also. Therefore, the researcher can conclude that the pedagogical competence of the English teacher plays an important role in developing the potential of students to master English well.

Students' perceptions are needed to know how the teacher's pedagogic competence in implementing learning, students can serve as a source of information for reflection because students often interact directly with teachers in the learning process. And indirectly students can observe and know the teaching process carried out by the teacher in the classroom. In addition, the perception of the teacher itself is also needed to find out how their pedagogic competence as a teacher is in carrying out the learning process in order to achieve the learning objectives. Therefore, the perceptions of teachers and students were analyzed and compared so that

researchers can conclude how the pedagogic competence of English teachers in implementing learning at SMA Negeri 1 Tejakula.

Similar research has been conducted by Ratnadi, (2018) this research is related to students' perceptions of the pedagogic competence of English teachers. The research was entitled "Students' Perceptions of Teachers' Pedagogical Competencies in Teaching English (Study at Sman I Trumon Timur). The relationship between the research conducted by Ratnadi (2018) and this study is both testing the pedagogic competence of English teachers in carrying out learning. However, there are differences in the object of research. Previous research only used one instrument, namely a questionnaire, while this study used two instruments, namely questionnaires and interviews. Previous research has focused more on three aspects of pedagogic competence which include the learning activities that educate, communicate with learners, and utilize assessment and evaluation. In addition, research conducted by Ratnadi (2018) shows that the pedagogic competence of the English teachers studied tends to only be through student perceptions. Meanwhile, this study refers to the perceptions of teachers and students about how the pedagogic competence of English teachers in implementing learning in the classroom.

A similar study was conducted by Syahrul (2016). This research is a mixed methods research that uses descriptive qualitative and quantitative descriptive with the research subjects are the second grade students and the English teachers of MTsN Binamu Jenepono. Then, the purpose of this study tends to investigate the pedagogic competence of English

teachers in carrying out learning through students' perceptions only. The results showed that the teacher's pedagogic competence was very good in teaching English to the second grade students of MTsN Binamu Jeneponto and there were several aspects that were still lacking so that they had to be improved, such as using appropriate media and learning methods.

The difference between this research and the research above is in the research subject and research objectives. The subjects of this study were students of class X, XI, and XII of the language program at SMA Negeri 1 Tejakula. Students who choose language programs certainly get more time to learn English at school, when compared to other programs such as social studies and science classes. Therefore, I chose the research subject from class X, XI, and XII of the language program, because in terms of their experience, they get more time to learn English at school, of course they better understand how their English teacher carries out English learning in class. So that they are better able to provide a reflection on how the pedagogical competence of English teachers at SMA Negeri 1 Tejakula is. This study examined teacher perceptions and student perceptions regarding the pedagogical competence of English teachers in carrying out learning. So, the perception of English teachers and students of class X, XI, XII of the language program will be input to the development of the learning process in the classroom so that learning objectives are achieved and are able to create quality human resources in the field of English.

Based on the explanations above, the researcher wants to get valid

data by conducting a study on the pedagogic competence of teachers. This study was conducted to obtain accurate data in order to conclude whether English teachers at ASMA Negeri 1 Tejakula in general already have good pedagogic competence or not. This research is expected to be input for other teachers. Therefore, the researcher is interested in conducting a research entitled: Pedagogical Competence Of EFL Teachers In SMA Negeri 1 Tejakula: An Analysis From Teachers' And Students' Perspectives.



1.2 Research Questions

1. What are the student's perceptions of their English Teacher's pedagogical competence in SMA N 1 Tejakula?
2. What are the English teachers' perceptions of their pedagogical competence?
3. How are students and teachers different in perceiving about the pedagogical competence of the teachers in teaching English in SMAN 1 Tejakula?

1.3 Problem Identification

Based on the description of the background of the problem above, there are four competencies that must be mastered by teachers based on the Teacher Competency Standards and Regulation of the Minister of National Education No. 16 of 2007. Those are pedagogic competence, professional competence, social competence, and personality (Faidal et al., 2020). The four teacher competencies will influence each other in the learning process.

Related to the four competencies mastered by the teacher, pedagogic competence is the main ability that can be applied by teachers to create an effective, fun teaching and learning process, solve student problems in the learning process and trigger an increase in student achievement. Therefore, pedagogic competence is a very important competence and this competence can be most felt by students in the teaching and learning process (Nurahmah, 2020).

There are several aspects of pedagogic competence that must be

applied in the teaching and learning process such as mastering the characteristics of learners, dominates learning theory and educational learning principles, the development of the curriculum, the learning activities that educate, development of potential learners, communication with learners, and assessment and evaluation (Sudrajat, 2012). These seven aspects have not been studied in previous research conducted by Ratnadi (2018). He only focuses on three aspects of pedagogic competence which include learning activities that educate, communicate with students, and utilize assessment and evaluation. Therefore, this study focused on seven aspects of pedagogical competence that were examined through the perceptions of students and teachers so that the results obtained can clearly show how the pedagogical competence of English teachers at SMA Negeri 1 Tejakula is.

1.4 Research Objectives

1. To analyze student's perceptions of their English Teacher's pedagogical competence in SMA N 1 Tejakula. The results of this study are expected to show how the pedagogical competence of English teachers in terms of student perceptions.
2. To analyze the English teachers' perceptions of their pedagogical competence.
3. To identify students and teachers different in perceiving about the pedagogical competence of the teachers in teaching English in SMAN 1 Tejakula.

1.5 Research Significance

1. Theoretical significance

The theoretical significance of the proposed research was to identify how the pedagogical competence of English teachers at SMA N 1 Tejakula in carrying out learning, in which this study contributed the theory of pedagogical competence for EFL Teacher in Bali in the field of professional development course in Education Department.

2. Practical significance

- The Students

The result of this study is expected the students will be more motivated and able to understand English subject matter well.

- The Teachers

This research will be a reference for English teachers to develop or maintain teacher pedagogical competence in creating an effective classroom atmosphere and motivating students in learning English.

- The other Researchers

The results of this study are expected to provide useful input for other researchers who need various information or references related to this research.

- The University

This study is expected to contribute the organization of the syllabus and plan for university course for Education field

such as Professional Development, Classroom Management and CMD (Curriculum and Material Development) course.

1.6 Research Scope

The proposed research were focused on testing the perceptions of students in class X, XI and XII of the language program (IBB) on the pedagogical competence of English teachers in SMA Negeri 1 Tejakula, and also focused on testing the perceptions of English teachers on their pedagogic competence.

