

**A STUDY ON ENGLISH TEACHERS' PEDAGOGICAL COMPETENCIES IN
TEACHING AND LEARNING PROCESS
(A Descriptive Research at SMPN 2 Tembilahan Hulu)**

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Abstract

The main purpose of this study was to investigate English teachers' pedagogical competencies in teaching and learning process and its supporting factors. It was conducted at the English teachers at SMPN 2 Tembilahan Hulu. It was a descriptive quantitative research. The sample of this study were five English teachers at SMPN 2 Tembilahan Hulu. The data were collected by using questionnaire sheet. By the questionnaire sheet, the researcher got the results that the teachers' pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu was at good level with the percentage 73.73%. Where the teachers' pedagogical competencies of the first teacher was at good level (71.00%), the second teacher was at good level (78.00%), the third teacher was at good level (70.00%). It is the same with the fourth and fifth teacher. They were also at good level (78.00%). By the questionnaire sheet, the researcher also got the results that supporting factors of teachers' pedagogical competencies in teaching and learning process are dominant on the social environment factor. Based on the result of this study, it revealed taht the English teachers at SMPN 2 Tembilahan Hulu understand and recognize about teachers' pedagogical competencies in teaching and learning process.

Keywords: *Pedagogical Competencies, Teaching Learning Process.*

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui kompetensi pedagogik guru Bahasa Inggris dalam proses belajar mengajar dan faktor pendukungnya. Penelitian ini dilakukan pada guru Bahasa Inggris di SMPN 2 Tembilahan Hulu. Penelitian ini adalah penelitian deskriptif kuantitatif. Sampel penelitian ini adalah lima orang guru Bahasa Inggris di SMPN 2 Tembilahan Hulu. Data dikumpulkan dengan menggunakan angket. Peneliti mendapatkan hasil bahwa kompetensi pedagogik guru dalam proses belajar mengajar di SMPN 2 Tembilahan Hulu berada pada tingkat yang baik dengan persentase 73,73%. Dimana kompetensi pedagogik guru guru pertama berada pada tingkat yang baik (71,00%), guru kedua berada pada tingkat yang baik (78,00%), guru ketiga berada pada tingkat yang baik (70,00%). Sama halnya dengan guru keempat dan kelima. Mereka juga pada tingkat yang baik (78,00%). Melalui angket tersebut, peneliti juga mendapat hasil bahwa faktor pendukung kompetensi pedagogik guru dalam proses belajar mengajar dominan pada faktor lingkungan sosial. Berdasarkan hasil penelitian ini, maka dapat disimpulkan bahwa guru Bahasa Inggris di SMPN 2 Tembilahan Hulu memahami dan mengetahui tentang kompetensi pedagogik guru dalam proses belajar mengajar.

Kata Kunci: *Kompetensi Pedagogik, Proses Belajar Mengajar.*

INTRODUCTION

Education is an important role to ensure the survival of a country, because it improves and develops the quality of human resources. Development in the field of education is a factor that is strategic in order to increase human resources (HR), so that Indonesians have a human resource demands of high competitiveness. In the line with the context, the government has sought to develop their plan and directed the education sector in various types and levels of education on an ongoing basis. Education organized is to create quality human resources.

To realize the quality of human resources, in providing education needs to consider the national standards, both of them are educators and educational standards. It means educators must satisfy national standards which are included: pedagogical competence, personal competence, professional competence, and social competence.

One of the competencies should be possessed by a teacher is pedagogical. Pedagogical competence is the ability of the teacher to manage students in learning which includes an understanding of learners, instructional

design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential (Junianto & Syafriaedi, 2013:193).

Thus, the teacher's pedagogical competencies has important role to make the students success in teaching and learning process, because if a teacher has the pedagogical ability, it will be easier for him/her to do a learning process that will eventually form students' character.

The teacher should has pedagogical competencies in interacting to the students, because all students have different characteristics, abilities, interests and talents. To appreciate the uniqueness and the differences, the teacher should be better to understand the differences of each student's learning style. The teacher in the learning must understand about the uniqueness and differences of each student. So, the teacher can provide as much as possible learning styles approach.

Based on the researcher's observations in SMPN 2 Tembilahan Hulu, the researcher found some problems concern on the quality of education and teacher professionalism.

Based on Supriadie and Darmawan (2012:65) the Law of the Republic of Indonesia No. 14 Year 2005, about Teachers and lecturers, Government Regulation No. 19 Year 2005 on National Education Standards, and Regulation of National Education Ministry No. 16 Year 2007 on the Teachers' Standards and Competencies Academic Qualification, one of them is pedagogical competence that included 10 items, that is: There are some teachers that are absent to teach at schools so they are replaced by other teachers; There are some teachers apply the lessons do not accordance to the lesson plan; There are some teachers do not give judgments in accordance to the learners ability; There are some teachers just teach without guiding their students

Based on the symptoms above, the researcher is interested in recognizing the extent of the success of teachers in performing their duties and their role as an educator, thus the researcher conducted this study by investigating how the English teachers' pedagogical competencies in teaching and learning process and its supporting factors at SMPN 2 Tembilahan Hulu.

METHOD

There are some definitions of population taken from several experts. The first, it is taken from Anggoro, et.al as quoted by Dangin (2013:20) in his proposal said that "Population is a completed group of each unit or individual which its characteristic to identified". The second, it is taken from Arikunto (2002:108) said that population is all of the subjects that is observed. Based on the several experts above, the researcher taken all of English teachers at SMPN 2 Tembilahan Hulu that a number of 5 people as the population.

Talking about sample, Arikunto (2002:109) said that "sample is partly or representative of population that is observed. Usually, sample is taken from population (a number of sample depend from many of population, if 100 population, advisable don't used sample, but observed to all of them. In the other hand, if more of 100 population advisable taken between 10% - 25% of population)". Based on definition above, the researcher used total sampling because the population is less than 100 population.

In this research, the researcher used descriptive study. The researcher applied quantitative approach in this research. Gay and Airasian (2000:275) descriptive is a study on establishes and describes the things. According to Margono as quoted by Daging (2013:19) “descriptive research tries to gave actual facts and particular characteristic of the population systematically and accurately”. Creswell (2005:39) said that descriptive quantitative is the research design that describe and interpret group behavior or ideas, or in developing an explanation the experiences of individual. Based on the definitions above the researcher took the descriptive quantitative as the research design because the researcher just describe how English Teachers’ pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu in nominal form.

In this research, the researcher used instrument to describe, analyzed and interpreted of the data. So, the researcher used questionnaire sheet as research instruments. The questionnaire sheet contains of 30 statements (20 statements are for pedagogical competencies, 10 for supporting factors of pedagogical competencies).

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FINDINGS AND DISCUSSION

The main purpose of this research is to know how English teachers’ pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu. The samples of this research were five English teachers at SMPN 2 Tembilahan Hulu.

The research was conducted at SMPN 2 Tembilahan Hulu in November 2015. In collecting data, the researcher used questionnaire sheet. The questionnaire sheet contains of 30 statements (20 statements are for pedagogical competencies and 10 for supporting factors of pedagogical competencies). In analysing the questionnaire the researcher used a Likert scale. It is conducted to find out

English teachers' pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu.

After giving the questionnaire to the teachers the researcher got the result. From the result of questionnaire, the researcher analyzed in four categories. They are:

1. English teachers' pedagogical competencies and supporting factors of teachers' pedagogical competencies on each statements.
2. Each English teacher's understanding and knowing about pedagogical competencies in teaching and learning process.
3. The dominant supporting factors of teachers' pedagogical competencies in teaching and learning process.
4. The mean of the teachers' pedagogical competencies in teaching and learning process.

In analysing the questionnaire the researcher used the following formulas :

$$P = \frac{F}{N} \times 100\%$$

$$\text{Mean} = \frac{\sum x}{n}$$

The result of analysis as follows :

1. English teachers' pedagogical competencies and supporting factors of teachers' pedagogical competencies on each statements

From the questionnaire I, the researcher got result about the teachers' pedagogical competencies on each statements. Where the teachers' pedagogical competencies on statement 1 is good with the percentage 76%, statement 2 is very good with the percentage 96%, statement 3 is very good with the percentage 96%, statement 4 is very good with the percentage 84%, statement 5 is very good with the percentage 84%, statement 6 is good with the percentage 68%, statement 7 is good with the percentage 76%, statement 8 is very good with the percentage 92%, statement 9 is good with the percentage 80%, statement 10 is enough with the percentage 52%, statement 11 is bad with the percentage 36%, statement 12 is very good with the percentage 96%, statement 13 is enough with the percentage 48%, statement 14 is enough with the percentage 52%, statement 15 is very good with the percentage 92%, statement 16 is good

with the percentage 76%, statement 17 is enough with the percentage 44%, statement 18 is very good with the percentage 96%, statement 19 is very good with the percentage 96%, and statement 20 is enough with the percentage 60%.

From the questionnaire II, the researcher got result about the supporting factors of teachers' pedagogical competencies on each statements. Where the supporting factors of teachers' pedagogical competencies on statement 1 is very good with the percentage 100%, statement 2 is very good with the percentage 92%, statement 3 is very good with the percentage 92%, statement 4 is very good with the percentage 88%, statement 5 is good with the percentage 88%, statement 6 is good with the percentage 80%, statement 7 is enough with the percentage 44%, statement 8 is enough with the percentage 56%, statement 9 is bad with the percentage 32%, and statement 10 is good with the percentage 72%.

2. Each English teacher understand and know about pedagogical competencies in teaching and learning process

Based on the table 31 (see appendix 3), it can be explained that the total score of the first teacher are 71. So the percentage are $71/100 \times 100\% = 71.00\%$ with good category. So the conclusion is the first teachers' pedagogical competencies in teaching and learning process is good.

For the second teacher, the total score are 78 with the percentage are $78/100 \times 100\% = 78.00\%$ with good category. So the conclusion is the second teachers' pedagogical competencies in teaching and learning process is good.

The total score of the third teacher are 70. So the percentage are $70/100 \times 100\% = 70.00\%$ with good category. The conclusion is the third teachers' pedagogical competencies in teaching and learning process is good.

For the fourth teacher, the total score are 78 with the percentage are $78/100 \times 100\% = 78.00\%$ with good category. So the conclusion is the fourth teachers' pedagogical competencies in teaching and learning process is good.

The total score of the last teacher are 78. So the percentage are

$78/100 \times 100\% = 78.00\%$ with good category. The conclusion is the fifth teachers' pedagogical competencies in teaching and learning process is good.

From the analysis above the researcher concluded that the each teachers' pedagogical competencies in teaching and learning process is in good category.

3. The dominant supporting factors of teachers' pedagogical competencies in teaching and learning process

Based on the table 32 (see appendix 4). It can be explain that supporting factors of teachers' pedagogical competencies of the first teacher are dominant on the cultural environment with the teacher's percentage 70.00%. So the conclusion is supporting factors of the first teachers' pedagogical competencies in teaching and learning process is the cultural environment.

For the second teacher, the supporting factors of teachers' pedagogical competencies are dominant on the social environment and the cultural environment with the teacher's percentage 80.00%. So the

conclusion is supporting factors of the second teachers' pedagogical competencies in teaching and learning process are the social environment and the cultural environment.

Supporting factors of teachers' pedagogical competencies of the third teacher are dominant on the social environment with the teacher's percentage 73.33%. So the conclusion is supporting factors of the third teachers' pedagogical competencies in teaching and learning process is the social environment.

For the fourth teacher, the supporting factors of teachers' pedagogical competencies are dominant on the social environment and with the teacher's percentage 86.67%. So the conclusion is supporting factors of the fourth teachers' pedagogical competencies in teaching and learning process is the social environment.

For the last teacher, the supporting factors of teachers' pedagogical competencies are dominant on the social environment and with the teacher's percentage 86.67%. So the conclusion is

supporting factors of the fifth teachers' pedagogical competencies in teaching and learning process is the social environment.

4. The mean of the teachers' pedagogical competencies in teaching and learning process

In this part the researcher used the following formula :

$$\text{Mean} = \frac{\sum x}{n}$$

From the table number 33 (see appendix 5), we can see that the total score of the first teacher are 104, the second teacher are 114, the third teacher are 105, the fourth teacher are 115, and the fifth teacher are 115. So analysis as follow :

$$\begin{aligned} \text{Mean} &= \frac{\sum x}{n} \\ &= \frac{104+114+105+115+115}{5} \\ &= \frac{553}{5} \\ &= 110.6 \end{aligned}$$

From the analysis above the mean of total teachers' answer are 110.6. So, the percentage are $110.6/150 \times 100\% = 73.73\%$ with good category. Based on the analysis, the researcher concluded that English

teachers' pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu is good.

Based on analysis, the researcher clarified that English teachers' pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu was at good level with the percentage 73.73%. From the result of analysing, the researcher found each English teacher's understanding and knowing about teachers' pedagogical competencies in teaching and learning process. Where the pedagogical competencies of the all teachers in teaching and learning process was at good level with the first teacher's percentage 71.00%, the second teacher's percentage 78.00%, the third teacher's percentage 70.00%, the fourth teacher's percentage 78.00%, and the fifth teacher's percentage 78.00%.

In this case, the researcher also found the dominant supporting factors of teachers' pedagogical competencies in teaching and learning process is the social environment. Where the supporting factors of the first teacher is the cultural environment with the teacher's percentage 70.00%, the second teacher are the social environment and

the cultural environment with the teacher's percentage 80.00%, the third teacher is the social environment with the teacher's percentage 73.33%. The fourth and the fifth teachers are the social environment with the percentage 86.67%. Based on this finding, its clear that the research question has been answered.

CONCLUSION

It is clear that English teachers' pedagogical competencies in teaching and learning process at SMPN 2 Tembilahan Hulu was at good level with the percentage 73.73%. The pedagogical competencies of the first teacher in teaching and learning process was at good level with the percentage 71.00%. It is the same with the pedagogical competencies of the second, third, fourth and fifth teacher. They also at good level with the percentage 78.00%, 70.00%, 78.00% and 78.00%. In this research also found the dominant supporting factors of teachers' pedagogical competencies in teaching and learning process is the social environment factor. Based on the result above, the researcher concludes that English teachers' pedagogical

competencies in teaching and learning process at SMPN 2 Tembilahan Hulu was at good level. It means that each teachers was understanding and knowing about teachers' pedagogical competencies in teaching and learning process.

Referring to the conclusion, the researcher would like to offer some suggestions. Firstly, it is necessary to effort among education stakeholders, headmaster, and teachers in increasing teachers' pedagogical competencies suitably their character to increase the quality of teaching and learning process. Secondly, the teachers should pay attention on their students' character and learning styles to make the students success in teaching and learning process. Finally, considering this research the researcher found that the teachers have good pedagogical competencies in teaching and learning process, but some teachers are indiscipline in carry out their duties. The teachers should be timely in teaching and learning, because they are not only as a teacher but also as model for their students.

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