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# TEACHER PEDAGOGICAL COMPETENCE CHARACTERISTICS IN TEACHING ENGLISH AS PERCEIVED BY STUDENTS AT SMPN 2 BABADAN PONOROGO

## PROCEEDING

REINFORCING EDUCATION,  
LANGUAGE, AND SOCIO-  
CULTURE

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### ABSTRACT

*A teacher is a person who plays an important role in education. The teacher is in charge of overseeing the learning and teaching processes. As a result, the teacher determines where the learning process takes place. If the teacher possesses the competencies of a good teacher, the teacher will be able to perform well in the learning process as well. The goal of this study was to learn about the students' perceptions of teacher pedagogical competencies in teaching English at SMPN 2 Babadan Ponorogo during the academic year 2020/2021. This study used a descriptive qualitative approach as well as a descriptive design. An observation, questionnaire, interview, and documentation were used to collect data. The questionnaire was distributed to eighth-grade students at SMPN 2 Babadan Ponorogo. The sample size for this study was 20 students for the questionnaire and 1 English teacher for the interview. To determine the outcome of the questionnaire, it was analyzed using the Likert Scale. To determine the validity of the data, Triangulate data was applied to observation, interview, and documentation data, and Face and Content validity were applied to determine the outcome of all of the data. According to the findings of the study, the percentage of students who answered Strongly Agree was higher. It means that the teacher's perception is based on characteristics of the teacher's pedagogical competencies. The questionnaire's results are in relation to the interview. Therefore, based on the findings of this study, it is possible to conclude that the students' perceptions of characteristics of teacher pedagogical competencies in teaching English at SMPN 2 Babadan Ponorogo are consistent with the characteristics of teacher pedagogical competencies.*

**Keywords:** *Students' Perception, Teacher Pedagogical Competences, and Teaching English*

### INTRODUCTION

The teacher is someone who does an important role in education. The teacher has the role of controlling the learning process. Therefore, the teacher determines where learning process. If the teacher has characteristics of competencies, the teacher will be able to do the learning process well too. When the teacher cannot bring the students to a good learning process, it can create difficulties in students' understanding. There is a case that teachers only use one methodology of learning and make the students boring. In the other case, there is teacher use a good methodology of learning and can manage the classroom thoroughly. Such a case was also experienced by the researcher when getting an internship. In the researcher's experience, the researcher observed two classes that have a different teacher in English learning. Every teacher has a different way to manage the classroom. And in every class the situation has different.

Based on National Education Government Regulation of Indonesia number 16, 2007, this teachers' competencies standard is developed in full from four main competencies,

namely pedagogical, personality, social, and professional competencies. The fourth competencies integrated with teacher performance.<sup>1</sup> Pedagogical competence is one of the competencies that teachers must have. According to Rahman's journal, teacher pedagogical competence is the ability to manage learning, which includes planning, implementation, and evaluation of learning outcomes of learners. These competencies should be owned by every teacher in order to achieve success in learning and teaching.<sup>2</sup> This study aims to determine how students' perceptions of the characteristics of teacher pedagogical competencies in teaching English at SMP Negeri 2 Babadan Ponorogo.

Every teacher has a different pedagogical competence. According to the researcher's experience when Magang 1 in SMP Negeri 1 Sambit, the different levels of teacher pedagogical competence can make a different performance in the classroom. The level of teacher pedagogical competencies can categorize such as high level, middle, and low. This research does not reach the level of teacher pedagogical competencies but reach characteristic on teacher pedagogical competencies. The outline of characteristic in teacher pedagogical competencies are divided into two parts, namely the ability to plan learning and the ability to carry out learning.<sup>3</sup> From these outlines of characteristics, this research will know how students' perception on characteristics of teacher pedagogical competencies in teaching English.

From the explanation, the researcher wants to conduct a deeper analysis of the students' perception about the characteristic of teacher pedagogical competencies in teaching English under the title " Teacher Pedagogical Competence Characteristics in Teaching English as Perceived by students at SMPN 2 Babadan Ponorogo"

## METHODS

Research designs are the specific procedures involved in the research process such as data collection technique, data analysis, and reporting writing. Research designs have three types of research that are qualitative design research, quantitative design research, and the last is a combination of quantitative and qualitative design research.<sup>4</sup> In this study, the researcher used a descriptive qualitative approach and descriptive design.

John said that qualitative research is a type of research where the researcher is highly dependent on information from objects or participants, explains and analyzes the word, and conducts the research subjectively. Qualitative is best suited to address a research problem in which you do not know the variable and need to explore. Where the literature might yield little information about the phenomenon of study and it needs to learn more from participants through exploration. A central phenomenon is the key concept, idea, or process studied in qualitative research.<sup>5</sup> In conducting this study, the researcher used questionnaires, interviews, observation, and documentary techniques to conduct the variables.

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<sup>1</sup>Permendiknas no. 16, 2017.

<sup>2</sup>Rahman Mardia, Professional Competence , Pedagogical Competence and the Performance of Junior High School of Science Teachers, <https://www.iiste.org/Journals/index.php/JEP/article/view/11868> .

<sup>3</sup> Umar Sidiq. *Etika dan Profesi Keguruan*. (Tulungagung: STAI Muhammadiyah Tulungagung. 2018).

<sup>4</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition* (Boston: Pearson Education Inc., 2012), 20.

<sup>5</sup> Ibid, 16.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

#### **A. The Result of Questionnaires**

Sum of questionnaires about students' perception on characteristics of Teacher Pedagogical competencies that educated in class VIII-A (comprised of 27 students) and class VIII-B (comprised of 29 students). The researcher only took data from half of the number of students because during the pandemic the school implemented teaching and learning activities with an alternate system. There are 20 students as a participant in this questionnaire.

In light of mean score about Students' perception on the characteristic of teacher pedagogical competencies in teaching English including the high category. It is shown by the consequence of the survey which expresses that the level of students who addressed Strongly Agree was higher.

#### **B. The Result of Observation**

1. On the observation checklist above, in the first item, the researcher found that the teacher plan learning materials based on a characteristic of students and the applicable curriculum so that the process and result of achievement in learning can be maximized.
2. In the second thing, the researcher tracked down that the educator truly know the attribute of students, so the instructor use different techniques and systems in learning.
3. In the third thing, the researcher tracked down that the instructor uses all components in the study hall, spurs students, clarifies the material as well as could be expected, and gives students the opportunity to consider their learning experience in the learning system.
4. In the fourth thing, the researcher tracked down that the educator can use all of the media in the homeroom to make happy with the learning environment.
5. In the last thing, the scientist tracked down that the educator assesses getting the hang of as indicated by the skills to be achieved. The educator likewise directs evaluation educatively, successfully, and efficiently.

#### **C. The Result of the Interview**

1. According to the result of the interview, the researcher discovered the appropriate responses. In the first question, the teacher applies the "Language Translation Method" to further develop the understudy understanding of the learning system.
2. In the second question, the teacher facilitates memorable learning experiences to strengthen students' character. There are 5 main characters; religiosity, nationalism, independence, mutual cooperation, and integrity.
3. The third question, the teacher always uses all of the media facilities as well as possible.
4. In the last question, the teacher conducts assessment and evaluation according to the competencies to be achieved in a professional. Objective and accountable manner.

## **DISCUSSION**

### **A. Students' Perception on Characteristic of Teacher Pedagogical Competencies Based on Questionnaires**

According to Christopher G. Halley, perception is the interaction by which we decipher our general surroundings, framing a psychological portrayal of the climate. This portrayal isn't isomorphic to the world, however, it's dependent upon numerous

correspondence contrasts and mistakes. The mind makes assumptions about the world to overcome the intrinsic equivocalness in every tangible datum and in light of the main.<sup>6</sup>

Students have a different perception of the characteristics of teacher pedagogical competencies. Based on the result of the research, the student's perception of characteristics of teacher pedagogical competencies in teaching English at eighth grade of SMPN 2 Babadan Ponorogo has a positive response. Based on students' perception, the teacher does teaching English in accordance with the characteristic of teacher pedagogical competencies.

## **B. Students' Perception on Characteristic of Teacher Pedagogical Competencies Based on Observation and Interview**

As indicated by Law number 14 of 2005 on teacher and lecturer article 10 section (1), it is clarified that educational capability is the capacity of educators to oversee learning, execute learning, assess learning, and foster students to realize their different possibilities.<sup>7</sup>

As stated in Government Regulation number 19 of 2005 concerning National Education Standards, pedagogical competence consists of seven characteristics:<sup>8</sup>

Knowing the characteristics of students.

- a. Mastering learning theory and teaching-learning principles.
- b. Curriculum development.
- c. Educational learning activities.
- d. Understand and develop the potential of students.
- e. Communication with students.
- f. Assesment and evaluation.

The ability to plan to learn is seen from several indicators:<sup>9</sup>

- a. Formulation of learning objectives.
- b. Selection and organization of teaching materials.
- c. Selection of learning resources or learning media.
- d. Learning methods.
- e. The assessment plan is in accordance with the learning objectives.
- f. Appropriate assessment plans are equipped with assessment instruments.

While the ability to carry out learning is seen from various indicators:<sup>10</sup>

- a. Learning activities.
- b. Opening lesson.
- c. The core learning activities.
- d. Closing learning.

The core learning activities are seen again:

- a. Mastery of the subject matter.
- b. Approach or learning strategy.
- c. Utilization of learning resources.
- d. Learning that triggers and maintains student involvement.

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<sup>6</sup> Matthew O. Ward, Georges Grinstein, Daniel Keim, *Interactive Data Visualization* (Routledge: CRC Press, 2015) 74.

<sup>7</sup> Arif Firdaus, barnawi, *Profil Guru SMK Profesional* (Jogjakarta: Ar-Ruzz Media, 2012) 6.

<sup>8</sup> Umbu Tagela Ibi Leha, Sumardjono Padmomartono, *Profesi Kependidikan* (Yogyakarta: Penerbit Ombak, 2014), 143.

<sup>9</sup> *Ibid.*, 115.

<sup>10</sup> *Ibid.*, 115.

- e. Assesment of the learning process.
- f. Use of language.<sup>11</sup>

The researcher did an interview and observation to take an aftereffect of Teacher academic competencies at the eighth grade of SMPN 2 Babadan Ponorogo.

In view of the consequence of perception, the scientist put 5 things on observation:

- a. Learning material planning
- b. Understanding of students
- c. Learning implementation
- d. The use of learning media
- e. Implementation of assessment and evaluation of learning outcomes

Intakes interview with the teacher, the researcher gave 4 questions of showing the instructors academic to discover the outcome. Here were the questions:

1. How do you choose and apply learning strategies, methods, and techniques in the English learning process?
2. How do you develop a lesson plan and learning material according to the characteristic of students?
3. How do you take advantage of exciting learning media facilities to he achieve learning objectives?
4. How do you evaluate assess teaching and learning outcomes?

Based on the view of the consequence of observation and interview, the researcher found that the result of observation, interview, and documentation related to the result of the questionnaire.

## CONCLUSION

From the result of this research, it can be concluded that the student's perception of characteristics of teacher pedagogical competencies in teaching English at SMPN 2 Babadan Ponorogo has a positive response. In light of mean score about Students' perception on the characteristic of teacher pedagogical competencies showing English including the high category. It is indicated by the result of the questionnaires which states that the percentage of students who answered *Strongly Agree* was higher.

In light of the aftereffect of observation and interview, the researcher found that the result of observation, interview, and documentation related to the result of the questionnaire. It implies that the teacher who has characteristics of pedagogical competencies will actually want to complete the showing learning measure.

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<sup>11</sup>Umar Sidiq. *Etika dan Profesi Keguruan* (Tulungagung: STAI Muhammadiyah Tulungagung, 2018),14.

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