KOMPETENSI PEDAGOGIS GURU DALAM MENGAJAR DAN STRATEGI PENGEMBANGAN PROFESIONAL GURU

TEACHER`S PEDAGOGICAL COMPETENCE IN TEACHING AND THEIR PROFESSIONAL DEVELOPMENT STRATEGY

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ARTICLE INFO	*ABSTRACT*
	Penelitian ini mencoba untuk menggambarkan kompetensi pedagogis guru EFL dan strategi pengembangannya. Penelitian ini bertujuan untuk menganalisis kompetensi pedagogis guru EFL di sebuah pesantren di Jawa Timur dan menginvestigasi strategi pengembangan kompetensi pedagogis mereka. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur, kuesioner terbuka, dan observasi. Hasil penelitian menunjukkan bahwa berdasarkan kuesioner responden mengenai kompetensi guru yang ditetapkan oleh Peraturan Menteri Pendidikan Nasional No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru, kompetensi guru dikategorikan 'baik', begitu juga dengan pengembangan profesional mereka untuk meningkatkan kompetensi pedagogik.

INFO ARTIKEL	ABSTRAK
Koresponden **Aulia Mufida Izzatul Mahfiana** *auliamahfiana@gmail.com* 	This study tried to portray EFL teachers' pedagogical competence and their development strategy. It aimed to analyze EFL teachers' pedagogical competence in an Islamic boarding school in East Java and investigate their development strategy for developing their pedagogical competence. This research used descriptive qualitative. The data were collected through semi-structured interview, open-ended questionnaires and observation. The findings showed that based on the respondents' questionnaire over teachers' competence stipulated by The Decree of the Minister of National Education No.16, 2007 on the Standards of Academic Qualifications and Competencies of Teachers (SAQ-CT), the teachers' competencies were categorized 'good', as well as their professional development to improve their pedagogical competence.

INTRODUCTION

The progress of education development is highly dependent on the quality of teachers' competence. This means that improving teachers' competence is a top priority if a state to progress its education competitiveness (Hakim, 2015). To produce a quality teacher who is able to absorb knowledge and technology, as well as faithful and devoted to the power, it takes a professional teacher. According to Indonesian Law Number 20 of 2003 on National Education System stated that educators are professionals in charge of planning and implementing learning process, assessing learning outcomes, coaching and training, as well as conducting research and community service. The success of students in the learning process in the classroom cannot be separated from the role and competence of the teaching staff. Competence is basically a description of what a person should do in the job.

A teacher is a facilitator in the teaching process. This is proven when a student, without an accompanying teacher, cannot receive any instructions to draw conclusions from a learning material. But the reality is the students often only receive information from the teacher without giving back any responses to the teacher. This is in accordance with Supardi`s (2016) observation that the current teaching process only occurs in one way: teacher to student or lecturer to student, without any exchange between the two. Two-way communication is very important in learning, and this would show the teacher`s competence in managing the lesson.

In the teaching and learning process, teachers have important roles to play in building and developing students' characters and potential. According to Archana (2017: 1) teacher's play a very crucial role in developing a child's interest towards a

subject or the language. In learning a language, for example, the teacher who does not have a deep understanding of materials and lacks mastery of curriculum content has not met the criteria for teacher professional competence. A teacher must understand the objective of learning materials in broad and deep terms, including the teacher learning process. It is very important because English is the first foreign language in Indonesia, and most Indonesian students find it difficult to learn. Related to the important role of teachers in improving the quality of education in Indonesia, it has certainly become one of the obligations of the Indonesian government to improve teacher professionalism. The teachers are encouraged to improve their quality because they are one of the key elements for students` success in the learning process. A variety of trainings have been carried out by the government in order to create high-quality teachers, such as certification and teacher professional advancement.

Teachers pedagogical competence and the development strategy in teaching will be adopted in this study to analyse how the EFL teacher`s pedagogical competence in Al-Mawaddah Boarding School is reflected in the teaching process and what kinds of professional development strategies the teacher undertakes in teaching. Febrianis et al. (2014) describe that pedagogical competence is also stated in Indonesian Government Regulation No. 74, 2008, on teachers, which defines that teachers' pedagogical competence is the ability of teachers to manage the learners learning.

METHOD

This research applied qualitative descriptive research design as it is intended to describe or explain the teacher's pedagogical competence and their development activities in teaching. Sugiono (2012:15) argues that qualitative research is often called as the method of naturalistic because the research is done on natural setting, also known as ethnography. This method is more widely used for research in the field of education, also called as qualitative methods for the data collected and analysis. Marriam (1998) remarks that a descriptive study in education is one type that provides or presents a more detailed and rich explanation of a phenomenon under study.

This research was conducted at a Boarding School for Girl, located in East Java. The research subject was the English teachers of the Boarding School who have had teaching experience for five years or more. The boarding school was selected based on the researcher's prior observation, in that it follows the direction of the Teachers and Lecturers Act No. 14/2005, Chapter IV, that is teachers must improve their teaching profession, pedagogical competence.

The data were collected through several steps starting with observation to the English teachers teaching in the classroom, followed by questionnaire and interview. According to Thomas (2003:60), observation is process of gathering information by watching or listening to the events, then recording what occurred. The observation was applied to figure out the teachers' pedagogical competence, while the questionnaire was used to gather information about fact or about opinion or attitude (Latief 2014). The interview was conducted to tap into participants' attitude and response (Moleong, 2011).

Data analysis was done qualitatively adopting Miles and Huberman (1992). The steps can be seen in the following chart.
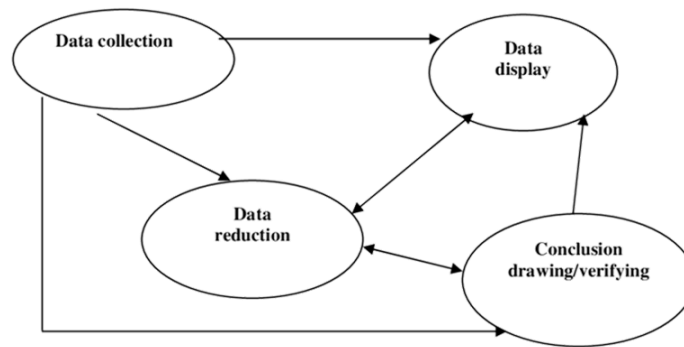
Referring to the chart, in data collection, the researcher circulated among the four steps in a continuous manner to understand all the information needed. It is the stage where researcher tried to find out the raw data to be reduced, displayed, and concluded. The researcher went through processes of selecting, focusing, simplifying, abstracting, and transforming data. All data were displayed in tabular form, interpreted to reach conclusion and verification.

RESULT AND DISCUSSION

Data of pedagogical competence in teaching English were obtained from observations, interviews and questionnaires. Oser and Oelkers (2001) argue that pedagogical competence can be seen from teachers' ability to help students develop and improve their qualities. Based on the findings of the research, the teachers' pedagogical competency are as follows: (1) mastering the characteristics of learners, 66%, (2) mastering learning theory and learning principles , 62%, (3) developing curriculum, 50%, (4) conducting educational learning, 62%, (5) utilizing information and communication technology (ICT), 62%, (6) facilitating the development of students' potentials, 81%, (7) communicating in an effective, empathetic, and polite manner with students, 58%, (8) conducting assessment and evaluation of learning processes and outcomes, 50%, (9) utilizing the assessment and evaluation results for the sake of the learning is at 87%, (10) The daa of taking reflective actions to improve the quality of learning, 62%.

Meanwhile, the data obtained from the questionnaires showed that the teachers have "good" pedagogical competence. The data were also supported by interview and observation data that showed that most teachers have good pedagogical competence.

The data of this research corroborate the findings of research conducted by Firman and Friscilla (2019) that the teachers should have good pedagogical competence. As stipulated by curriculum 2013. Teachers need to have competencies to facilitate students to achieve the goal of learning. The data showed that the ten aspects of pedagogical competence have been well understood by the teachers who, in this research, have to abide to two curriculums, namely the Kuliyyatul Mu`allimin al-Islamiy (KMI) curriculum and the curriculum set by the minister of education.

 The data for ten aspects of pedagogical competence showed significant results. In the point (a) mastering the characteristics of learners, this can be seen from the teacher who tried to explain the material to the students who still do not understand the lesson delivered. As has been conveyed by Jalal in The Teacher Certification in Indonesia (2009) that pedagogical competence should focus on the ability to

understand the student learning style and physical, social, cultural, emotional, moral and intellectual characteristics. In point (b) Developing curriculum, the data showed that the teachers were able to develop the curriculum principles. It is in line with National Department of Education (2004), where teacher must be able to plan the organization of learning material, such as to analyze and spell out the material which is included in the curriculum, to choose the learning material which is suitable with the curriculum and to use adequate learning material. For point (c) conducting educational learning, the data showed that some teachers have good skill in conducting educational learning. It is proven by the fact that some teachers were chosen as supervisors for junior teachers. For point (d) Facilitating the development of students' potentials, the data from the interviews showed that to develop the students' potentials, the teachers supported and facilitated the students to join some English competition, such as English Olympiad, English speech contest, and storytelling. For point (e) conducting assessment and evaluation of learning processes and outcome, the data showed that teachers conducted some tests to get to know students' comprehension of the subject. While for point (f) utilizing the assessment and evaluation results for the sake of the learning, the data showed that the teachers used assessment and evaluation results as the basis for improving the quality of learning.

For several aspects of pedagogical competence, there are gaps between reality or student's statements and those that still need improvisation, among others; (a) Mastering learning theory and learning principles. Some students said that sometimes they feel bored during the learning process. The students feel that the teacher was monotonous in delivering the material. (b) Utilizing information and communication technology (ICT). Some senior teachers feel less proficient in utilizing technology. Sometimes they just use their laptops, without inviting students to study in the available language labs. According to Cogan (Sagala, 2008), teacher competence is the desire to always improve intellectual ability according to the ever-changing demands of the times with knowledge and technology. (c) Communicating in an effective, empathetic, and polite manner with students. Junior teacher was much better in conducting good communication with the students. However, the communication could run effectively because the teacher sometimes uses national language to make students understand the lesson. (d) Taking reflective actions to improve the quality of learning. Reflective activities for improving the quality of learning still needs some improvement. The teacher said that the teacher association forum becomes an opportunity for them to increase experience, exchange ideas, and share opinions.

In addition, Musfah (2011) also expressed opposing idea about teacher pedagogical competence stating that good teachers understand that teaching is not only a matter of verbal and audio delivery but rather an effective two-way communication in the context of transferring knowledge. The finding of this study is also line with Raynesa research (2018) that pedagogic competence is very much related to teacher's ability to manage the class based on an approach, planning and implementing learning activities as well as evaluating learning outcomes.

Teachers professional development need to be upgraded from time to time. A study by Abad (2013) on teacher professional development showed that teacher strategies that promote language learning can help learners learn the target language better.

The research participants in this research also have development activities to support their pedagogical competence in teaching. The first one is called Ta`hilul Maddah, a program where teachers prepare teaching materials under the supervision of expert teachers. The second, teacher upgrading program that serves to upgrade teacher knowledge in terms of learning and teaching. The third, reading relevant source program where teachers can expand their knowledge related to the types of communicative teaching techniques that can be applied in their teaching practice. The fourth, workshop and seminars participation, a program where invited experts, speakers or trainers may contribute to the way teachers teach. It is in line with what was stated by Carlisle and Berebitsky (2011) that the existence of experts can help teachers to expand their knowledge related to their problem-solving activities in teaching practice. The fifth, making use of internet. A program designed to familiarize teachers with information technology and how to teach certain material on the internet. However, some adaptation still to be made to suit the students' level of proficiency and practicality. The sixth, improving teacher's welfare. The seventh, conducting supervision, monitor, and evaluation of teacher performance. The ninth, improving educational infrastructure so that the learning process runs smoothly. The tenth, giving positive appreciation to the teacher.

The finding of this study also supports the research done by Rusdin (2018) quoted from Rajendran (2001), that the teacher should be provided with i) a well-prepared course, ii) a support system consisting of references, resources to be used in teaching and learning and iii) a platform for discussing problems related to their teaching. With regards to the development activities undertaken by the teacher to develop pedagogical competence in teaching, the overall findings of this research have strengthened the idea that learning resources determine the success of teaching.

The data also showed that teachers' pedagogical competence are influenced by internal and external factors. The external factors may come from teacher's teaching experience. With more experience, they will be more likely to be better in handling the class. Another factor to influence teaching performance was educational background. The better the education, the better the performance is..Hamalik (2002) assumed that teachers are able to carry out their duties better if they have the necessary competence for it. While, the internal factors are factors that come from within the student or the teacher, including physical, mental, and emotional conditions. Physical condition means sufficient energy and good health, while mental condition means having sufficient interest and motivation to carry out activities. It is accordance with Dalyono (2005) who stated that readiness is a sufficient ability, both physically and mentally. Other factors are special talents, interests, characteristics, knowledge, and physical condition.

CONCLUSION

The teachers' pedagogical competence measured using questionnaire showed that for the first aspect: mastering the characteristics of learners, the score is at 66%. The second aspect, mastering learning theory and learning principles is at 62%, The third aspect, developing curriculum is at 50% The fourth aspect, conducting educational learning is at 62%. The fifth aspect, utilizing information and communication technology (ICT) is at 62%. The sixth aspect, facilitating the development of students' potentials is at 81%. The seventh aspect, communicating in an effective, empathetic, and polite manner with students is on 58%. The eighth

aspect, conducting assessment and evaluation of learning processes and outcomes is at 50%. The ninth aspect, utilizing the assessment and evaluation results for the sake of the learning is at 87%. The tenth aspect, taking reflective actions to improve the quality of learning is at 62%. From the data, it can be summed up that the English teachers are categorized as having "good" pedagogical competence since the total percentage is 75%.

Meanwhile, for professional development to improve their competence, the English teacher at this school undertook several development activities to support their pedagogical competence and readiness in teaching. The development activities undertaken by the teacher include (1) conducting Ta`hilul Maddah programe, (2) Conducting teachers` upgrading program, (3) reading relevant sources (4) joining workshop and seminars (5) making use of internet (6) supporting and facilitating teachers to attend various seminars according to the subject being taught, (7) improving teacher welfare, (8) conducting supervision, monitor, and evaluation of teacher performance, (9) improving educational infrastructure so that the learning process runs smoothly, and also (10) giving positive appreciation to the teacher.

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