



AN ANALYSIS OF TEACHER PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR SENIOR HIGH SCHOOL LEARNERS

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Keywords	Abstract
<p><i>Keywords: English learner, pedagogical competence, teaching English</i></p>	<p>In this study the researchers focused on pedagogical competence, because basically pedagogical competence is one of the important competencies that must be possessed by a teacher in teaching and learning activities.</p> <p>This study aimed to determine the pedagogical competence of teachers at SMA N2 SEI KANAN. The research method was descriptive qualitative research method. The participants of this research were English teachers. Data collection techniques in this study were observation, interviews and documentation. This study used three instruments, namely observation sheets, interview sheets and documentation. This study used the data analysis technique by Milles and Huberman which includes three stages, namely data reduction, data display and conclusion drawing and used a credibility test to test the validity of the data.</p> <p>The research findings showed that pedagogical competence was in the "pretty good" category, including the ability to master student characteristics, curriculum development competence, and communication competence. Meanwhile, Competence in comprehending learning theory and teaching principles of learning, competency in educating learning activities, competence in developing student potential, and competence in assessment and evaluation were included in low pedagogical competencies. As a result, it could be inferred that instructors' pedagogical competence at SMA N2 SEI KANAN was still low.</p>

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INTRODUCTION

Pedagogical competence refers to a teacher's capacity to carry out his tasks responsibly. Teachers will be held accountable for their own knowledge, teaching ability, and educational skills. Pedagogic competencies refer to the performance, knowledge, and abilities of teachers and students during the teaching and learning process. According to Government Regulation No. 74 (2008:6), which regulates instructors, pedagogical competence is defined as the ability of teachers to oversee student learning activities. According to the Minister of National Education of the Republic of Indonesia's Regulation.

Teacher mastering student characteristics is critical because it aids in the teaching and learning processes in schools. SMAN 2 SEI KANAN is an Aliyah School in Sei Kanan Regency's Sampean Village. When the researcher examined the teaching and learning process in the English class, the researcher discovered that the English teacher lacks pedagogical competence, resulting in the teaching and learning process was not running smoothly. The teacher's demeanor has a significant impact on his students. As a result, if a teacher lacks pedagogical competence, it will have an impact on the teaching and learning process, as well as student learning results. The teacher does not have command of the classroom and is unable to organize it in such a way that the students appear bored throughout the teaching and learning process. When students are learning, they appear to be preoccupied with something other than learning, and the teacher explains the content regardless of whether the students grasp it, making learning English for these students unpleasant. The mastery of teacher pedagogic competency has an impact on student learning outcomes, as seen by this metric.

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In this study, researchers wanted to know the pedagogical competence of English teachers in teaching students of SMAN 2 SEI KANAN. Therefore, researchers only focus on selecting the pedagogic competencies of English language teachers to be studied, due to time constraints, and making them more detailed. So based on the description above, the researcher intends to conduct research entitled "Analysis of Pedagogical competence in Teaching English for High School Senior Learners" (Nurahmah: 2019).

LITERATURE REVIEW

Pedagogical competence

Competence is the ability to act rationally in order to obtain the desired results under the given circumstances. Competence, in other words, can be thought of as a skill or talent. Competence is a set of mastering qualities that a teacher must possess in order to achieve suitable and effective teacher performance.

According to Prof. Dr. J. Hoogvel as cited by Uyoh Sadulloh, pedagogy is a science that explores how to guide children toward specific goals, such as being able to "perform their life activities autonomously, based on (Law no. 14 of 2005) In the explanation of Article 10 paragraph 1, it is said that pedagogical competence is defined as the ability to manage student learning, which involves student understanding, learning design, execution, and evaluation of learning outcomes. According to the definition above, teachers must possess, internalize, and master a set of knowledge, abilities, and behaviors in order to educate, teach, guide, direct, train, assess, and evaluate students in the learning process.

Understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to realize their unique potentials are all examples of pedagogical competence (Mulyasa:75). Teachers' Pedagogical competence According to the Great Dictionary of Indonesian Teachers are defined as individuals who work in a university

teaching school, constructing a learning environment, such as colleges, high schools, and universities. Teachers are professional educators with the primary responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education, according to Article 1 paragraph 1 of Act 14 of 2005. Teachers have a significant impact on the teaching-learning process. As a result, teachers must truly engage their students in the goals that must be met. A good teacher is required. Teachers must have the ability to have an impact on their students. Visionary and authoritative teachers are required.

The Importance of Teacher Pedagogical Competence

Increased instructor pedagogic competency will reduce monotonous learning activities, student hate, and student interest, as well as learning absorption and focus. Pedagogical competence is a skill that is related to students' comprehension, and pedagogy is an educational and dialogical skill. This is linked to the student's desire to study more actively and meaningfully in relation to the teacher in question as a result of a memorable learning experience.

Teachers should recognize students' imaginations, senses of humor, and abilities, even if they have deficiencies in one or more disciplines. As a result of talents or abilities that stand out in one or more academic and non-academic fields of study that they master, students gain self-confidence and a sense of value.

Pedagogical competence skills are essentially the same as those found in the Islamic Teaching Concept. As a result, pedagogical competence did not originate in the West, but rather from the Islamic Teaching Concept, which has been championed and set an example by the Prophet himself.

Recognizing the significance of a teacher's pedagogical competence and paying attention to the Islamic Teaching Concept. As a result, the author is eager to uncover, compare, and explain the teacher's pedagogical competence in light of Islamic Teachings. From all that, the author made a paper entitled "Teacher's Pedagogical Competence According to Islamic Teachings".

METHOD

This study is qualitative that relies on in-depth observation. As a result, qualitative research methodologies can yield a more detailed examination of a topic. This study used a

qualitative method because it aims to identify the cause, effect and influence of teacher competence on students at SMA N2 SEI KANAN.

This research was applied qualitative methods because the data collected comes from interview observations and documentation. The purpose of this learning is related to the qualitative method because it is to describe, and understand the pedagogical competence of teachers. This is done by collecting information related to the pedagogical competence of teachers. With this interview and documentation observation method, the researcher would prepare notes and make videos during teaching and learning activities in class as documentation and research results.

The participants were students and teachers of SMA N2 SEI KANAN, the analysis of this research would be carried out at the individual level. The teacher's individual behavior were the focus of observation and analysis. The information in this study were the students and English teachers of SMA N2 SEI KANAN.

In this study, researchers used observation, interviews and documentation for data collection techniques. The observation technique in this study was semi-participant. In this study researchers, teachers, and students as participants. Data collection when the English teacher is teaching in class. Next is Interview. In this study, interviews are a method of collecting data in the form of recorded interviews with teachers and students. The last is documentation. The purpose of the documentation in this study is to gather information while the teaching and learning process is in progress.

This study aims to analyze the pedagogical competence of teachers in teaching English with the following research objectives:

1. To describe teacher's pedagogical competence at SMA N2 SEI KANAN.
2. To find out what pedagogical competencies are most applied by English teachers.

According to Bogdan, data analysis is a methodical process of locating and compiling interview scripts, field notes, and other resources in order to improve your own understanding of them and share what you've discovered to others (Sugiyono) following the collection of data, the researcher conducts descriptive analysis, which entails the description and interpretation of data. Until the information gathered in this investigation is described and interpreted into sentences.

FINDING AND DISCUSSION

The results of observations in the first showed that in the competence of mastering the characteristics of students, three indicators are good and two indicators are quite good. Competence in mastering learning theory and educational learning principles, three indicators are quite good, three indicators are not good and two indicators are very bad. Competency in curriculum development, three indicators are good and one indicator is quite good. Competence in educating learning activities, three indicators are quite good and the other five indicators are still not good. Competence development potential of students, four indicators are still not good.

Communication competence with students, six indicators were good enough and one indicator was still not good. Competency assessment and evaluation, three indicators were quite good and the other two indicators were still not good.

The results of observations in the second showed that in the competence of mastering the characteristics of students, four indicators were good and one indicator was quite good.

Competence in mastering learning theory and educational learning principles, one indicator was good, three indicators were quite good and four indicators were not good. Competency in curriculum development, three indicators were good and one indicator was quite good.

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CONCLUSIONS

It is determined that, based on the formulations of the problem and the findings of research conducted by researcher, pedagogical competence, which includes the ability to master student characteristics, communicate with students, and construct curriculum, is in the fair group. Pedagogical competence in the low category, which includes studying learning theory and teaching principles of learning, educating learning activities, developing student potential, and assessing and evaluating students. So, it can be concluded that the pedagogical competence of teachers at SMA N2 SEI KANAN is still not good.

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APPENDIXES

The Instrument of The Observation

Variable	Indicator	Fact	Opinion
1. Pedagogic competence of English Teacher	1. Analysis Pedagogic Competence of English Teacher	At 07.30 the teacher enters the class saying "Good Morning" then the	In my opinion, the English subject teacher is quite good, I see from
2. Developmnet of students potential?	2. The Conceptual of Teachers pedagogic competence	teacher asks how the students are, then takes the	the beginning that I enter class on time, on the sidelines of
3. Teacher's understanding of educational learning?	3. The Indicators of Pedagogic Competence	student's attendance. after that ask the task. After the assignments are collected, the teacher motivates the students to be more enthusiastic about learning because knowledge is very important, especially in big cities, because the school is in rural	learning the teacher always motivates students to be enthusiastic about learning.

		<p>areas so that students do not miss lessons like in urban areas because there are many great people in urban areas. The teacher gives motivation for a long time until the subject ends and leaves the class.</p>	
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