

TEACHERS' PEDAGOGICAL COMPETENCIES AND STUDENTS' PERFORMANCE

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Abstract:

It is unimaginable to overestimate the importance of teachers and their quality in influencing the effectiveness of the education process and driving student performance in school. In Indonesia, the quality of the teacher itself is ruled through competency demands set out in Law Number 14 Year 2005 and one of the four competencies to be mastered is pedagogical competency. This paper highlights the presence of teachers' pedagogical competency in affecting the students' English performance. Many studies have found that teachers' pedagogical competency was lacking, negatively impacting students' performance, including in English. Furthermore, the weakness of the teachers' pedagogical competency and the lowness of students' English performance should be solved not only by teachers, students, or the school, but the government's supervision and solutions are also needed.

Keywords:

English subject;
Teachers' pedagogical competencies;
Students' performance

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INTRODUCTION

Teachers play a vital role as the builders of future people in all societies, from the most illiberal to the most sophisticated (Popham & Baker, 2005). Djamarah (2008) identifies a teacher as someone whose work or profession is teaching. In its simplest terms, a teacher is someone who imparts knowledge to students. When teachers are interpersonally oriented, attentive, empathic, and fully aware of their students' abilities and believe in them, students are extremely positive toward teaching (Chedzoy & Burden, 2007). Moreover, there is a need to regularize teachers' work, which should be described clearly based on the analysis of teachers' employment. As a result, it is mandatory to define teachers' competencies for their quality because having the competencies packages the combination of knowledge, skills, attitudes, values, and personal characteristics, empowering the teacher to act professionally and appropriately in a situation and deploying them in a coherent manner (Koster & Dengerink, 2008). Moreover, the importance of teacher competency determines the students' performance in (Kellough & Kellough, 1999; Wood & Mayer, 2011).

According to Article 10 paragraph 1 of Law Number 14 of 2005 on Teachers and Lecturers, teacher competency involves four competencies: pedagogical, personal, social, and professional competency acquired through higher training. One of the most prominent ones is pedagogical competency, which is defined as the performance, knowledge, and skills in teaching and learning programs (Shulman, 1987). The necessary to organize teaching-learning programs; the capacity to perform interplay or handle the learning process; the capacity to evaluate and comprehend basic education; curriculum development; and students' potential development. Thus, it should be mastered by all the teachers to achieve the teaching and learning goals. The advancement and establishment of the value of the learning process for students is indicative of the quality of teaching competency. It also proves teachers' excellence in their profession and can contribute to enhancing learning performance.

However, the compulsion of competence for the teacher is not accompanied by reality. The weakness of teachers' performance is still alarming. First, the World Bank (2015) reported that there are many issues to consider regarding educational quality in Indonesia, along with low educator and human resource credentials; unfairness in the academic credentials of teachers' education; poorly organized educator and personnel management; and the complexity of teachers' regulatory oversight execution. Second, based on data reported by LPMP (2016), the results of the UKG (Teachers' Competency Test) in 2015 of Indonesian teachers were below average (i.e.,

60.00). Third, the study conducted by Syahrudin et al. (2013), which concerned itself with teachers' pedagogical competency in Pare-Pare South Sulawesi, found that the teachers' pedagogical competency has not been developed as it was expected, with low creativity in developing aspects of teaching and learning. Four, Ahmad and Setyaningsih (2012) did a study on instructional supervision in many schools in Banyumas Regency, Central Java, Indonesia, in which one of the foci was on teachers' pedagogical competencies. The teachers were not satisfied enough to achieve the goals of pedagogical competency, in which they still found some difficulties in implementing the competencies. Further, Budianto (2015) adds that the weakness of teachers' pedagogical competency in Bandar Lampung was reflected through the lack of implementation of the curriculum in teaching-learning activities. Padmadewi (2007) did research on the pedagogic competencies of English teachers of junior high schools in Singaraja, Bali. Preparing, utilizing, and assessing effective instructional classroom learning are among the areas of expertise. The outcomes of the study reveal that English teachers' competencies are still insufficient. Even though their own teaching strategies have been focused on standard competencies and intricate indicators, teachers have reasonably good lesson planning competencies. However, it is clear that they still have to implement the competency-based teaching learning process in terms of lesson plan implementation. The teachers continued to lead the class and did not have enough chances for learners to use the language. In terms of assessment, teachers continued to use the traditional assessment paradigm and did not have a grasp of competency-based appraisal. In other words, it can be stated that the competency-based teaching and learning process was limited to administrative ones, and how to set up and manage the competency-based situation in the classroom needs to be greatly improved.

The study explains that pedagogical competency belongs to teachers, which affects the performance of students (Hakim, 2015). Suherdi (2013) said that this competency can be outlined as the capacity to transfer knowledge. Thus, it can be pointed out that in order to enhance student performance, teachers' pedagogical competency and encouragement should always be positively affected. Furthermore, a teacher with pedagogical competency will indeed be capable of carrying out educational activities in every situation (Harmer, 2007).

In relation to the statements above, the performance of the students is the output that proves that teachers' pedagogical competency presence does exist (Kellough & Kellough, 1999; Wood & Mayer, 2011). And one of the subjects that is specified to represent the existence of teacher pedagogic competency is English. In Japan, South Korea, and China, establishing students' functional mastery of English for communication has become more

of a curriculum content topic (Hu & McKay, 2012). This growing significance inspires teachers to integrate students' communicative competence. In the Indonesian context, English has been the first foreign language instructed at the secondary level since independence, and it is the most popular communication subject matter instructed from Year 4 onwards, and even from Year 1 in some primary schools.

Moreover, students' achievement in learning English as a foreign language is measured through various tests, ranging from English language examination performance held by the teacher as a local measurement and the national measurement. Furthermore, according to Sulistyono (2009), the English National Examination as the evaluator of EFL students' performance in Indonesia plays an initial key that can be used as a springboard to improve the quality of national education practices in terms of English subjects.

However, the importance of learning English is not followed by the facts because Indonesia is considered to have an unsatisfactory English performance. Based on the data from English First EPI (2016), Indonesia belonged to a downward rank of 28th (EF EPI, 2014) falling to 32nd (2016) with a fairly low grade (52.94). The facts that are not less disappointing come from the national scale. Kemendikbud (2017) reports that the achievement of junior high school students rated through the National Examination as one of the evaluations of educational tools has decreased by 4.36 points due to the reduction from English and Bahasa Indonesia subjects. Furthermore, according to Kemendikbud (2016) data, junior high school English performance is still below the standard (60.01).

In light of these facts, and sketching on past issues revealed in prior studies, the purposes of this paper are to examine teachers' pedagogical competency in implementation, which could determine the success of students' performance in English.

LITERATURE REVIEW

Teachers' Pedagogical Competencies Demands

Indonesian government Regulation Number 74 Year 2008 on Teachers and Lecturers, teachers' pedagogical competency is the teachers' capacity to maintain learners' learning. Meanwhile, pedagogical competency is a particular skill that distinguished teachers from other profession. It also encompasses matters related to educational credentials. When assessing pedagogical competency, the prime concern should become the quality of teaching.

As a consequence, Indonesian government proposed policies classify teachers' pedagogical competency as knowledge of basic education, students, curriculum reform, lesson plans, interactional teaching-learning process, learning appraisal, and students' subsequent contributions. Yasin (2008) defined pedagogical competency is a teacher's way to handle pupils' learning included: a. The ability to understand the learners; b. The ability to create learning design, with indicators, among others: c. The ability to implement the learning; d. The ability to evaluate learning outcomes; e. The ability to develop learners to actualize its potential. Ministry of Education Number 16 Year 2007 Academic Standards and Competency Qualifications:

- 1). Mastering the physical, moral, spiritual, social, cultural, emotional, and intellectual characteristics of learners
- 2). Mastering learning theories and appropriate instructional principles
- 3). Developing subject-matter curriculum
- 4). Conducting educational learning
- 5). Making use of information and communication technology for the sake of learning
- 6). Facilitating the development of students' potentials
- 7). Communicating in an effective, empathetic, and polite manner towards the students
- 8). Assessing and evaluating instructional processes and learning outcomes
- 9). Making use of the assessment and evaluations result for the instructional purpose

Pedagogical Competencies of Teacher of English

An important dimension of teaching is pedagogical competency owned by the teacher (Richard, 2011). For those whose first language is not English, learning how to carry out all the materials, structures, and strategic plans of a lesson fluently in English is an essential consideration of teacher-learning. There appears to be a challenge in acquiring the language proficiency requisite for such an academic performance at school to effectively teach. A teacher who has not yet attained this level of proficiency will be more reliant on teaching resources (such as textbooks) and will be less likely to be involved in improvisational teaching and hard to reach the learning goals, thus it is difficult for the students to understand the materials even to reach the goals achievement (Medgyes, 2001).

This competency empowers teachers of English to examine the potential content of the lesson (e.g., a piece of realia, a textbook lesson, an advertisement, a poem, a photo, etc.) and identify ways in which it can be used as a teaching resource; to identify particular linguistic goals (e.g., speaking, vocabulary, reading, writing, etc.) that can be established from the selected content; and to recognize any issues that may occur and ways of

addressing them; to make corrections and to make appropriate alterations. They are considered the application of pedagogical content knowledge. Shulman (1987) defined this competency as a transformational process in which the teacher transforms the subject matter of guidance into the aspects that seem to be pedagogically potent and relevant to the students' level and skill. Every day, experienced teachers use the skills as reflected in the pedagogical competency when preparing their lessons, deciding how to adapt lessons from their course book, and searching the Internet and other sources for materials and content that they can use in their classes. It is one of the most essential aspects of teaching, one that is gained through experience, access to content knowledge, and comprehension of what learners need to know and how to help them acquire it.

Teachers' Pedagogical Competencies and Students' Achievement

The teaching-learning process in the classroom includes two actively participating: the teacher and the learner. As such, language learning is not solely the responsibility of the teacher. Students must also take on more responsibility for their learning (Quist, 2000). For example, Vuzo (2010) reported "It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning process which leads to passive learning". Cummings (2002) observed that interactive learning produces far more effective participation in a class. Meaning that the effectiveness of language learning and teaching in the classroom will be determined by teachers' educational range, which refers to their pedagogical competency. This idea agrees with Quist (2000) in that effective teaching and pupil learning are closely related to the teacher's subject knowledge and understanding, which refers to the teacher's pedagogical competency (Faisal, 2015; Hakim 2015).

Accordingly, Indonesian government policy and regulation defined teachers' pedagogical competency as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and students' potential developments. Furthermore, teaching quality is related to the teachers' pedagogical content knowledge, which includes content knowledge, effective teachings, and the knowledge on how students learn the content (Shulman, 1987).

RESEARCH METHODOLOGY

This study was conducted at SMKN 1 Palembang. This public school has been accredited 'A (very good)' by the Accreditation Board of National Educational Ministerial in 2015. The study involved one principal (SP), one vice-principal of curriculum (VPC), three teachers of English (TC1, TC2, and TC3), and thirty-six students of eleventh grade who have ever been taught by three teachers of English (participants) at SMKN 1 Palembang. The data were collected through (a) observations both inside and outside the classroom, (b) two kinds of questionnaires given to 3 teachers of English and 36 students from 12 classes, (c) interviews with the teachers of English, the vice-principal of curriculum, and the school principal, and (d) review of the documents. The researcher observed the teachers of English activities both inside and outside the classroom, particularly in the teaching-learning activities. It took 11-13 times for each teacher of English. The results of the observations were video-recording and fieldnotes in a checklist of what found during the observation. The data collection through questionnaires for teachers as well as students were adapted from 9 core competencies of teacher's pedagogical competencies as stated in Ministerial Regulation of National Education Number 16 Year 2007 and guideline for the implementation of teacher performance appraisal by Indonesian Ministry of Education. In interviews, there were 10 questions for the teachers of English, 7 questions for vice-principal of curriculum and school principal. The results of interview were audio recording and its transcription. Finally, the documents gathered in the study included policy documents, syllabi, lesson plans, and certificates from teachers' pedagogical activities. The study employed both quantitative and qualitative analysis methods. The quantitative method was first used to assess the responses obtained from the observations and questionnaires, and the qualitative method was used to evaluate and interpret the figures and insights obtained from the interviews and document review.

FINDING AND DISCUSSION

In general, teachers' pedagogical competency is still low, especially for English subject. And of course, this will affect student achievement. Several studies have shown that the pedagogical competency of teachers influence the motivation, process, and achievement of students in the classroom for many subject being taught in school (Kurniawan, 2015; Aprianto, 2011; Muhlis, 2016; Rosyid, 2013; Hasanah, 2010) Especially English, that emphasizes the ability of the teacher in the delivery of language materials which has a lot of demands and difficulties (Richard, 2011; Ada & Azisah, 2016), so that students could reach good achievement for English as the

foreign language in Indonesia. Moreover, since pedagogical competency covers 3 important points which are teaching skill, theoretical knowledge, and attitude characterized by willingness and the ability to develop (Ryegård et al., 2010), truly this competency truly have a crucial role to determine the students' achievements. Because what the students learn and produce of English as a language applied is mostly based on what the teacher has taught in the class in terms of materials and the understanding towards it.

According to Ada and Azisah (2016), The effectiveness of the educational process is defined by how well the teacher's pedagogical competency is put into place, letting the learning process also be structured and useful. In addition, the teacher of English is a character in the language course. According to the literature, the teacher sets the tone for learning activities (Allen & Valette, 1997; Quist, 2000). Because teaching is a form of communication, English teachers must be highly communicative, particularly in terms of pedagogical competency. A teacher must also be knowledgeable in the language itself in order to make useful decisions about what should be taught to whom and how the teaching should be done as a reflection of a good English teacher's pedagogical approach to the students. According to studies, one of the factors that contribute to students' poor performance is teacher qualities which are reflected through their pedagogical competency, so that the target achievement for students' in English subject would be realized as expected (Harmer, 2007; Mosha, 2004).

CONCLUSION

One of the competencies teachers must possess is pedagogical competency. This competency refers to the teacher's ability to facilitate and bridge the material taught to students effectively and appropriately so that the expected outcomes can be achieved. But some facts show that pedagogical competency of English teachers is still very weak and has a lack of technical implementation in the classroom. It is a bit much that pedagogical competency having by the English teachers affects the student learning outcomes even to their ability in understanding the learning. Teachers along with their competencies become a major milestone in embracing and creating the ability to understand learning. Moreover, English is a second language that is not always used, demands the ability of teachers in terms of mastering Pedagogical competency in the classroom in terms of material understanding and level students to apply language skills that can be realized well and student achievement for English will increase.

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