

VOCATIONAL HIGH SCHOOL TEACHERS' PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH

^{#1}Heri Hidayatullah, ^{*2}Siti Syafi'atul Qomariyah

^{#1}English Lecturer, Faculty of Culture, Management and Business, Mandalika University of Education, Indonesia

^{*2}English Lecturer, Faculty of Culture, Management and Business, Mandalika University of Education, Indonesia

Corresponding Author Email: Herihidayatullah@undikma.ac.id

ABSTRACTS

Pedagogical competency is one of several competencies that teachers have to have merely for being a professional teacher. Referring to the process of recruitment held by governments and the reality of the teaching and learning process in the context of formal school, this current study tried to find out how the teachers' pedagogical competence, especially in vocational high school. A descriptive qualitative research design was applied in order to deeply dig and analyzed the data needed. The subjects of the research were two teachers along with their own students. Interview and questionnaire were distributed to collect data and then analyzed using triangulation. The findings showed that the teachers understand and know well about their students' learning styles which in turn to design and implement their teaching and learning via making conversation with the students and doing a pretest. However, most of the students' responses were in contrast with the teachers' responses. It could be concluded that the teachers' pedagogical competence was categorized into low level due to not all students in their classes being invited to do conversation.

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INTRODUCTION

A teacher according to the Indonesian law number 14 in 2005 is a professional educator whose main duties are to educate, teach, lead, direct, train, and evaluate students in a formal context. In addition, to become professional, the teacher should have the competency, a set of knowledge, skills, and attitudes-like pedagogical, personality, professional, and social. The roles and responsibilities of teachers are paramount in education since they are not only giving the materials but also educating them on how to be better used for the country therefore, they have to develop their own professional knowledge and practice.

One of the competencies that teachers have to master is pedagogical competence which refers to the ability to plan, initiate, lead and develop education and teaching, as well as to provide research-based teaching on the basis of research in the relevant subject, Next, the ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence.

Pedagogical competence that must be mastered by school teachers consists of some subsections such as understanding the learners, mastering the learning theories and the principles of learning, developing the curriculum, developing the learners' potential, communicating with the learners and implementing assessment with all techniques and kinds.

This current research emerges due to the Indonesian teachers' low competency as reported in media by Detik.com on 24 November 2017 along with four reasons for instance discrepancies in scientific disciplines with teaching fields, teachers' qualifications, the absence of teachers' development, and ineffective teacher recruitment. Throughout this report, it can be assumed that there are still many teachers who teach subjects including English without paying attention to their field of study which in turn leads to the goals of the curriculum being unreachable.

Referring to the subsections of pedagogical competencies however the researchers limited this current study as well as aimed to analyze five indicators namely understanding the learners, developing the curriculum, developing the learners' potential, communicating with the learners, and implementing assessment with all techniques and kinds.

In accordance with the paramount of pedagogical competence, teachers as a professional profession are acquired to develop it in order to reach quality in terms of education as well as human resources, Ahmad and Setyaningsih (2012) reported that the teachers' position, as a professional element, should be improved and enhanced their role as the agent of the teaching-learning process in school. In addition, Ardiawan (2017) proved through his findings that there was a significant correlation between teachers' professional competence and students' learning achievement.

RESEARCH METHOD

Research Design

This current study is qualitative in nature which means leading to understanding social phenomena and the perspective of participants. According to Moleong (2018), a qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior resulting in data which is in the form of words, pictures, and human behavior. Researchers use qualitative research methods due to the problem under this study is in the form of data which is more precisely explained in words. Referring to the objectives of the research especially about the teachers' pedagogical competence, throughout the qualitative descriptive the researchers provided a detailed and clear description of the respondents' responses.

Subject

The subjects of this study were two English teachers of SMKN 4 Mataram who were selected using cluster random sampling. R1 was one of the teachers who taught in XII UPW and R2 taught in X BOGA 2. In addition, the subjects were also taken to 40 students who had jobs to answer the questionnaire and used as the supporting data.

Instruments

In obtaining the data research, the researchers used interview and questionnaire that provided real and validated data from the teachers and the students. The former instrument was in the form of a semi-structured interview in which the respondents' responses were recorded. The purpose of the interview was to get deeper information about how the teachers' pedagogical competence. The latter instrument was a questionnaire that accommodated various kinds of answers from the subjects aiming at obtaining valid information from the respondents. The questionnaire was in the form of a closed format due to the respondents might give their personal answers by choosing the available answers.

Data Analysis

The obtained data of this study mainly from the interview was analyzed using triangulation which involved data reduction, data display, and conclusion drawing/verification (Sugiyono, 2014). The steps referred to summarizing, choosing the basic things, focusing on important things, and looking for themes and patterns (Sugiyono, 2014).

Data from the students' responses to the questionnaire were analyzed in the form of percentages in which the researchers applied a formula. The result of this tabulation figured out how the teachers' pedagogic competence. In other words, this secondary data functioned either to support or not the primary data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings of this current study were taken from two instruments namely interview and questionnaire. The aim was to describe how the teachers' pedagogical competence in teaching English. The findings from the two instruments elaborated orderly from data obtained from the interview followed by the students' responses in the questionnaire.

Understanding Learners' Characteristics

Knowing the learners' characteristics, the respondents were intensively making conversation either individually or in the group. Such activity led the students and teachers to know each other and closer emotionally. In addition, the students often shared their own feelings, daily activities, and ideas on particular topics. Next, the respondents informed another activity to know the learners which was in the form of distributing tests at the beginning of the semester. The test aimed to know the students' learning styles which contained visual, auditory, and kinesthetic learners.

Knowing the Learners' Potentials

Communication in the form of a conversation between teachers and students not only aims to know the students' characteristics but also their potency. The topics for this conversation were dealing with the students' experience and finding as well as raising their own interest. During the conversation, the teachers were dominantly using English aiming at inviting them to practice spoken English.

Understanding Curriculum

The information obtained in this part mostly focused on how the teachers' method and strategy of teaching. It was informed that they often applied group discussion as the students' core activity due to the learning atmosphere being lively and joyful. In addition, the implementation of certain methods and strategies considered the students' characters and learning styles. Next, the teaching and learning materials to be transferred to the students were in accordance with their major.

Communicating with Learners

Communication is paramount in the classroom setting especially when the teachers and students interact with each other. Successful teaching is considered to require only 50% knowledge to 50% communication skills. Therefore, a teacher should be able to communicate in all four modes of communication and know how to utilize them effectively. Accidental places like school canteen where conversation between teachers and students occurred. Such conversation was often done during break time. The topics of the conversation might deal with both the students' academic and non-academic problems.

Assessment

Evaluation of the students' learning was measured orderly. The respondents applied various techniques and kinds during the teaching and learning process to measure the students' understanding of the whole materials that had been learned before. In addition, the teachers also often gave homework to the students. Next, the result of all kinds of assessments was checked then they gave feedback in the form of scores, comments, and suggestions.

Another data obtained in this current research was about the students' perception of teachers' pedagogic competence. This kind of data was obtained from the distribution of the questionnaire and displayed separately for each respondent.

Table 1
The students' perception on R1's pedagogic competence

No	Category			
	Very often	Often	Sometimes	Never
1	10%	31,25%	57,50%	1,25%
2	18,75%	41,25%	38,75%	1,25%
3	18,75%	25%	55%	1,25%
4	13,75%	28,75%	57,50%	0%
5	15%	28,75%	56,25%	0%
	15%	31%	53%	1%

Data in table 1 showed that the teacher was supposed to know the learners' characteristics 10% very often, 31,25% often, 57,50% sometimes, and 1,25% never. Next, the teacher was familiar with the learners' potency 18,75% very often, 41,25% often, 38,75% sometimes, and 1,25% never. Dealing with the teacher's understanding on the curriculum, the students responded 18,75% very often, 25% often, 55% sometimes, and 1,25% never. In the context of communicating with the learners, there was 13,75% very often, 28,75% often, 57,50% sometimes, and 0% never. At last, in the field of assessment, it was 15% very often, 28,75% often, 56,25% sometimes, and 0% never. To sum up, it showed that, the teacher's pedagogic competence might be categorized into the low category which is represented by the average percentage of the students' responses 53% sometimes, 31% often, 15% very often, and 1% never.

Table 2
The students' perception on R2's pedagogic competence

No	Category			
	Very often	Often	Sometimes	Never
1	5%	28,75%	52,50%	13,75%
2	7,50%	31,25%	53,75%	7,50%
3	15%	26,25%	45%	13,75%
4	8,75%	22,50%	60%	8,75%
5	17,50%	20%	48,75%	13,75%
	11%	26%	52%	12%

Data in table 2 showed that the teacher was supposed to know the learners' characteristics 5% very often, 28,75% often, 52,50% sometimes, and 13,75% never. Next, the teacher was familiar with the learners' potency 7,50% very often, 31,25% often, 53,75% sometimes, and 7,50% never. Dealing with the teacher's understanding on curriculum, the students responded 15% very often, 26,25% often, 45% sometimes, and 13,75% never. In the context of communicating with the learners, there was 8,75% very often, 22,50% often, 60%

sometimes, and 8,75% never. At last, in the field of assessment, it was 17,50% very often, 20% often, 48,75% sometimes, and 13,75% never. To sum up, it showed that, the teacher's pedagogic competence might be categorized into the low category which is represented by the average percentage of the students' responses 52% sometimes, 26% often, 12% never, and 11% very often.

From those two tables which described the two teachers' pedagogic competence, the researcher did the tabulation to see the obtained percentages as seen in figure 1.

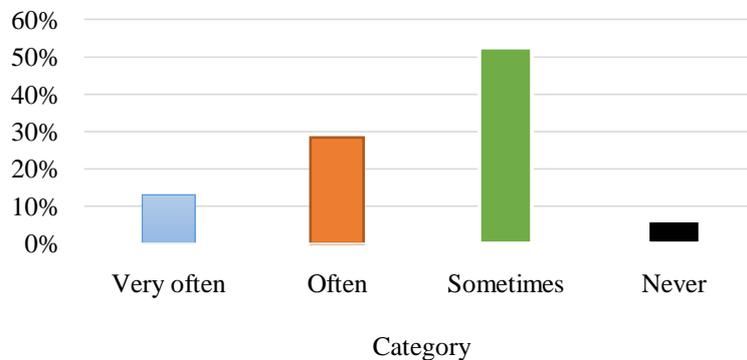


Figure 1. Tabulation of The Students' Perception on Their Teachers' Pedagogic Competence

Data in figure 1 was the students' perception on the teachers' pedagogical competence which was taken by administering a questionnaire. It showed that the two teachers were supposed to have pedagogic competence in the category of sometimes (53%), often (28%), very often (13%), and never (6%).

Discussion

This current research was intended to describe how vocational high school English teachers' pedagogical competence. The data from the interview showed the teachers intensively did the conversation aiming at understanding their students deeply due to they ensured themselves to have good pedagogical competence. The indicators of having good pedagogical competence were figured out in the planning like preparing the teaching materials and method or strategy which coped with the students' prior knowledge, interest, and learning style. The responses from the teachers were highly positive toward their pedagogic competence for the five indicators. However, it was confirmed by the students through their responses to the questionnaire that the teachers' understanding of their students was dominated by sometimes category followed by often. Such a category then indicated that the teachers' positive responses in the interview were doubtful.

In accordance with the research findings, it might be highlighted that the teachers' pedagogical competence for the five indicators could be categorized into theoretically high but technically low. Next, as known that pedagogical competence refers to the minimum professional standards required for being a teacher in which teachers with low teaching ability are unskilled, in contrast, those with high teaching ability are considered skilled and pedagogically competent. In addition, considering the teachers' performance in class as shown by students' responses the students' academic achievement would be automatically affected (Channa & Sahito, 2022). Hasriani (2022) detailly reported in her research that professional teachers were able to produce and apply the lesson plan based on their understanding of the basis of education, applying the learning theories, determining the strategy used based on the learners' characteristics, and making the lesson plan based on the strategy chosen.

Basically, teachers' pedagogical competence might be affected by internal and external factors. Singerin (2021) elaborated on the external factor in terms of academic supervision held by the school supervisor and the internal factor in the context of teachers' efficacy, she found out that academic supervision significantly affected the teachers' pedagogical competence however the efficacy was not affected the teachers' pedagogical competence. Such external factor was also supported by the survey report written by Sari., et.al. (2021) which stated that their students have a positive perception toward English teacher pedagogical competence which contained (1) understanding students; (2) designing and implementing learning; (3) evaluating learning outcomes; (4) development of learners to actualize the potential, they have. The English teacher pedagogical competence is categorized as sufficient competence which is 57% (Neutral).

To be more specific in response to this current research findings, Fakhrutdinova., et.al. (2020) suggested that the development of new training programs for teachers of higher education institutions in this case vocational high school was necessary to be accomplished for the sake of enhancing the pedagogical competence. In line with this, Anif., et.al (2019) revealed that the mechanisms and the procedures of activities to develop the pedagogical competence through MGMP like MKKS (Musyawarah Kerja Kepala Sekolah) or association of school principals networking initiate, review of Graduate Competency Standard (GCS), and others. The activities might be in the form of training related to learning tools, method/technique/learning strategy, using of information technology, and instructional media however, such training should be conducted continuously with active communication between training participants.

In a different context dealing with pedagogical competence as found by Mumpuniarti., et.al. (2020) regular teachers were able to manage diverse learning needs; the regular teacher competence to help slow learners were able to change abstract concepts into concrete forms; the regular teachers found some obstacles in managing students diversity; and the regular teachers' challenges in implementing inclusive education included diverse teaching methods, competence to modify learning, and professional improvement achievement. Next, Novianti., et.al. (2019) declared as well as suggested efforts made by the lecturers in developing their pedagogical competence, their perceptions of the extent to which their university has facilitated their pedagogical development, and the perceived challenges. They recommended that a created model of pedagogical competence development should be suitable for the lecturers and lecturers with a non-education background.

CONCLUSION

The result of this study described that teachers' pedagogical competence in the context of understanding the learners which in turn used as the basis of designing and implementing the teaching and learning was categorized into low level due to the teachers did not do their conversation with the whole students. Accordingly, the students who were not known by the teachers found difficulties in understanding the teaching materials and supposed the teachers' ability of teaching was low.

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