

CHAPTER I INTRODUCTION

1.1 Background of the Problem

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is one of important components in education, because teacher interacts directly with students. Teacher is the main key to human resources that needs to be consistently supported and standard of education resources Hakim (2022). According to Ashar (2021), teacher performance is a teacher's ability to account for a student who is guided in carrying out a learning task and improving student learning outcomes. Teaching is a professional job and also called a profession which is generally called a teacher. A good teacher is the factor that most determines student achievement in class (Hayes, 2020). Teacher also needs to have the competence to influence them to be able to follow the teaching system in accordance with the teaching methods given. Based on the description above, it is important for teachers to have competence to become competent. Competence is an ability possessed by a person. McAhsan (2019) says competence is the knowledge, skills, and abilities that a person achieves, which are part of their growth to the extent that they can be satisfying and carrying out certain cognitive, affective, and motoric. Competence is the ability to act rationally in order to obtain the given circumstances. Competence, in other words, can be thought of as a skill or aptitude. Competence is a set of mastering qualities that a teacher must possess in order to achieve suitable and effective teacher performance.

Curriculum is an integral part of the educational program. Curriculum refers to the tools and materials with which students interact to achieve certain learning outcomes. As stated in the National Education System Law No. 20/2003, the curriculum is a set of plans and arrangements regarding the purpose, content and learning materials and methods used as guidelines for the implementation of learning to achieve specific educational goals. One of the curriculum that has been implemented in the world of education is the independent curriculum. The independent curriculum was implemented nationwide, with the Ministry of Education and Culture providing for customisation and preparation.

The implementation of the independent curriculum is a good step provided by the government to make teachers more competent. SMP Negeri 2 Lotu being one of the driving schools and has implemented the independent curriculum. Therefore, the researcher examined more deeply the extent of teachers knowledge about the independent curriculum. This research aimed to find out what pedagogical competence must be mastered by teachers in implementing the independent curriculum based on the indicators of pedagogic competence.

Teacher's competences are classified into four areas, namely pedagogical competence, personal competence, professional competence and social competence (*Kementerian Pendidikan Nasional*, 2007b in Kuntarto et al., 2019). One of them is pedagogic competence. There are six pedagogic competences that need to be mastered by a teacher. There are understanding the subject in English lesson, the ability in understanding the students, the ability in setting and implementing lesson plan and learning strategy, the ability in creating educational and dialogical learning which is interactive, utilizing the learning technology, and evaluating the learning outcomes (Retnawati, 2018; Shulman, 2018). According to Mulyasa (2022) pedagogic competence very important because pedagogic competence is the ability to manage the learning or learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Teacher's pedagogic competence appears to be significantly related to students' attitudes towards learning in schools. Teachers are very influential figures in the teaching and learning process.

English is one of lessons taught in schools. Learning English subject can prepare students and equip them to be able to communicate in English (Yamin, 2020). The ability to communicate in English is very important in today's global area and even becomes an important influence when students have this ability in everyday life so; these students have competence especially in English. Teaching English is a job that is done by an English teacher to share knowledge and those who are willing to accept and practice English. However, there are still teachers who have not mastered teachers' pedagogical competence when teaching in class. Pedagogic competence is the ability of teachers to carry out his obligation in

responsibly and properly. The good competence teachers have the good ability in teaching and educating will teachers have too (Kurniawan, 2022). Pedagogic competence refers to performance, knowledge, and skill in teaching and learning.

In reality, based on researcher's interview to students of SMP Negeri 2 Lotu on September 2023, the researcher obtained some information that their English teachers in the classroom do not use technological tools while explaining the material to the students. The students are taught English material based on lesson plan organized in advance. Assignments are given to the students after explanation is done. Of the information, the researcher finds that the English teachers have been seriously teaching English to the students but it does not give a whole description of pedagogic competence owned by the English teachers. However, the gap phenomenon states that not all pedagogic competence have been possessed by teachers' because the indicators are not mastered. Thus providing opportunities for researcher to find out the pedagogic competence of teachers' based on these indicators of pedagogic competence.

Some previous researchers have conducted research such as first, Ma'rifatullah (2019), found that there are five indicators of pedagogic competence namely, understanding student characteristics have been implemented using learning strategies, learning method, and learning materials that suit the needs of students, ability in curriculum development are carried out to design appropriate learning activities in the syllabus in the curriculum, develop students to actualize their various potentials. The second, Tanjung (2022) found that there are seven indicators of pedagogical competence namely, the ability to master student characteristics, communicate with students, construct curriculum, learning theory and teaching principles of learning, educating learning activities, developing students potential, and assessing and evaluating students. The third, Nurliyanti (2021) found that there are four indicators of pedagogical competence such as, mastery the characteristics of students, curriculum development, assessment and learning outcomes, and developing student potential.

To achieve six pedagogic competence, a teacher should master some indicators based on the Regulation of the Minister of National Education Number 16 of 2007, namely;

- 1) Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect; including, (a) understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds, (b) identifying students potential, (c) identifying the initial teaching material of learners in the subject, (d) identifying students' learning difficulties in the subjects taught.
- 2) Mastering learning theory and learning principles; including, (a) understanding various learning theories and educational learning principles related to the subject taught, (b) applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.
- 3) Developing the curriculum related to the subjects taught; including, (a) understanding the principles of curriculum development, (b) determining the learning objectives of the subject, (c) determining the learning experience to achieve objectives, (d) selecting learning materials that learning objectives, (e) organizing learning materials in correctly in accordance with approach and learner characteristics, (f) developing indicators and instruments assessment.
- 4) Utilizing information and communication technology for learning purposes; including, utilizing information and communication technology in the learning process.
- 5) Facilitating the development students' potential to actualize their various potential; including, (a) providing various activities learning to encourage learners to achieve optimally, (b) providing various learning activities to actualize learners' potential, including their creativity.
- 6) Organizing assessments and evaluation of learning processes and outcomes; including, (a) understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the

characteristics of the subjects taught, (b) determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught, (c) determining procedures for assessing and evaluating the learning process and outcomes, (d) developing instruments for assessment and evaluating of learning processes and outcomes, (e) administering assessment of learning processes and outcomes on an ongoing basis using various instruments, (f) analyzing the results of assessing the learning process and outcomes for various purposes, (g) evaluating the learning process and outcomes.

In connection with the explanation above, the researcher conducted research by using qualitative analysis research method. According to Sugiyono in Kurniawan et al (2023:4) that qualitative research is concerned with the text or subject or object of the research in a natural setting which produces descriptive data. Analysis data are to analyze the teachers' pedagogic competences used by the teachers' in teaching English and to find out the factors that influence the teachers' pedagogic competence in teaching English. The researcher obtained the data from observation, interview, and documentation of English teachers in SMP Negeri 2 Lotu. The researcher investigated the teachers' pedagogic competence when teaching English in the classroom by using qualitative research method entitled, **"An analysis of teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu in 2023/2024"**.

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are :

- 1.2.1 To analyze the teachers' pedagogic competences used by the teachers in teaching English.
- 1.2.2 Find out the factors that influence the teachers' pedagogic competence in teaching English.

1.3 Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

- 1.3.1 What are the teachers' pedagogic competences used by the teachers in teaching English at SMP Negeri 2 Lotu?
- 1.3.2 What are the factors that influence the teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu?

1.4 Objective of the Research

The objectives of the research were to analyze the teachers' pedagogic competences used by the teacher in teaching English, and to find out the factors that influence the teachers' pedagogic competence in teaching English at SMP Negeri 2 Lotu.

1.5 Significance of the Research

Through this research the researcher expects:

1.5.1 Theoretically

The research result is a useful source for the next researchers who investigate the research related to the teachers' pedagogic competence.

1.5.2 Practically

- a) The research result can help teachers at SMP Negeri 2 Lotu in 2023/2024 to improve their pedagogic competence.
- b) The research result can help the students to achieve learning outcomes optimally if their teacher improves their pedagogic competence.
- c) The research process gives an invaluable experience for the researcher to a better English teacher candidate.
- d) The research result is beneficial for University of Nias to upgrade its rank through scientific publication in the future.