Pedagogical Competence of Pre-Service Teachers' of English Department Mulawarman University During Online Teaching Practice

Weningtyas Parama Iswari[1], Dian Anggriyani[2], Iqbal Iman[3]
Universitas Mulawarman
[1]weningtyasparamas@fkip.unmul.ac.id, [2]diananggriyani@fib.unmul.ac.id,
[3]iqbaliman@gmail.com

Abstract

The teacher's level of competence is one of the factors that directly affect the quality of teaching and consequently student's performance. This study aimed to know the implementation of teacher's pedagogical competence of English Department students as pre-service teacher of PLP 2021, and to find out which pedagogical competence aspects that the English Department students as pre-service teacher of PLP 2021 implemented in their teaching practice. This study employed qualitative descriptive research by using interview guidelines and note-taking from the lesson plans and teaching videos. The research subjects for this study were the English Department students who followed PLP 2021, by the total of six subjects. In order to collect and analyze the data, the researcher used interactive data analysis which consists of data reduction, data display, and drawing conclusion/verification. The findings of this study revealed that the research subjects (2018 English Department students of Mulawarman University) have different efforts to conduct teaching English according to their own knowledge and skill. In addition, it is known that the students did not implement all aspects of pedagogic competence while writing the lesson plans and making/searching the teaching videos to be used in their teaching practice. Therefore, the researcher suggested the English Department students to understand the level of pedagogic competence that they have.

Keywords: pre-service teacher, pedagogical competence, field teaching practice

1. Introduction

According to Faidal, Nur, and Suriani (2020), pedagogic competence talks about the ability of teachers in terms of delivering and transferring knowledge for their students. They also added that the critical point in understanding pedagogical competence should focus on the features that showed the ability to solve problems in teaching. Next, Lukman et al (2020) stated that personality competence is a personality will appear as a hidden curriculum, which affects how to teach and educate. It is a must for every teacher, so their students feel comfortable while learning with their teachers. According to Pahruddin et al (2016), social competence talks about the ability of teachers in terms of adapting themselves to various social relations and conditions. Teachers must be able to have good relationship with everyone in their classes and school, then adapting themselves to cope with the social conditions there. Last, Orazbayeva (2016) said that professionalism competence talks about the ability of teachers in terms of performing tasks independently, responsibly, and adequately in pedagogical activity. Teachers must be able to teach their

materials with their own skill and capability, and always develop themselves to fix their mistakes so they can become professional educators for their students.

2. Literature Review

Yikelao and Karvinen (2018) said that in order to create the professional requirements of a teacher, teacher education institutes must prepare programs that increase the understanding of the future teachers in pedagogic aspect, as well as social and cultural contexts. In conducting field teaching practice, there is a certain institution that controls the activities – it is called teacher training institution. The institution is responsible for doing training and exercises for both pre-service and in-service teachers. The institution then prepares appropriate programs, curriculum, and guidance for the participants while following teaching practices in the appointed schools. In Mulawarman University, the institution is called UPT. PLP Universitas Mulawarman, which is an integrated part of Faculty of Teaching Training and Education.

According to Arum (2019), pre-service teacher is a person who participates in school teaching practices, field studies, school-based experiences or apprenticeship programs in school. Pre-service teachers are expected to bring to classrooms a basic set of pedagogical competence, they will require a good knowledge of their teaching subjects, a confident grasp of a range of teaching methods and sufficient knowledge of student"s development and school for an effective start to their teaching activity. In FKIP Mulawarman University, before following the field teaching practice, the students have been given some subjects related to the theories and practices on how to teach in classrooms in order to improve their pedagogical competence as pre-service teacher. In English Department of FKIP Mulawarman University, the students must take two eligible subjects: Microteaching and Curriculum and Material Development. Besides those, all subjects in English Department are also important for the students to gain basic knowledge in teaching English for their juniors in schools. After 3 years of studying in campus, the students are supposed to be ready to teach as pre- service teachers, who will follow the pre-service teaching program. It is the chance for the students to prove that they are ready to teach after they graduate from the campus, so it is eligible for all of them.

According to a study conducted by Schleicher (2020), there are various obstacles in conducting teaching activity, especially during Corona Virus Disease 2019 (COVID-19). In early March 2020, the world got hit by uncontrollable virus COVID-19 which forced people to isolate themselves indoor and stop any outdoor activities to prevent the infection which resulted in the closing of school, public area, both government and private office for the time being. By the closing of school, teaching activity that supposed to be held in the classroom is moving to online platform such as Google Classroom and Zoom. This mass exodus to online platform causes a new challenge for teachers everywhere around the world, especially in Indonesia. There are so many problems during online learning activity, starting from slow and limited access to the internet due the infrastructure is not equally distributed across Indonesia, the amount of students that didn"t have gadgets to participate in online learning, and teachers" ability to implement their teaching activities online. For the English Departments students that have to participate in PLP during pandemic, it will become a new challenge. They must be able to

do teaching activity during pandemic, facing various problems during learning session, and their ability to adapt will be tested.

According to the background of the study above, the researcher formulates the following research questions:

1. How is the process of implementing pedagogical competence aspects by the English Department Mulawarman University students during PLP 2021?
2. Which pedagogical competence aspects that the English Department students as pre-service teacher of PLP 2021 implemented in their teaching practice?.

3. Methods

The design used in this study was a qualitative research. The researcher chose the qualitative research because the study did not rely on counting numbers with complex formula, but described findings in words. The researcher used a qualitative research because the data collected in the study is in forms of interviews and note taking from English pre-service teachers. According to Creswell (2012), a qualitative research deals the problem by exploring and developing an understanding through text analysis and interpretation of the findings by words. In terms of using words rather than numbers, the qualitative research that the researcher took was a case study.

1. The subjects must have followed pre-service teaching program (PLP);
2. The subjects must have passed KKN-PLP course with the score of A or B;
3. The subjects must have teaching video during PLP.
4. The subjects must have lesson plan used to teach during PLP
5. The subjects have allowed themselves to be engaged in this study.

In this study, the researcher used two research instruments. They are interview guidelines and note-taking from lesson plans and videos. The interview guidelines were prepared and modified by the researcher based on the concept of pedagogic competence mentioned by National Education Minister's Regulation No. 16 Year 2007 (2007), while note-taking from lesson plans and videos were done by using pedagogic competence mentioned by National Education Minister's Regulation No. 16 Year 2007 (2007).

The researcher used interactive analysis model provided by Miles and Huberman (1994), which has three main procedures: data reduction, data display, and conclusion drawing/verification.

4. Result and Discussion

From the interview session, it is known that the students tried their best to implement pedagogic competence aspect mentioned inside National Education Minister's Regulation No. 16 Year 2007 (2007) into teaching English, although there were some different process inside each student's teaching. From the result of documentation for both the lesson plans and teaching videos, it is known that the students did not implement all aspects of pedagogic competence while writing the lesson plans and making/searching the teaching videos to be used in teaching practice.

In terms of the implementation of pedagogic competence aspects, this finding is quite similar with the study done by Saif (2021). Her study revealed that the pre-service teachers

from Ar-Raniry Islamic University Department of Physics, Banda Aceh, were able to implement their teaching skills based on pedagogical competence that has been set from National Education Minister's Regulation No. 16 Year 2007, and the participants of the study believed that they were competent and ready to be employed as full-fledged teachers However, after being analyzed by using each aspect of pedagogical competence to find out more accurately, it was found that not 100% of all the students believed that they could teach well. For example, the findings based on the first aspect (understanding the characteristic of students), there were 19 students of 31 who did not capable to master this aspect.

Meanwhile, it is also same with the study which is done by Mubarok from Mulawarman University of English Department (2019). The result from the study revealed that the possession of high level readiness by English Department students does not guarantee that they can solve problems that they face in following field teaching practice. Problems in teaching are things that every pre-service teacher will face, therefore, they must be able to overcome those regardless if they have high level of readiness as the future teachers or not. In accordance with this study, the researcher found out that the students still did not ready to prepare solutions to handle problems inside their class.

However, the findings of this study are different with the study which is done by Rahmad from IAIN Batusangkar (2021). The result from the study the researcher found out that seven strategies had applied by student teachers in teaching English online during COVID-19 pandemic. If those results are compared with the ones that this study found, it is found that the English Deparment of Mulawarman University applied less strategies when conductiong teaching practice during COVID-19 pandemic, in three ways: explaining the material by using several devices, checking of students' understanding about the material that has learned and giving the assignment by using online platforms.

Next, the findings of this study are different with the study which is done by Sumani and Arifin from Universitas PGRI Madiun and UNIPMA (2017) The result of their study revealed that the pre-service teachers are good at introductory and closure skills, explanation, group and individual teaching, and teaching variation, classroom management, and assessing. If those result are compared with the ones that this study found, it is found that the English Deparment of Mulawarman University applied less strategies when conducting teaching practice during COVID-19 pandemic, in three ways: explaining the material by using several devices, checking of students' understanding about the material that has learned and giving the assignment by using online platforms.

In terms of the implementation of pedagogic competence aspects, this finding is quite similar with the study which is done by Aulia from STKIP PGRI Banjarmasin (2021). The result of her study showed that in order to make EFL teachers manage the classroom activities, they are required to have a bunch of pedagogy knowledge such as designing material, teaching activities, evaluation, and feedback. Besides that, the mastery and literacy of technology are needed to drive EFL teachers to operate teaching-learning media in the effort to enhance learners towards technology-based learning. If those results are compared with the ones that this study found, it is found that the English Deparment of Mulawarman University applied similar ways when conducting teaching practice during COVID-19 pandemic.

In terms of the implementation of pedagogic competence aspects, this finding is quite similiar with the study which is done by Basri from University of Muhammadiyah Makassar (2019). The result of his study showed that there were five pedagogical aspects that researcher can see when teacher was starting to teaching at SMA Negeri 5 Selayar on ten grade senior high school, those were, the English teacher have skills in opening classroom is well, and the teacher has mastered the methods very well accordance with the material, the English teacher has ability in mastered the learning material is well, and alsothe English teacher has ability in managed classroom, and then, theteacher has ability in closing classroom very good. If those results are compared with the ones that this study found, it is found that the English Deparment of Mulawarman University applied more pedagogic aspects when conducting teaching practice during COVID-19 pandemic.

5. Conclusion

Every teacher is supposed to have competences to conduct teaching, and one of them is pedagogical competence. It is really important for teachers to be able to teach, master their own field, and capable to handle classes. Based on the discussion in Chapter 4, the research subjects (2018 English Department students of Mulawarman University) tried their best to implement pedagogic competence aspect mentioned inside National Education Minister's Regulation No. 16 Year 2007 (2007) into teaching English, although there were some different process inside each student's teaching. In addition, it is known that the students did not implement all aspects of pedagogic competence while writing the lesson plans and making/searching the teaching videos to be used in their teaching practice. Pedagogic competence is a basic requirement that the English Department students must develop before working as teachers in future.

6. Suggestion

According to the conclusion, the researcher then would like to give some suggestions as follow:

1. For the English Department, the result of this study can be used as preliminary information in finding the mastery of pedagogic competences that the English Department students of Mulawarman University have, thus preparing some ways to handle the problem.
2. For the English Department students of Mulawarman University, the result of this study can be used as a reference in understanding the level of pedagogic competence that they have, thus empowering themselves to fix and develop their competence.
3. For the future researchers, the result of this study is not a perfect one, because the research subject involved in this research is limited to only six students. It can be used as a consideration for those who want to conduct a deeper research related in the same topic by involving a large group of research subject thereafter, and even adding appropriate research instruments besides interview guidelines

References

Arum, N. (2019). Improving Student Learning Results Through The Application Of The Quantum Teaching Model. Journal of Mathematics Education, 4 (1): 8-13

Asia Society/OECD (2018), Teaching for Global Competence in a Rapidly Changing World, OECD Publishing, Paris/Asia Society, New York, https://doi.org/10.1787/9789264289024-en.

Balyer, A. (2017). Pre-service teachers' perceptions of their competency for the teaching profession. Cumhuriyet International Journal of Education, 6(2), 230– 248.

Bleichenbacher, L., Goullier, F., Andrade, A., & Carlo, M. De. (2011). Teacher competences for languages in education : Conclusions of the project.

Creswell, J. W. (2012). Educational research Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA Pearson.

Depdiknas .2003. Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional.

Faidal, N. F. (2020). The Teachers ' Pedagogic Competence in Teaching English through Online and Offline Setting. 7(1).

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to Design and Evaluate Research in Education. San Fransisco, USA. The McGraw-Hill Companies.

Gerlach, H., & Spaniel-weise, M. (2017). Handbook for Foreign Language Learning in Online Tandems and Educational Settings.

Gon, S., Kolkata, J., & Rawekar, A. (2017). Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool. May. https://doi.org/10.18311/mvpjms/0/v0/i0/8454

Hillman, D., Schudy, R., & Temkin, A. (2020). Best Practices for Administering Online Programs.

Hussaini, I., Ibrahim, S., Wali, B., Libata, I., & Musa, U. (2020). Effectiveness of Google Classroom as a Digital Tool in Teaching a nd Learning : Students ' Perceptions. April.

Istiyono, E., Kartowagiran, B., Retnawati, H., & Adi, H. C. (2021). Effective teachers' personality in strengthening character education Effective teachers' personality in strengthening character education. June. https://doi.org/10.11591/ijere.v10i2.21629

Kajornboon, A. B. (2005). Using interviews as research instruments. Thailand. Language Institute, Chulalongkorn University.

Kuntarto, E. (2019). Teacher's Competency Assessment (TCA) in Indonesia : A New Frame Work. 14, 8–20.

Martono, T., & Murtini, W. (2016). The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016. 2(1), 332–345.

Miles, Mathew B., dan A. Michael Huberman. 1994. An Expanded Sourcebook: Qualitative Data Analysis. London: Sage Publications

Novib, O., & International, E. (2011). Quality Educators : An International Study of Teacher Competences and Standards. May.

Orazbayeva, K. O. (2016). Professional Competence of Teachers in the Age of Globalization. International Journal of Environmental & Science Education Vol. 11 No. 9.

Pratama, (2017). The development of Means-Ends Analysis and Value Clarification Technique Integration Model to explore the local Wisdom in Historical Learning. Journal of Education and Learning, 11 (2): 179-187.

Pahrudin, Et Al. (2016). The Effect Of Pedagogic Competency, Personality, Professional And Social Competency Teacher To Study Achievement Of Economic Lesson In State Senior High School Of East Lombok District Academic Year 2015/2016. Proceeding The 2nd International Conference On Teacher Training And Education Sebelas Maret University, Number 1, p. 336

Rinantanti, Yulini & Rahman, Muhammad & Atmowardoyo, Haryanto & Bin Tahir, Saidna. (2017). Perception of Senior High School EFL Teachers in Papua, Indonesia towards Their Own Competence. Journal of Language Teaching and Research. 8. 1181-1189. 10.17507/jltr.0806.20.

Ryan, T. G., Young, D. C., Francis, S., Kraglund-gauthier, W. L., Francis, S., & Ryan, T. G. (2017). Action Research within Pre-Service Teacher Education. 10(3), 1–18.

Simonović, N. (2021). Teachers ' Key Competencies for Innovative Teaching. 9, 331–345. https://doi.org/10.23947/2334-8496-2021-9-3-331-345

Sulaiman, J., & Ismail, S. N. (2020). Teacher Competence and 21 st Century Skills in Transformation Schools 2025 (TS25). 8(8), 3536–3544. https://doi.org/10.13189/ujer.2020.080829

Taniredja, T., Abduh, M., Purwokerto, U. M., Street, D. W., Java, C., Surakarta, U. M., & Java, C. (n.d.). Pedagogical , Personality , Social and Professional Competence in Correlation with Teachers ' Performance (Correlational Study of Junior High School Teacher at. 264–272.

Unmul, UPT-PPL FKIP. (2021). Buku Panduan Teknis Teknis Pelaksanaan Kuliah Kerja Nyata Pengenalan Lapangan Persekolahan. Samarinda, Indonesia. UPT- PLP FKIP, Universitas Mulawarman.

Yikealo, D., & Karvinen, I. (2018). Teaching Practice Program in the College of Education – its Strengths and Challenges Abstract : August, 1–23.

Zhao, H., & Zhang, X. (2017). The influence of field teaching practice on pre-service teachers' professional identity: A mixed methods study. Frontiers in Physiology, 8(JUL). https://doi.org/10.3389/fpsyg.2017.0126.