

CHAPTER 1

INTRODUCTION

1.1 Background of Study

The teacher has an essential role in education because the teacher is an educator who educates and teaches students starting from the playground, kindergarten, elementary school, junior high school, senior high school, and college. The Republic of Indonesia Regulation No. 14 in 2005 Teachers and Lecturers (Article 1) stated that the teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal, immediate, and secondary education. Besides, the professional teacher also must have mastered the competencies related to knowledge, skills, or good behavior. The teacher hoped they could show the students how to get inside (cognitive), morals and values (affective), and skills.

According to the Republic of Indonesia Regulation No.14 in 2005 on Teachers and Lecturers and Government Regulation No. 74 in 2008, the government has developed four types of teacher competence as listed in the explanation of Government Regulation No.19 of 2005 on national education standards. Teacher competencies include pedagogical, personal, social, and professional competence acquired through professional education. Pedagogical competence is the ability of teachers to manage to learn. This competence can be seen in the ability to plan a learning program, execute the interaction, manage the learning process, and make an assessment. Teachers' personal competence as

educators is their primary duty in teaching. They should have good personal characteristics. The steady personality of the teacher will well exemplify learners and the community. Therefore, teachers will perform as a figure necessarily followed in advice, words, and commands. Professional competence is the ability to master the subject matter broadly and deeply. Professional competence includes expertise in the materials to be taught, the method, a sense of responsibility, and a sense of duty to the other teacher colleagues. In contrast, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. This social competence includes skills in social interaction and social responsibilities.

Pedagogical competence is the ability of a teacher to carry out his obligations responsibly and adequately. According to Cooper in Syahrudin et al. (2013), Pedagogical competence refers to performance, knowledge, and skill in teaching and learning. In simple terms, based on Indonesian Government Regulation No.74 (2008) about teachers, pedagogical competence is teachers' ability to manage the students' learning activity. In addition, according to Irwantoro and Suryana (2016), the pedagogical competence of teachers based on The Minister of Education No. 35 (2010) there are several indicators, including (a) understanding the characteristics of students, (b) mastering learning theory and the principles of educational learning, (c) developing curriculum, (d) educating learning activities, (e) developing students' potential, (f) communicating with students, and (g) evaluating and assessing.

Pedagogical competence is a critical aspect of education itself. Teachers can better comprehend learning principles when they have pedagogical competence, beginning with understanding the material, choosing learning methods, finding teaching aids, and conveying the material. Widyaningrum et al. (2019) stated that teachers must have pedagogical competence because this competency includes understanding students, developing students' potential, and evaluating student learning outcomes. Furthermore, Ada and Azisah (2016) found the learning process effectiveness depends on how the pedagogical competence of the teacher is implemented so that the learning process can run structured and effectively. Pedagogical competence is one kind of competence that ultimately needs to be mastered by teachers.

Teachers' pedagogical competence is crucial to the success of students learning because the teacher is one of the components that have an essential role in the teaching and learning process. It's supported by Porniadi et al. (2019) that pedagogical competence is one of the competencies that educators must master because with this competence, education, and learning will be of higher quality, so it is expected that the maximum can absorb the knowledge taught. In addition, Utami (2003) stated that the teacher is a crucial aspect of learning. The quality of the educational process in schools has a lot of influence on student learning outcomes. Teacher pedagogical competence is essential mastery of academic science, skills, and attitudes demonstrated by responsible behavior in their duties. Teachers must be able to plan learning, material mastery, understanding of

students, communication skills, self-development, and carry out evaluations to succeed in proper effective performance.

From the explanation above, it can be concluded that pedagogical competence has an essential role in the learning process because it is directly related to the learning process, such as planning and implementing learning. Teachers not only serve as learning designers but also must be able to implement it. Suppose teachers cannot master pedagogical competence, of course. In that case, it will cause problems in teaching and learning activities, such as students' learning motivation decreases due to less exciting teaching methods and hampered interaction between teachers and students.

Interestingly, a number of scholars have studied deeply about pedagogical competence. Bilik (2020) has studied research entitled *The Issue of Teachers' Professional Competence and Pedagogical Competence in the English Teaching-Learning Process*. Through this research, the researcher found that many factors still inhibit students and teachers from learning English. This resulted in a lack of syllabuses and lesson plans, a lack of media use and teaching methodology, and teacher evaluation. The other related research was studied by Purnama et al. (2022) and was entitled *Teachers' Pedagogic Competence in Teaching English at Secondary School Level*. The researchers found that the main problem of English teachers is focusing only on the book instruction, not using English while teaching, and just giving the learners assignments without explaining in advance.

Based on the pre-research interviews, the researcher obtained information that the English teachers at a Junior high School in Kerinci are teachers who meet the requirements of professional teachers. They have bachelor's and master's degrees in teaching according to their field and already have teacher certification. In addition, this school has also implemented the merdeka curriculum in seventh and eighth grades in the academic year 2022/2023. Besides, the researcher found several obstacles faced by English teachers related to the pedagogical performance of teachers. The obstacle is a change in curriculum, that is, the Merdeka Curriculum, that makes teachers adjust the material in the new handbook. Teachers must also make the best use of their time because, in this Merdeka curriculum, time will be taken up for the project to strengthen the profile of Pancasila students or "*Proyek Penguatan Profil Pelajar Pancasila*," commonly referred to as the P5 activity.

Referring to what has been done by the previous researchers and departing from the problems mentioned above, the researcher is concerned the teachers must have pedagogical competence because this competency is very important and includes the ability to manage learning, including planning a learning program, managing the learning process, and performing an assessment. To respond to this concern and to investigate the teachers' pedagogical performance and problems faced by teachers, the researcher tried to find out deeply about the English teachers' pedagogical performance and problems faced by teachers, especially certified English teachers, in case of their status as civil servants, the government

mobilizes to teach the students in this area by following the centralized curriculum and assessment at a Junior High School in Kerinci.

1.2 Limitations of the Problems

The scope of this study explains the English teachers' pedagogical performance and teachers' problems in teaching English at a Junior High School in Kerinci. Thus, the researcher limits the participants to two certified English teachers at the school.

1.3 Research Questions

Based on the background above, the researcher proposes the research questions as follows:

1. How is the teachers' pedagogical performance in teaching English at Junior High School 7 Kerinci?
2. What are the problems faced by teachers in teaching English?

1.4 Research Purposes

1. To explain the teachers' pedagogical performance in teaching English.
2. To describe the problems faced by the teachers in teaching English.

1.5 Definition of the Key Terms

To clarify and avoid misinterpretation of the key terms used, the researcher must present the definition of key terms. The details are as follows:

Competence: The skill and knowledge that enable a teacher to be successful.

Performance: The action or process of performing by the teachers in teaching English that result in achieving educational goal for students..

Pedagogical Competence: Teachers' ability to manage learning in teaching English.

1.6 The Significances of Research

This study is expected to give valuable information to English teachers, and future researchers. The details are as follows:

For English teachers

The result of this study can be a reference in teaching English for Junior High school teachers by the *Merdeka* Curriculum.

To give teachers the best understanding of the importance of pedagogical competence.

For Future Researchers

The result of this study can be a new related literature, especially for researchers who are interested in this issue, and this will be beneficial since it can be an input or reference to conduct the research related to English teachers' pedagogical performance at Junior High School.