

CHAPTER 1

INTRODUCTION

1.1 Background of Research

Teachers play important role in teaching and learning process. They should be role model from values, attitudes and behavior for the students. Teacher's role is very important to handle the class. It proven with one of the famous mottos of the Father of Education, Ki Hajar Dewantara stated that *Tut Wuri Handayani*. It means that from behind the teacher is an educator who is able to direct and support their students on the right way. It can be conclude that the successfull in teaching and learning process depend on teacher.

Dealing with teachers' role, Hadfield & Hadfield (2008,148-149) add that there are two roles of a teacher in the classroom. The first is the information given which consists of an explainer, demonstrator, organizer and instruction giver, controller, and route planner. The second is as the facilitator which is as a guide, monitor, support system, feedback giver, and counselor. It means that teacher must have some roles in the class. Then, the second teacher have ability as facilitator. It means that, the teacher guide situation and conditions atmosphere in the classroom, in monitoring the student about their behaviour, attitude , and manner look by the teacher. In the classroom, usually the student have a problem. In here, teacher roles support system, ability to feedback positive and solution giver.

Regarding to the explanation about, it can be statd that, a teacher have two roles major must be apply in the classroom, so that system learning and teaching can be run well. First, the teacher be a explainer for he material has been prepared, after that explain and spread the material for all student. Teacher should be a demonstator. It means that, The teacher must know that the knowledge given must be useful for his students. The teacher must be able to organize well when learning takes place. Besides that, teacher is a instruction giver to model for the student. It means that, the teacher must be a good example for her students.

Because students imitate what the teacher does. After that, teacher should be controller when the teaching and learning take place. So that the learning and teaching process is in accordance with what has been planned.

Dealing with the roles, teacher on position instruction design. It means that the inside class teacher mastered managing the class. Therefore, for example, the teacher asked the student to do the tasks, and then the students obey what the teacher said to do the tasks. Hence, the teacher must give the appropriate instruction to her student. So, the student obeys it. Because students are reliable imitators for teachers in classroom learning.

On other hand, a teacher should manage the class. It means that the teacher can help students create a circumstance in the class that is joyful and exhilarating so that students are boredom with the teaching and learning process. A teacher must be mastered the material that they convey in the class. So, a teacher must give a good impact on the teaching and learning process. A teacher should have ideas for the teaching and learning process. Key components effective on teaching and learning that is happening good communication besides teacher and student. It means that, students understood what convey the material from the teacher.

Ideally, teachers have to have the competence that can help and support them in the teaching and learning process. According to B. Uno (2007;18-19), teacher competence can be defined as a combination of abilities should have by the teacher so that they carry out tasks of teaching-learning. From the theoretical explanation above, it can be concluded that a teacher needs competence to carry out the learning process well. Between teacher and student have relationship for successfully of teaching and learning process. If teacher has good competence, they can be apply their competence to the student. And then, the student can understand what the teacher saying. So that, teaching and learning process can run well.

Due to COVID-19 outbreaks, face-to-face teaching and learning process are turned into online learning or distance learning . Automatically, it affects some regulations and changes in learning and teaching activities. This regulation is

based on a circular letter from Minister of Education and Culture ,Nadiem Makarim stated that the learning from Home Process is carried out with the following conditions:

- a. Learning from Home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from Home can be focused on life skills education, including :the Covid-19 pandemic;
- c. Learning from Home learning activities and assignments may vary between students, according to their interests and their respective conditions, including considering the gap in access/facilities for learning at home;
- d. Evidence or products of Learning from Home activities are given feedback that is qualitative and useful from the teacher, without being required to give a score / quantitative value.

Regarding the phenomena above, English teachers face a new challenge in managing and teaching students. They have to work with e-learning and online platform to keep teaching and learning running well. Automatically, they have to adopt some new ways to teach students virtually and prepare appropriate teaching material in online learning.

Dealing with the online learning, teachers' competencies play important role in managing the online learning process. Teachers should be able to implement one of the four competencies. The English teacher is no exception. One of them is pedagogic competence. Its competence must be mastered by the English teacher too. Pedagogical competence is defined as their capacity to manage students' learning from planning, implementing, and assessing the process, as well as the learning outcome, which is comprised of teachers' understanding.(a) educational basis, (b) characteristics of pupils, (c) curriculum

development(d) lesson plan, (e) educational learning implementation, (f) dialogic learning implementation learning, (g) use of ICT, (h) evaluation of learning outcomes, and I students' potential (Mulyasa, 2007:75), and (j) reflective activity (Permendiknas No. 16 The Year 2007).What is meant by pedagogical where is education which in the teaching and learning process places students and teachers (educators) as subjects, while the object is science. Based on this, an English teacher is expected to be able to increase the potential of students and be able to master classes with different personalities and characteristics of students in classroom. This competency must be mastered by the English teacher. Therefore, pedagogical competence, teachers can carry out learning objectives as expected and must be carried out optimally even though learning is carried out online.

Dealing with that, teachers and students are expected to be able to adapt to anything related to distance learning or online learning. This causes teachers and students to suddenly be in an unpleasant position and learning objectives are not met. For this reason, the government establishes an Emergency Curriculum policy. The Emergency Curriculum is a curriculum design that simplifies the National Curriculum, which is intended to implement the right to education in the Covid-19 pandemic situation. Simplification is to reduce the basic skills for each department. To support curriculum effectiveness, the government has prepared modules and assessments that should be training documents at a certain level. This is done to achieve effective learning without feeling pressured to meet the targets of the national curriculum. students are expected to understand it and people are expected to enlighten them as well people are required to continue their studies to a higher level.

The Ministry of Education and Culture (Kemendikbud) issued Emergency Curriculum Guidelines to alleviate learning disabilities from PAUD to high school during the -Covid-19 period. This policy is outlined in the Memorandum of the Minister of Education and Human Development of the Republic of Indonesia No. 719/P/2020 on Curriculum Implementation in Specialized Schools. This step is the central government's decision to summarize learning activities in schools, which are in the Covid-19 yellow zone. Emergency Curriculum that teachers are

waiting for is a simplification of the core competencies related to the 2013 curriculum. This emergency curriculum drastically reduces the core competencies of one subject to focus on essential competencies and which are prerequisites for learning at a certain level.

The Emergency Curriculum Policy is designed by the government to be used as a curriculum option for schools. When the government implements three options, they must choose the National Curriculum, the Emergency Curriculum, or a curriculum that has been proven to improve student achievement. The current project might go until the end of the year or until the end of the month of December 2020. Schools can determine according to the abilities and requirements of the school area in question with the options and terms previously. Schools also need approval according to the local government when schools will use face-to-face learning.

Then, apart from classroom management and digital literacy, what is no less important is the educational background and learning experience. This will indirectly affect the learning process. Teachers with educational backgrounds will have different competencies and learning experiences than teachers with non-educational backgrounds. There are a few things to pay attention to teaching and learning online that as student readiness before online learning such as skill, physical, psychological, and teaching and learning in progress such as delivering the material, giving a task, and the last assessment and evaluation. Therefore, with assessment and evaluation, the teacher can find out students' understanding.

Based on the results of preliminary research observations done on March 08 2022 English teachers at SMP Negeri 1 Trucuk have implemented pedagogic competence. This can be seen when the teacher approaches students by recognizing their characteristics of students and the potential possessed by students. Teacher preparation in teaching for online learning is preparing lesson plans according to the theme, preparing media: creating WA groups, and making classes in Google Classroom. Furthermore, the teacher has a learning concept, that is the teacher makes the lesson plan, then the teacher delivers the material according to the lesson plan using Google Classroom. The media used by the

teacher to convey the material is books from school. Technically, teachers can operate applications such as Google Classroom and Whatsapp groups.

Technically, teachers can operate applications such as Google Classroom and Whatsapp groups. However, in practice, the learning objectives have not been achieved yet. Therefore, this researcher analyzes English teachers' pedagogical competence, so that the learning objective run well. This can be seen when the researcher did preliminary research on WhatsApp media. The interaction uses synchronous communication. The researcher take the data from some random student from that school. The result shows that the teacher does not explain, or directly give some tasks to the student. They feel confused about the material. Its mean that the indicator of learning objective have not been fulfilled yet. This research the purpose to investigate how to English Teachers' Pedagogical Competece on applying online learning.

1.2 Research Questions

Based on the background of the problem above, the formulation of the problem :

1. How do the English teachers' pedagogical competence in implementing online leearning at SMP N 1 TRUCUK?
2. How dothe English teachers apply information and technology in online learning?

1.3 Objective of the Research

This research is expected to know the English Teachers' Pedagogical Competence in applying online learning media at SMP N 1 TRUCUK . These are the objectives of the research:

1. To analyze the English Teachers' Pedagogical Competence at SMP N 1 TRUCUK.
2. To analyze the English Teachersapply information and technology in online learning media.

1.4 Scope and Limit The Research

The researcher will focus on the subject learned. The researcher will take a place in SMP N 1 TRUCUK. This research only focuses on Pedagogical Competence. The research will take the participants only 2 English Teachers at SMP N 1 TRUCUK

1.5 Significance of The Research

In this part, the researcher is going to discuss the advantage of this study in which classifying for the researcher, students, teachers, and the school.

1. For Researcher

The result of this study is useful for the researcher and understanding the theory also getting new information, obtaining results and finding out from research activities, adding new knowledge, as another motivation that every failure of research is the beginning of success.

2. For Students

This research will be useful for students to get new information. It can be a reference for the students to prepare the thesis related to pedagogical competence subject. Furthermore result of this study will be helpful to decrease the performance of the teacher in teaching and learning process.

3. For Teachers

The results of this study can be used as a reference so that teachers can improve their competence, especially in competence pedagogic in its performance maintains its advantages and correct deficiencies in their competence and improve the quality of learning so that it can develop the potential of students better.

4. For school

The result of this study can be used as the basis for improving the pedagogic competence of teachers in school. So that it can improve the quality of the process of learning.

1.6 Definition of Key Terms

1.6.1 Competence

Competence is the ability which has by someone including knowledge, creativity, and attitudes based on a standard that is expected. It is related to the ability of someone in accordance with their fields.

1.6.2 Teacher Competence

Teacher Competence is a teacher's ability to implement their knowledge and capability in a certain field dealing with the teaching process. It should be done with responsibility. It means that teacher competence is necessary for the teaching and learning process.

1.6.3 Pedagogical Competence

Pedagogical competence can be defined as the ability to manage the teaching and learning process. Pedagogical competence has the characteristic that is the ability to differentiate teachers from other professions and determine the level of success of the teaching and learning process also the outcome for students.

1.6.4 Online Learning

Learning is an effort given by teachers to acquire knowledge, master skills, and character, and also build attitude and confidence in students. On other hand, learning is a process for helping students so that teaching and learning are well. The Covid-19 outbreak affected the learning process in a school conducted online. Online learning is distance learning, where the teacher and students carry out the learning process by using the internet to access the learning materials. In online learning teachers and students apply the new method in the learning process.