



## Teacher's Pedagogic Competence in Teaching English: An Analysis Study

**Febriani, Gatot Subroto, Dewi Murni**

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia.

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia.

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia.

Corresponding email: [febriani0003@gmail.com](mailto:febriani0003@gmail.com)

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### Abstract

*Nowadays, the teaching and learning process is changed from offline learning became online learning due to Covid-19 outbreaks. The aimed of this study was to describe how the pedagogical competence of English teachers in teaching English especially in online learning by using Google classroom at SMPN 7 Tanjungpinang was. This research used qualitative research method which meant that the researcher described the result of the data about teacher's pedagogical competence consists of understanding of the students, designing of the material, developing students' potential and evaluation. Observation and interview were used as the instruments of this research. The result showed that the pedagogical competence of English teachers at SMP Negeri 7 Tanjungpinang in online learning by using Google classroom was on good categories with keep regard and adjust to the needs of students during online learning. Moreover, the author suggested to the teacher that the teachers must always improve their pedagogical competence especially in online learning and also applying some new learning methods whether in offline learning or in online learning to make the learning process run well.*

**Key Words:** Pedagogic Competence, Online Learning, Google Classroom

### I INTRODUCTION

Teachers were very influential people in the process of teaching and learning. Teacher became a key in delivering the knowledge in education (Hartini et al., 2018). Therefore, the teacher must bring the students to be achieved in objectives of the learning, and also the teacher should be able to influence their students. However, being a teacher who can implement the teaching and learning process and had good influences was not enough to depend on known theories, skills, or knowledge but also the teacher must have the other skill that called teaching skill or competence in teaching. based on that, it was important for every teacher to be competent.

Voss et al., (2011 ) defined that pedagogical competence as the knowledge to make and optimize the teaching and learning conditions across the subjects. Pedagogical competence was a set of

knowledge, skills, values and also attitudes which was teachers always need in their teaching process, learning and evaluation (Măță, 2014). Teachers can help the students to improve, develop and also encourage good language learning, and raise their interest in the learning process. An effective teaching must be supported by competence and liked by students. A competence of teacher must be able to facilitate the learning process well. It means that, the teachers' pedagogical competence in this study became one of the essential aspects of effective teaching in school especially in the Covid-19 pandemic.

Therefore, pedagogical competence was one of the competencies that teachers needed to develop it at this time. By having pedagogical competence, teachers can help the students to improve, develop, can also encourage good language learning and students' interest in learning process. In education, one of the most important competence that must owned by teacher was pedagogical competence, because this competence was teacher's abilities to manage the learning and transferring the knowledge to the students.

The Covid-19 pandemic brought frightening headlines. Covid-19 pandemic made a big effect in the world especially in education. The learning process was changed from conventional or offline learning became online learning. Therefore, for teachers, changing the learning from offline to online learning is not a simple job (Atsani, 2020). Because of that, many students and also teachers were not ready to switch conventional learning or offline learning to online learning quickly, because online learning needed good and qualified information technology infrastructure support (Azmi, 2020).

In addition, Ivanova et al (2020) said that online learning means that learning is done online, by using the applications or social networks. All forms of subject were distributed online, and the communication was carried out online, and the test was also carried online. This online learning was supported by several applications, such as Google Meet, Google classroom and Zoom.

According to *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005* about teacher explained that pedagogic competence was teachers' ability in learning management of the learners. Pedagogical competence was teacher's ability to manage the lesson. Apelgren & Birgitta (2010) also stated that pedagogical competence was the ability to use attitudes, knowledge, and teaching abilities to help the students in the best way. By mastering the pedagogical competence, teachers will be able to determine what steps and also what method that they should to do in teaching that are most appropriate and can give the meaning to the students.

Based on *Peraturan Pemerintah Republik Indonesia Tentang Standar Nasional Pendidikan*, there were four components of teacher's pedagogical competence, namely understanding the students, designing of the learning, evaluation and developing students' potential. As we know, the pandemic situation had forced both teachers and students in facing online teaching and learning process. During the outbreaks of the Covid-19 pandemic, the way teacher applied those components in teaching and learning process will be different between offline learning and online learning. During online learning, teachers were facing any difficulties and the teachers had different habits in teaching and learning process.

Teachers were difficult in managing the learning activity of the students including understanding students' characteristics. Some teachers cannot see and monitor the students directly and teachers also focused on the goals of the lesson. Teacher were difficult to find any information about students' characteristics physically in students' condition and mentally in cognitive development of the students especially in the online learning. Moreover, teachers were also difficult to design the learning. In designing of the learning, teachers should know what is student actually needs in online learning process and its implementation.

To implement the lesson, teachers were difficult to do the various learning activity, learning strategy, learning method, and learning technique creatively as usual in offline learning, because the teachers did not have much time during online learning. Furthermore, for assessment and evaluation during offline learning and online learning were different. In offline learning, teachers can assess by seeing many sides of the students. The evaluation also cannot be effectively done. The evaluation was only limited to the teachers' responsibility to the school, students and parents without unclear direction. Also, Teachers were difficult to find out the students' potential during online learning, both in academic and non-academic potential and also students' difficulty in the learning process. In online learning, the

enthusiasm of the students also decreased and students were facing the difficulty to convey their aspiration.

Additionally, the most determinant of students' achievement in the classroom was a good teacher. Teacher's creativity to create the material, how teachers delivered the material, how teachers encouraged the students to be active during the learning and also how teachers gave assessment and evaluation to the students and evaluation for teaching and learning process. The achievement of the students also can be seen from how teachers mastered all of their abilities of teaching process. In addition, having basic skills was one of the most essential aspects for becoming a good teacher.

The similar topics had been conducted by several authors. Based on the result of the study conducted by Faidal et al (2020) that was investigated about exploring the teacher's pedagogical competence and also find out students' view or perception of teacher's pedagogical competence. Moreover, another finding showed that teachers were understood the aspects of pedagogical competence (Nurahmah, 2020). The difference this study with the other studies was the other studies discussed about teacher's pedagogical competence in teaching English in offline learning, while in this study, the authors discussed about the pedagogical competence of English teachers in teaching English in online learning by using Google classroom. The purpose of this study was to describe teachers' pedagogical competence in teaching English especially in online learning.

## II METHODS

In this study, the authors applied qualitative research method (Leavy, 2017). The authors focused on describing the pedagogical competence of the teachers. In collecting the data of teacher's pedagogical competence in teaching English especially in online learning at SMPN 7 Tanjungpinang, the authors used observation and interview as the instruments in this study. The authors conducted observation via Google classroom when learning English twice time and then continued the interview of each English teacher. In analyzing the data, the author used qualitative data analysis technique by Miles & Huberman (1994), namely data reduction, data display and drawing conclusion.

## III RESULTS

The result of this study concluded that English teachers had good categories on their pedagogical competence especially in online learning. There were four aspects of pedagogical competence, those were: understanding the students, designing the learning, developing students' potential and evaluation. In each aspect of pedagogical competence, there were some components as the standard that the teachers had the pedagogical competence or not. Based on the standard of teachers' pedagogical competence, the teachers must be able to understand the students, design and implement the learning, facilitate and also develop the students' potential in order to actualize students' potential and also evaluation. It meant that, as a teacher who had good pedagogical competence, the teachers must fulfill the components of pedagogical competence to create the learning process run well.

**Table 1 Result Summary of Teacher's Pedagogic Competence**

No.	Aspect	Fulfilled	Not Fulfilled
1	Understanding the Students	4	2
2	Designing of the Learning	9	2
3	Developing Students' Potential	7	0
4	Evaluation	5	0
<b>Total</b>		<b>25</b>	<b>4</b>

Based on Table 1, it can be seen that teachers did not fulfilled all of the indicators of pedagogical competence aspects, because in online learning, there were some aspects that cannot or difficult to do by teachers. those indicators that cannot fulfilled by teachers only can be done in offline learning. In understanding the students in teaching English meant that the teachers had the ability in understanding the students in the teaching and learning process. Based on the observation, the English teachers were able to fulfill the indicators of understanding the students, but there were two indicators that teachers were not fulfilled.

In the purpose of understanding the students, teachers looked at how discipline students to send assignments, when students were facing the problem such as late in submitting the assignments and also by observing what obstacles that caused the students difficult to follow the learning activity. Teachers always kept contacting with the students and students' parents and always gave the students motivation during online learning process with supporting words or sending a motivation video to increase students' knowledge.

The authors also found that the English teachers were able to design the learning. Teachers matched the learning with students' needs especially in online learning and implemented the teaching and learning process based on the lesson plan that have been designed by teachers. Teachers also used various media in the learning activity by using Zoom application in once in a month because most of students are facing the obstacles in internet quota. Therefore, to make the learning process better, teachers used Google classroom to complete the lesson and used Google form and Quizizz to make a test or quiz. The teachers also made the material in the form of an attractive powerpoint related to the lesson. But in this aspect, there were two indicators that not fulfilled by teachers because it was difficult to do in online learning.

In developing students' potential, teachers directed them to be more creative in doing the assignments in online learning by using several media that have been stated, teachers asked students to make story in English or make video that showing them sing or speak in English. By using this way, students can develop their potential especially in English subject. Lastly, teachers also found that English teachers were able to design the evaluation in online learning process. Teachers used several ways to evaluate the students, those are give the question or quiz by using Google classroom, give English test by using Quizizz and also the English examination by using Google form. To evaluate the learning process, in Zoom application cannot support 100%, it means that the material will be resend via Google classroom based on the group class. If students still cannot understand about the material, students will be allowed to ask in that group.

#### IV DISCUSSION

One of the applications that useful to improve students' abilities and skill was Google classroom. Iftakhar (2016) stated that Google classroom considered as the one of platforms to enhance teacher's workflow. Yuliani et al., (2020) also stated that online learning was the learning process that utilize internet technology. One of the virtual classroom provided by Google was Google classroom. By using Google classroom, the teachers can encourage the students in order to learn the material creatively. In addition, Google classroom was available on students' smart phone, so the learning process can be easily access by the students anywhere and anytime.

According to Danim (2010), there were several aspects of teacher's pedagogic competence, namely understanding the students, designing of the material, developing students' potential and evaluation. In this study, the existence of pedagogical competence of English teachers at SMP Negeri 7 Tanjungpinang could be put in good category according to observation and interview result. However, there were two indicators that had not been fulfilled by teachers because the indicators can only be done in offline learning not in online learning.

Supporting *Peraturan Menteri Pendidikan Nasional Nomor 35 Tahun 2010*, the English teachers had good pedagogical competence in understanding the students physically or in students' condition and mentally or cognitive development. The two English teachers in teaching English already had a fairly

good ability in understanding the students especially the learning characteristic of the students by doing an observation about what that caused the students felt difficult to follow the learning process. Teachers carried out the learning based on learning theories and educate with various strategies, method, and learning technique creatively. Teachers can directly know the students whether students participate in Google classroom or join the class or not (Harjanto & Sumarni, 2021). Teachers also can directly contact the students and students' parents to solve the problem or students' difficulties during online learning. The teachers also always motivated and gave the support for students before starting or closing the class.

In designing the material, teachers had fairly good ability in designing the learning. Teachers created and carried out the various teaching and learning activity by using several media such as Zoom, Quizizz and Google classroom were the main application that teachers used in the online learning process. In Google classroom teachers created, shared and discussed the material on it. It can be seen from teachers' report called *Proses Pelaksanaan Kerja Guru Secara Pembelajaran Jarak Jauh (PJJ)*. In creating the material, teachers looked at the student's needs and choose the approach that suitable with student's need in order to focus to improve students' ability so the objective of the learning activity more easily to get by the students even though they are still learning in online class especially by using Google classroom. Teachers also provided many opportunities for students to discuss and practice the material together.

One of the important roles of teacher was to improve students' potential which should be done by teacher. In developing students' potential, teachers must help students to develop it with some positive activities. Therefore, the students can increase and develop the potential that they had. The English teachers at SMP Negeri 7 Tanjungpinang had good ability in developing their students' potential when the teachers taught the subject. Teachers' ability in develop students' potential were gave the students opportunity to learn based on their own and teachers gave the attention to help the students in order to improve the potential of the students. Teachers also directed them to be more creative in doing the task such as make a story and make video in English and then sent it to Google classroom.

In the process of the teaching and learning, evaluation was very important to know students' understanding about the material and to know the effectiveness of the strategy or the method used in teaching and learning process especially in online learning. The evaluation was to measure how far students' understanding in teaching and learning process.

In the teaching and learning process, teachers was required to have the ability in designing evaluation, preparing the assessment tools, processing and using the evaluation results that included remedial activities to improve the next activities or learning process. English teachers at SMP Negeri 7 Tanjungpinang had the ability to manage the evaluation tool such as by using Google Classroom application, making a test using Quizizz and Google Form. They used those tools to measure the students' understanding about the materials. If there were students who still did understood about the material, the teacher resent the material via WhatsApp group or discuss on Zoom application in the next lesson. Iftakhar (2016) stated that it was effective in understanding and evaluating between the quality of teaching and learning process of teachers and students through Google classroom.

However, the learning process at SMP Negeri 7 Tanjungpinang it was not enough if the teacher only used Google Classroom, in supporting the learning process that teachers did was by using Zoom application which was carried out once a month. One of the teachers said that doing the learning by using Zoom application in every week was better, but not all students were able to do that because constrained by the internet quota. That was the reason why the learning process by using Zoom application was carried out every week, and they used Google Classroom as the main and the alternative media to support the learning process at SMP Negeri 7 Tanjungpinang.

At the end, the pedagogical competence had by the English teachers at SMP Negeri 7 Tanjungpinang especially in online learning. Besides that, teachers did not only focus on the subject of their teaching, but teachers also still cared about students' condition. Teachers also used positive activities to increase students' potential. Teachers also used evaluation to increase the quality of teaching and learning process by using several media to support the evaluation during online learning. It meant

that, the pedagogical competence of English teachers in teaching English had good categories because the English teachers had the ability of each aspects of the pedagogical competence.

## V. CONCLUSION

Based on the result of the data that were taken from observation and interview, the authors concluded that the English teachers had the ability in pedagogical competence in the learning process by using Google classroom application during online learning with keeping regard and paying attention to the students' needs. The teachers also understood the students by trying to know students' condition during online learning. Teachers can design the material based on the need of the students during online learning. Teachers tried to help and develop students' potential even though in online learning, and also conducted the evaluation with the various technique by using several media for online learning besides Google Classroom such as Zoom, Quizizz, and Google Form were according to the learning material and learning objective. Finally, the author suggested to the teachers that they must always intend to improve their competence especially pedagogic competence by applying some new methods whether it in offline learning or in online learning to make the students understand the materials well.

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