Study on Certified and Uncertified English Teachers Pedagogic Competence

Ulya Rahmi Fadhila[1*] and Ratmanida[2]

[1]*English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia*
[2]*English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia*
*Corresponding author, email: ulyarahmifadhila46@gmail.com

ABSTRACT

The problem of education and learning is a fairly complex problem where many factors influence it. One of these factors is the teacher. In an increasingly modern era such as in the era of industry 4.0, teachers must be required to be professional. Talking about teacher professionalism as mandated in Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, teachers as professionals are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy and have the ability to realize the goals of national education. But the fact is not like these regulations. There are still many teachers who do not fulfill academic qualifications and even certified teachers do not master competency standards properly. As a result, teachers are not competence to carry out and manage the learning process. From the four of teacher competency standards, this paper aims to analyze pedagogic competence of English teachers because pedagogic competence is directly linked with the teachers' competence in managing the learning of students. This paper belongs to comparative study. The subjects of this study were the certified and uncertified English teachers at SMP 1 Rao Selatan, Pasaman regency. In this preliminary stage study, the data was collected from the questionnaire as well as the interview. The results of the data analysis showed that the pedagogic competence of certified teachers is better than uncertified teachers especially in the indicators of the development of student potential, but in several sub-competencies the competence of certified and uncertified English teachers do not vary.

Keywords: Teachers' competence, pedagogic competence, certified/uncertified English teachers

1. INTRODUCTION

Teachers have a very important role in education. Teachers are professional educators who play a role in increasing intelligence, attitudes and behavior of students to become better human beings. Talking about teacher professionalism as mandated in Law of the Republic of Indonesia No. 14 of 2005 [1] concerning teachers and lecturers, teachers as professionals are required to have qualifications of academic, competence, physically and mentally healthy, and have the potential to meet the objectives of national education. In Indonesia, the government has set the standard for educators. In order to be able to teach the subject and educate their students well, teachers must have competency standards. Those competences include pedagogic competence, personal competence, professional competence, and social competence [2]. Related to the teachers' competencies, Ministry of National Education of the Republic of Indonesia states professional teachers should at least comply with pedagogical and professional competencies [3]. It means that pedagogic competence is one of the most

importance competencies that should be mastered by the teachers. Pedagogic competence is simply the ability of teachers to manage the learning of students. In government regulation number 19 of 2005 article 28 paragraph 3.b concerning National Education Standards [4], it is claimed that pedagogical competence is the ability to manage the learning of students which involves understanding students, planning and implementing learning, assessing learning outcomes, and developing students to realize the different potential that it has. Through this pedagogic competence the teacher must have skill and creativity to create a comfortable and pleasant atmosphere on the learning process. Pedagogic competence is a distinctive competence that will differentiate teachers from other professions and will determine the success rate of the learning process and students' outcome. It is undeniable that this competence requires a teacher to master the characteristics of students, master basic principles and theories of learning, understand curriculum development, and be neat in class administration matters. In addition, a teacher must have the opportunity

to carry out various learning activities and be able to create a comfortable and pleasant learning atmosphere, as well as being able to take advantage of information technology which is now being influenced by the industrial revolution 4.0. The era of the industrial revolution 4.0 itself requires a workforce, including teachers who have skills in digital literacy and information technology literacy in an effort to improve the efficiency of the process of learning.

However, the reality is not such as the regulation above. Teacher competence in Indonesia is still very low. This is proven by research was conducted by Sabon [5]. This study concludes the results of the teacher competence test for English teachers are low because the mean value of the test is only 56.02 on a scale of 100, while the analysis of the test for each teacher competence indicator reveals that only 17% of the pedagogical indicators and 32% of the technical indicators are 75% of the respondents correctly answered questions about that indicator. It means that the pedagogic competence of teachers is still very low category and the teachers should improve their pedagogic competence because this competence is the most important competence than the other competence and influential for students and the teachers themselves. This is supported by research conducted by N. Cholisoh, S. Rezeki, and D. I. Aqil [6]. The research showed that there is an influence between teacher's pedagogic competence at Tri Ratna School, West Jakarta and at SMK Daarul Mannan Bekasi on student learning outcomes and teacher performance. Then, S. Fatmawada, R. Maswati, and Krismiyati [7] also did the same research about the effect of teachers' pedagogic competence on students' learning achievement. The result of this study sate that teachers' pedagogic competence significantly affects the achievement of students, so it is recommended to the school staff, especially school principals and teachers to enhance the level of pedagogical competence of teachers. The last is research that conducted by N. Nellitawati [8]. She found in her research that the increasing teacher's pedagogic competence influenced teacher morale. It can be concluded that the teachers' pedagogic competence needs to be improved so that the teacher's work morale also increases and educational goals can be realized.

Furthermore, educator certificate has become another prerequisite for teachers to be accepted as professional educator beside the competency standard. Educator certificates are given to the teachers who have met the professional standards of the teachers, those are to have qualifications of academic, competence, physically and mentally healthy, and have the potential to meet the objectives of national education. Regarding to this qualification, there are still many teachers who do not fulfill academic qualifications and even joining the teacher certification program (certified teachers) does not guarantee that the teachers master competency standards properly. There are several studies that have proven it.

First, Nasution, Humaizi, and Nurbaiti [9] showed that in the process of applying certification at the Aceh Tamiang education office, it had not yet proceed effectively to demand other constraints effectively, such as lack of facilities and infrastructure, and contradictory laws that made it difficult for teachers. There are also some teachers who are found to lack professionalism and poor attitudes and certification are only considered for welfare and personal benefit. This has led teachers to be unwilling and ineligible to complete lesson plans. Thus it can be stated that the certification program has not played an important role in teacher professionalism. Second, Kusumawardhani [10] found that as assessed by student test grades, teacher test scores, teacher attendance, and teacher participation in non-teaching side jobs, there is no clear evidence of the efficacy of licensed teachers on student learning outcomes and teacher performance. Then, Utami [11] found some weaknesses of how the program is implemented are revealed. Some researches, also found that the program have not yet significantly contributed to students achievement. Next, Ramli [12] found that many educators do not obey the teacher certification program process equally. There are several examples of deception committed by the members of the teacher certification program. However the finding does not indicate any influence of the certification on the performance of the student, it may reinforce some suspicions that the aim of the certification is not based on the performance of the instructor, but rather on their living standard, as reflected by the achievement of their student that does not make some progress. Last, Maulana and Fahmi [13] proved that the certification program is not always matched by the improvement of teachers' performance in professional development and in enhancing the performance of students. So, from all of these studies, we can say that the certification program does not guarantee that teachers have good competence.

Well, from the case stated previously, the researcher conducted a research on certified and uncertified English teacher's competence. From the four of teacher competency standards, this research focused on teacher's pedagogic competence. This research is considerably important to be conducted because pedagogic competence is directly linked with the teachers' competence in managing the learning of students and it should be mastered by the certified and

uncertified teachers in order to give contribution for teachers in teaching performance.

2. METHODS

This is a descriptive study with comparative design. It describes the analysis of English teacher's pedagogic competence between certified and uncertified English teachers. Participants in this study were English teachers who taught at SMP 1 Rao Selatan, Pasaman regency. There were two uncertified English teachers certified and there were two certified English teachers. So, the total number of participants is four English teachers.

The data was collected from the questionnaire as well as the interview. In this preliminary stage study, the researcher used open-ended questionnaire. According to Allen [14], Open-ended questions are questions that do not offer a fixed collection of response options for participants, but instead encourage participants to provide answers in their own words. Qualitative studies using open-ended questions allow researchers to take a holistic and detailed look at the problems being examined, as open-ended answers allow respondents to offer more choices and opinions. In this study, there were twenty-two questions from eight indicators of pedagogical competence proposed by Indonesian government regulation number 74 of 2008 [15]. The indicators include:

1. The ability to understand or insight into the foundation of education.
2. The ability to manage learning.
3. The ability to understand the learners.
4. The ability to create learning design.
5. The ability to carry out educational and dialogical learning.
6. The ability to use of learning technology.
7. The ability to evaluate learning outcomes.
8. The ability to develop learners to actualize its potential

From these indicators, the researcher analyzed pedagogic competence of English teachers based on the answers given to each indicator. And then the researcher compared between certified and uncertified English teachers pedagogic competence.

3. RESULTS AND DISCUSSIONS

The findings were obtained from an analysis of the answers given by each participant. The answers represent each indicator of pedagogic competence. The results can be seen from the table below.

Table1. The Answers of Uncertified Teachers

Indicators	Teacher 1	Teacher 2
1	Question no.1: *"Regulating the learning process is more varied, knowing the level of understanding of the material by students, being able to read students' responses to the material, and learning methods. Must always be updated with the aim of maintaining the gap in teacher treatment of students."* Question no.2: *"Mastering teaching materials according to class level, mastering learning strategies, being a good model for students and providing meaningful things for their future development."*	Question no.1: *"By studying the principles and learning theory."* Question no.2: *"Always understand the curriculum itself."*
2	Question no.3: *"If we master the material and explain it well according to interesting learning strategies, students will easily understand the material being presented."* Question no.4: *"Make the learning strategy as interesting as possible. In addition to the method using interesting media, as a teacher, I try to present material with constructive, humorous stories, commitment, attention and grammar that is*	Question no.3: *"The material in the syllabus is always explained to students."* Question no.4: *"We always try to get students interested in following the learning process."*

	easy to understand and master the material.”		5	Question no.11: *"Teachers use learning methods that emphasize the activeness of students.”* Question no.12: *“For example the material on "Greeting", students were told that greeting others is a good thing and must always be applied in life.”* Question no.13: *“With group study”*	Question no.11: *"By discussing students can think critically.”* Question no. 12: *“It should be given the material found in everyday life.”* Question no.13: *“Learning activities that can foster collaboration such as discussions.”*
3	Question no.5: *“Each student is given time after finishing presenting the material or when studying in groups to express opinions or ask questions. This way become more appreciated for students and they can and understand the material.”* Question no.6: *“First, detect the symptoms of the difficulty in order to provide a solution. Knowing the individual behavior of each student optimally to find out where the weaknesses are.”* Question no.7: *“If there are students who have visual impairments, for example, then these students are made to sit in front of them so they are closer to the board.”*	Question no.5: *“We always get student responses and it is responded positively.”* Question no.6: *“Students who are experiencing difficulties must be given a solution by looking at the results obtained.”* Question no.7: *“Teachers must master the character, physical, moral, social, cultural and intellectual of the students. Physics and morals that exist in students are always become a concern.”*	6	Question no.14: *“Use a mobile phone to record sentences and dialogues in English.”* Question no.15: *“I can use it.”* Question no.16: Teachers were unable to utilize online learning media during the COVID-19 pandemic because in this school learning was carried out offline.”*	Question no.14: *“I always use projector, internet, and android in learning.”* Question no.15: *“Picture that is always used.”* Question no. 16: *“For junior high school students, it is difficult for us to carry out online learning because our students do not fully have an Android.”*
			7	Question 17: *"Teachers must be able to assess students".* Question no.18: *"Assignment scores, daily scores, mid-semester will be added up and from there we can know whether students understand or understand the subject matter."* Question no.19: *"Sometimes I take them directly outside the room to tell firsthand what they know after being observed."*	Question 17: *"I am not very skilled at doing assessments and evaluations".* Question no.18: *"From the assessment and evaluation, of course it can be used for learning purposes."* Question no.19: *"With reflective action we can improve the way we teach properly."*
4	Question no.8: No explanation Question no.9: *“I provided textbooks and worksheets because with the help of these two specific learning processes can be achieved.”* Question no.10: *“Sometimes by singing songs in English and understanding their meaning so that students master a lot of vocabulary.”*	Question no.8: *“Before teaching we must make lesson plan.”* Question no.9: *“Sometimes there is when needed.”* Question no.10: *“In creating a pleasant learning atmosphere we use several methods such as discussion.”*	8	Question no.20:	Question no.20:

	No answer Question no.21: *There is no answer* Question no.22: *There is no answer*	*"I am a little skilled in doing educational development activities."* Question no.21: *"I give motivation for students who need more attention"* Question no.22: *"We as teachers will know a lot about students' talents, interests, potentials, and difficulties by identifying them and approaching students."*

Table2. The Answers of Certified Teachers

Indicators	Teacher 1	Teacher 2
1	Question no.1: "*We must know about the economic level and personality (designing product planning).*" Question no.2: *"The curriculum is the instructions that must be implemented in teaching and learning so that goals are achieved. In order to achieve our goals we have a lot to learn."*	Question no.1: "*Learning theories and principles are elements of pedagogic competence. As teachers, we must master it by reading a lot and constantly updating the learning theories and principles.*" Question no.2: *"In mastering the curriculum related to the field of development being taught, the teacher must master the teaching materials according to the class level being taught."*
2	Question no.3: *"It must be clear the material*	Question no.3: *"In order for students to easily*
	presented. It must be known the difficulties faced by students." Question no.4: *"Learning must use Higher Order Thinking Skill (HOTS)."*	*understand it, the teacher must explain the material in simple language that can be understood by students. The teacher must be interactive with students during the learning process. Besides, the teacher must be able to provide examples that are relevant to the daily lives of students so that students can easily understand the material given."* Question no.4: *"To make students interested in the learning process, I usually use a variety of learning media such as using puzzles, greeting cards, commands (imperative sentences).* *Besides that, as teachers we must be humorous and not stiff."*
3	Question no.5: *"Student opinions regarding the subject matter must be explained and responded to."* Question no.6: *"The solution is in accordance with the problem at hand."* Question no.7: *"The character of students must be mastered because*	Question no.5: *"For example there are differences of opinion between students when discussing.* *Student A disagrees with student B. As a teacher, we must be able to provide understanding to student A that different opinions*

	it greatly affects the way children learn.”	*are not a problem and we must respect each other's opinions that differ from ours.”* Question no.6: *“Teachers must frequently provide feedback to students. Must know the internal factors and external factors causing these difficulties. If necessary, the teacher must consult with parents.”* Question no.7: *“From the physical aspect, the teacher must be able to understand the physical condition of students, such as those with visual and hearing impairment. From a moral aspect, the teacher must know the character of students who are polite, polite, or even selfish, etc. From the intellectual aspect, the teacher must know the academic achievement and intelligence or special talents of each student.”*
4	Question no.8: *“The syllabus is made in accordance with*	Question no.8: *“The lesson plan must be in accordance with*

	the situation of each area.” Question no.9: *“Students’ worksheet is only needed to do additional exercises.”* Question no.10: *“Teachers must use a variety of teaching methods to reduce student boredom such as the Discovery learning method which is self-thinking.”*	*the syllabus so that the material provided can be explained coherently.”* Question no.9: *“Package books are provided in the library. Students worksheet is used to support student learning activities.”* Question no.10: *“Like narrative text material, the teacher can tell storytelling in the classroom to create a fun learning atmosphere. At the end of the lesson, the teacher can provide games to improve students' vocabulary such as (Scrubble).”*
5	Question no.11: *"Applying a scientific approach, including observing, asking, collecting, reasoning and communicating.”* Question no.12: *“The teacher must provide examples in accordance with the context experienced in explaining the subject matter.”* Question no.13: *“By discussion or group study”*	Question no.11: *"By presenting HOTS material and by discussing groups.”* Question no.12: *“For example, the material "Analytical Exposition Text". Teachers can present material that is relevant to current conditions (current topics).”* Question no.13: *“Through discussion, match activities in playing "Scrubble", "Spelling bee", etc.”*

6	Question no.14: *"Using the internet and projektor."* Question no.15: *"I am able to use pictures that can be accessed on the internet."* Question no.16: *"We have little trouble because our students don't have android."*	Question no.14: *"Using internet, projektor and android."* Question no.15: *"I am very capable in using media and tools."* Question no.16: *"Online media is not used because learning is carried out offlin."*
7	Question no.17: *"Assessment and evaluation are still held such as the assessment of daily tests and mid-semester. Besides that, character evaluation is also carried out".* Question no.18: *"With the results of the assessment and evaluation sheets, it is very helpful for students to do remedial and so on."* Question no.19: *"Reflective action is very helpful in seeing student competence."*	Question no.17: *"By referring to the guidelines for learning assessment and evaluation".* Question no.18: *"From the results achieved by students such as from the Semester Exam scores. So from there the teacher can find out the extent of the student's ability to understand the subject matter and master certain topics."* Question no.19: *"Conducting classroom action research that begins with reflection on learning."*
8	Question no.20: *"I'm a little skilled. The activities carried out are usually educational in nature to encourage student development activities."* Question no.21: *"Motivation is always given to students to stimulate students to study hard by providing examples of experiences to students."* Question no.22: *"Identifying the talents, interests, potentials and learning difficulties of student is needed by conducting an assessment and evaluation of each student."*	Question no.20: *"Encourage students to take part in extracurricular activities both internally and externally such as debate community, quiz, writing, poetry, speech, etc."* Question no.21: *"Providing motivation to students is important. Before or after the teaching and learning process the teacher motivates students to always be active and enthusiastic in learning in order to get good grades"* Question no.22: *"By making a portfolio of each student."*

From the table above we can see that from indicator 1 until indicator 7, there were no significant differences of pedagogic competence between certified and uncertified teachers. In general, teachers master these indicators. On the other hand, in indicator 8, there were significant differences of pedagogic competence between certified and uncertified teachers. It can be seen that there were no answers and explanation given by uncertified teachers. While both of the certified teachers said that they were skilled in students potential development by encourage students to do some educational activities, giving motivation to the students, and identified students' interest, potential, and their learning difficulties.

4. CONCLUSION

Based on the answers and explanation given by the teachers, it can be concluded that the pedagogic competence of certified teachers is better than uncertified teachers especially in the indicators of the development of student potential, but in several indicators there is no difference between the competencies of certified and uncertified English teachers.

ACKNOWLEDGMENT

critics and suggestion are very expected. I hope this study can be useful for lecturers, other researchers, and especially for the teachers.

REFERENCES

[1] Law of the Republic of Indonesia No. 14, 2005.

[2] Indonesian Government Regulation No. 19, Chapter VI article 28 verse 3, 2005.

[3] Ministry of National Education the Republic of Indonesia, pp. 4-5, 2006.

[4] Indonesian government regulation number 19 of 2005 article 28 paragraph 3.b.

[5] S. S. Sabon, "Kajian Kesiapan Kompetensi Guru Bahasa Inggris SMP untuk Mendukung Implementasi Kurikulum 2013 (K-13)", *Jurnal Penelitian Kebijakan Pendidikan*, vol. 10, no. 1, pp. 59, 2018.
https://dx.doi.org/10.24832/jpkp.v10i2.175

[6] N. Cholisoh, S. Rezeki, and D. I. Aqil, "Implication of Pedagogic Competency to Student Learning Results and Teacher Performance", Vol. 2, no. 2, 2020.
https://doi.org/10.37010/lit.v2i2.84

[7] B. Nasution, Humaizi, and N. Nurbaiti, "Analysis of Teacher Certification Policy Implementation Through Edward III approach in Aceh Tamiang Regency, Indonesia", *Prizren Social Science Journal*, vol. 3, no. 2, pp. 61-66, 2019.

[8] S. Fatmawada, R. Maswati, and Krismiyati, "The Effect of Teacher's Pedagogical Competence on Students' Learning Achievement", Pinisi Discretion Review, Vol. 3, no. 2, pp. 155-164, 2020.

[9] N. Nellitawati, "The Influence of Teacher Pedagogical Competence of Teachers' Work Morale", Journal of Counseling and Educational Technology, Vol. 3, no. 1, pp. 29, 2020.
http://doi.org/10.32698/0931

[10] P. N. Kusumawardhani, "Does Teacher Certification Program Lead to Better Quality Teachers? Evidence from Indonesia", *Education Economics*, vol. 25, no. 6, pp. 590-618, 2017.
https://doi.org/10.1080/09645292.2017.1329405

[11] IG.A L. P. Utami, "Teacher Certification Program in Indonesia: Problems and Recommendation for the Betterment of the Program", *International Journal of English and Education*, vol. 4, no. 2, pp. 471-481, 2015.

[12] Ramli, "Implementation and Impact of Teacher Certification Program in Indonesia (Perspective in Education)", *Lingua Scientia*, vol. 6, no.2, pp. 227-233, 2015.

[13] A. R. Maulana and M. Fahmi, "Teacher certification in Indonesia: A confusion between means and ends", Bandung: Padjajaran University, 2011.

[14] M. Allen, "Survey: Open-Ended Questions", *The SAGE Encyclopedia of Communication Research Methods,* 2017.
http://dx.doi.org/10.4135/9781483381411.n608

[15] Indonesian government regulation No. 74, 2008.