

COMPETENCE OF INDONESIAN ENGLISH FOREIGN LANGUAGE TEACHERS: A PROFILE OF EXEMPLARY TEACHER

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Abstract

In developing English as a foreign language, teachers faced issues mostly in preparing the development of the students' potentials. Every student has the potential to grow, learn, and become a successful member of society. They have a set of weaknesses and strengths which impact their aptitude and the level at which they learn English. It becomes the teachers' duty to find out their potential and execute with it. Consequently, it is necessary to find out and to do the investigation how exemplary Indonesian EFL teachers implemented professionally their competence in the classroom. The researcher applied descriptive qualitative method. The participants were five EFL junior high school teachers who selected by purposive selection and identified from the training and workshops at the national levels, as outstanding teacher in their school, active participation in the Teachers' Forum (*MGMP*), had excellent achievements, and confirmed by principal, colleagues and several students' perceptions. Data were collected through observation, interviews, and document analysis; collecting teacher' certificate, scientific publications, and innovative works. The result showed that, professional teachers as great as to stake holders in the education program. As exemplary teachers, they must fulfilled the standards of four competencies stated in Indonesian Act on Teachers and Lecturers 14/2005, namely social competence, pedagogical competence, professional competence, and personality competence

Keywords: Competence, English Foreign Language (EFL), Exemplary Teacher

INTRODUCTION

Nowadays, the current world is represented as a rapid-changing world. Socially, the economical, and cultural in the past have indicated that there is no ensure that the future will show any resemblance to the present. In the educational field, the most dominant element has been its teachers. Meanwhile, as the world extremely grows a global society, and teaching

English as a foreign language during childhood also becomes a requirement, Chong (2018). Basically, looking at teachers' environment and their development as teachers, they have to be a prominent consideration when arranging teacher education programs. The teachers' personal experiences should be admitted and the programs should be developed on teachers' prior experiences and sufficient teaching practice should be part of the programs to set up them for teaching in schools in their relative contexts (Bashiruddin, 2018).

Looking at the social side, several problems frequently occur to arrange various programs in developing and increasing the education quality, even communicating with the teachers' society. But, the point is that even though students waste time in learning foreign language, they did not reach advantages for many kind language skills and were not able to mention several English sentences. Teachers and students missed their time and money, also for most learners did not use their valuable life in learning English and as output, it has had poor impacts on students' proficiency, (Khajloo, 2013). The vital deficiency was destitute dialect capability nearby information of dialect abilities, dialect learning procedures, and subcomponents around information of the dialect are centred. Another one isn't having an clearly alloted objective for learning English amid undergrad thinks about and get a handle on the key part that English plays so late, as described by Akbari (2015).

However, Anugerahwati & Saukah (2010) defined that schools in Indonesia still require a lot of qualified teachers to increase the grade level of foreign languages, and the system quality designed by each school. Several recent cases showed that teachers are required to organize various learning strategies, communicating, and understanding the fruitful and convenient communication strategies. Apart from the aspects mentioned above,

Pardo & Tellez (2009) added, materials development helps specifically to teachers' proficient because it betters their information, abilities, and creativity increases their awareness about teaching and learning procedures and permits them to act as subjects of change permanently. The level of admission by students that teaching materials had varied based on the presentation, innovation variation, and content employed in them. The material content is how to achieve the learning purpose while the target language is exposed and can somehow be understood, analysed, or concluded by the students.

In other words, Timperley et al (2007) described as a teachers' professional standard, teachers should recognize students and how they learn, teachers are able to arrange for and enforce effective teaching and learning. As a new teacher educator, they are concerned about model 'right practice' in their own teaching. It means establishing approaches and techniques that could be applied in the classroom and managing lesson plans in an equal way depending on the educational level. Also, modelling is necessary, but the key matter to be exhibited is suitable teaching for appropriate learners.

Importantly, as professional teachers, they must have four competencies which filled out in the Fundamental Laws No.14 year 2005 of Indonesian teachers and lecturers. They are required to have scholarly capabilities, competencies, and teachers' certificates, be physically and rationally solid, and filled out the other capabilities required by the higher instruction unit in which they work, and have the capacity to realize instructive objectives national. Anugerahwati and Saukah (2010) also found that teachers' professional focused more on their personal competence because it was shown that teachers have good mastery in subject, skills, teaching techniques, assessment and social. Meanwhile, another study found by Dincer,

Goksu, Takkac & Yazici (2013) described that an effective language teacher has common characteristics in terms of socio-affective abilities, educational information, subject-matter information and individual qualities in their language educating progress. Instructors need to be eager to instruct English, having a nice relationship with students, spread caring about what students' needs or difficulties are and motivate them to raise their motivation in learning English.

Look at the professional development of teachers showed an alike picture; teachers do not have adequate knowledge of students' English difficulties and their strategies for handling students' problems, managing their classroom, and preparing appropriate media and materials are at a fairly low level. And generally, even though professional teachers presents an important role in the educational system, there is still a tangible research gap when it appears to the language field, so these research gaps form the starting point of this study designed to explore the competences of the exemplary Indonesian EFL teachers and how they achieve the competences in their English teaching implementation.

METHOD

This study is a descriptive qualitative method to describe and analyze profile of exemplary English Foreign Language teachers in Tulungagung. The researcher provided in depth-interview to teachers as the main subject of this study to investigate on how their professional competence developed in English teaching implementation, perceptions of colleagues and principals about social relations among teachers and superior, and also students' perceptions toward EFL teachers' quality and strategies in the classroom. The qualitative aspects afforded the researcher to explore in more detail the teachers' interpretation

of their professional growth and learning, specifically their personal perspectives and individual understandings.

This study was conducted in four different junior high schools, such as SMPN 1 Ngunut, SMPN 2 Ngunut, SMPN 1 Gondang, and SMPN 1 Sumbergempol, Tulungagung. In each school one or two exemplary teacher was selected as the subject of this study. The teachers of this study were five English teachers who teaches in class VII and IX students. They were selected based on purposive selection, their competence fulfilled of Fundamental Laws of Indonesian teachers, attending in the training and workshops at the national/international levels, having several experiences (attending seminar, workshops, and trainings) and collecting their achievements (certificates), as outstanding teacher in their school, active participation in the Teachers' Forum (*MGMP*), and they were confirmed by asking their principal, colleagues, and several students.

After collecting the data, the researcher transcript the interview results, code the core data, reduced the data, categorized/grouped, interpreted, and retelling. Finally the analyzed data were presented/reported. Firstly, code the interview results to highlight the most important parts, thus a transitional process between data collection and broader data analysis. Secondly, forms of analysis in data reductions would be sharpened, classified, directed, removed unnecessary, and organized data in such a way that the final conclusions were drawn and verified. On the other hand, categorize data needed to be retrieved and set aside, so that it can be developed in data analysis. Next, in interpreting the data, researcher expanded the results of the analysis by asking questions regarding relationship, difference between the results of the analysis, causes, implications of the results of the previous analysis, connecting the findings with existing facts, providing a critical view of the results of the analysis carried

out, connecting the results of the analysis with theories, then connect the relevant theory to the problems that occur. Lastly, drawing conclusions and verification, the data collection activities were carried out, the researcher began to look for the meaning of the data obtained, notes other relevant explanations, possible configurations, causal pathways, and propositions. Importantly, conclusions that were initially unclear escalated into greater detail.

RESULTS AND DISCUSSION

After having an interview with participants, it was important before proving Indonesian EFL in teaching performance in an online classroom to look at the results of their competence outside of teaching and learning process in the class. As in all other fields, it was complicated that teachers had several basic skills to associate with their students or colleagues, and preserved the educational process successfully. These skills included a wide range of points such as motivating students, providing time for students when they asked for help, being enthusiastic for teaching, having positive attitudes towards school society, responding to students' requirements and designing a stress-free online classroom atmosphere.

1. Exemplary Teachers' Adjustment of Personality Competence toward School Environment, Principal, Colleagues, and Students

The presented analyses indicated that five respondents' personal skills are excellent from their ways interact with students who are really close with them, colleagues relate so nice with them despite their capability in technology, wall magazine and continuous professional development program, their principal is also eminently closed and trusted with their dedication, good competence, and active in/outside school. Based on students' perceptions were literally high positive motivated and extremely good personality; enthusiastic, pleasant, available and open-hearted to discuss students' difficulties, friendly and easy going.

Meanwhile, previous study described that characteristics of effective EFL teachers in personal competence was kind, humorous, patient, cheerful and easy to smile, wise, and disciplined (Restu, Atmowardoyo & Akil, 2018). Meanwhile, the effective employment of a teacher's personality is important in establishing most classroom activities, while according to Bakhrul (2017), effective teaching personality contained competencies such as having intelligent insight, being respectful, having pleasure, creativity, endurance, and humor. The teacher should be enthusiastic, open-minded, patient, self-satisfied, and should utilize self-disclosure to create preferable bonding with others.

Hamdan et al. (2010) argued if effective teachers had a notice for their performance standard. Being self-contained would boost their happiness at work consequently independence is a necessary competence for effective teaching. An effective teacher utilized disparate strategies for their effective classroom management, and it needed teachers who had independent manners. Because they would be more creative, dedicated, and more responsible. However, with regard to the results on Zwaans, Dam, & Volman (2006) described that value elements of social and personal competence as if good self-esteem, appreciation for others, and readiness in collaborating with colleagues; manners on the intra- and inter-personally, also for teachers who appreciate their students' necessity to obtain great behavior towards other people.

2. Strategies of Exemplary Teachers in Developing Professional Competence

Materials and Media in Teaching and Learning Online

Online teaching and learning is employed nowadays as another option to meet face to face education. It made educators have to prepare for a lot of effort to assist the students to acquire interactive and creative content that is whole of multimedia because to create an

online teaching-learning process would be more easy and effective. In this case, the impact of blogs, wikis, or Youtube has also been collaborated as teachers' additional materials. These recent studies described how five respondents have their ways in preparing their material and media during online class. The four teachers have determined several platforms to apply in online teaching implementation. They used Google Classroom because it did not need to be installed by students' smart-phones, so they did not grumble in wasting their internet quota and requiring stable internet connection. The students merely need to login by employing their Gmail and login their class code. Dissimilar to Teacher 5, he applied Office 365 because students just needed to click the link which the teacher provided without having to bother entering the code, also it is more simple and accessible than other applications (this platform included video, word explanations and examples, and exercises).

Moreover, overall respondents also utilized WhatsApp to share teachers' materials, presenting many kinds of information about assignments or projects, having discussion, providing question and answer sessions, and allowing students' personal feedback. The study written by Alsaleem (2014) stated that using WhatsApp applications in English could increase learners' writing, vocabulary, word choice, and speaking ability. Based on Ahmadi (2018), explained that if WhatsApp indicated advancement in students' writing skill, speaking skill, vocabularies, and word-choice. The other applications which are utilized are Power Point, and screen-casting video, in brief to explain orally by showing their Power Point slides. Google forms are also applied by four respondents (except Teacher 5) to create quizzes in multiple choice or essay forms and easily to provide students' score processing.

Meanwhile, Teacher 1 sometimes applied Kahoot games to establish quizzes that would improve students' vocabularies (adjectives). In other cases, sometimes, teachers offer additional resources from Youtube, blogs, and websites, also attached YouTube video links in Whatsapp or Google Classroom classes to supply students with visual materials clearly besides from teachers' explanation. Based on Woottipoong (2014), video can be applied as a media to expand EFL students' skills in English. Video can be an extremely interrelated media and resource of learning if it is provided great by the teachers. In other words, there are several techniques that can be carried out to support English language learners to learn about the language, even though applied presentation slides, phrases, audio, or hyperlink, (Harmer 2006). In this point, as facilitators, teachers have to be able to design and execute effective and valuable learning activities.

Looking at several previous studies, Basal (2012) in his findings showed that in developing the online materials for English teaching were applied linking within the material; by share hyperlinks within the material video, word, audio, or phrases that students could explore in supporting the content of materials, using text-based material, web-pages on the internet, using videos, authoring tools; software that create up e-learning and other digital content (example: Google documents), web 2.0 tools; internet such as social media sites (facebook, twitter, etc), having knowledge about Learning Management System (LMS); edmodo, schoology, etc., using presentation tools; Powerpoint, communication tools; whatsApp, message, forums, discussion or chats, videos from virtual classroom, and using a template. In other words, Gonzalez & Louis (2018) defined if teachers should prepare convenient, clear, and appropriate informational approximately what to do, how to do it, and where they must collect their works. The exercises ought to be chosen by considering

purposes and composed consecutively in assignments speaking to real-life circumstances to get students' intrigued and set up their inspiration. In addition, Green (2016) expressed that instructors must be able to distinguish later important movement, set up QnA sessions, and propose an ice-breaking movement to guard students' support. The satisfactory challenge, sources, and input must too be displayed for understudies.

In this point, implicating the application of Information and Communication Technologies (ICT) in teaching and learning is obvious if ICT is improving access to information, generating new teaching developments, and permitting one another to socialize at any time. Unfortunately, the less value of applying ICT in education like the lack of ICT availability in schools is another excuse for the use is limited. Vrasidas & Glass (2007) stated that teachers require time to use ICT and obtain the needed skills and competencies to incorporate successfully and effectively into their classroom. Daly et al (2009) identified teacher professional development with ICT included teachers' need to be at the core of teacher professional development initiatives and facilitate their pedagogical improvements. Moreover, technology progress has created a greater request for teachers to take part in various types of technology in on going their teaching (Prokopiadou, 2012; Teo, 2015). Besides, teacher ICT competency driving power by getting technology integration goals into the classroom (Varol, 2013). It has shown the potential of teacher professional development that is adjusted to conditions as well as global components and picked up the advantage of corporate support among teachers, as well as showing effective practices.

Organizing Online Classroom Management, Environment and Students' Safety during Online Learning

Well-prepared in classroom management is perhaps one of the most necessary duties faced by teachers in any number of learning environments. Arends (2007, p.173) confirmed that “many classroom matters can be resolved by great planning, interesting and applicable lessons, and effective teaching”. This point examined the ways in the implementation of classroom management in the online environment. The unique challenges faced by online EFL teachers with regards to student variety and online instruction. In managing an online classroom, Teacher 1 checked the present list online via Whatsapp and explained online class norms, and created a “final” list in order to establish how many students have collected their tasks. Another way from Teacher 2, she always pushed students to be three main important things; honesty in doing assignments and tests, discipline to be on time in joining the online class or submit their duties, and responsibility for fulfilling their tasks and tests correctly. Importantly, she supported students to be braver in speaking English during online discussion or while they were asking their difficulties in understanding materials in group Whatsapp or personal messages.

Besides, Teacher 3 always provided chances for passive students to talk and asked for other friends to boost passive students' self-confidence in speaking English during online class. While, during online tests, Teacher 3 is more selective and careful in students' process and output of daily assignments to examine students' proficiency. Meanwhile, Teacher 4 used Google Classroom to reveal daily schedules and class rules, checked-in with students to notice how they were feeling, and kept their parents updated with any announcements. Teacher 4

also shared the information about how they were grading work or giving feedback on this platform so that they were aware of what was expected of them. Moreover, Teacher 5 often encouraged his learning and always reminded students of the usual difficulties in learning, emphasizing hard work and responsibility. Students felt more confident and comfortable when the teaching and learning process was greatly created and the procedures were predictable.

Several previous studies stated that effective classroom management way are performed to gain students' pro-social behavior and involve their academics across all subject areas and grade levels (Evertson & Weinstein, 2006; Marzano, 2003). Well-run classroom management established a learning environment that augments both students' academic skills and social-emotional development, eventually improving student success in school (Brophy, 2006; Gage et al., 2018; Marzano, 2003). In fact, Gultom & Saun (2016) stated that as a professional, the teacher's role is very necessary to increase the students' learning, the teacher is hoped to produce an effective learning environment and be able to manage the class. Because a great environment is both challenging and boosting students to learn, giving a feel of safety and pleasure in reaching the expected learning outcomes. However, Stewarts (2008) defined an online learning environment could be as valuable and beneficial as the traditional environment if class management is built as a whole part of learning preparation.

Managing Teaching Strategies and Assessing Students' Performance Online

In assessing the English learning outcome, EFL teachers must find out whether or not the students had competence through the English learning process. Teacher 1 applied a project-based learning method that was really effective for students by making groups to fulfill the projects; discussed the topic chosen and explained their opinion or ideas by using

voice notes (especially to boost passive students more confidence in expressing their critical thinking). Furthermore, Kavlu (2017) stated that project-based learning/PBL assisted students to shape their critical thinking, problem-solving, teamwork, and overcome obstacles through well-prepared, execution, and performing their projects. Simpson (2011) stated that PBL approach exposes students to increase their communication skill, authentic learning, students' autonomy, cooperative learning, critical thinking skills, language ability, and self-esteem. Creativity in PBL activities was also shown by Talat and Chaudhry (2014), who found that students did their nice effort to find new ideas for their project quality. Each individuals were fully engaged during the teaching and learning.

Similarly, Teacher 1 and 4 also used music and games to ice-breaking their online class in order to make students not bored in joining and finishing their assignments by filling the blanks of song lyrics that should fast to answer. Kuśnierek (2016, p.24) opinion that “people usually recognize songs with fun, which is why learning using songs is related to a comfy experience. Moreover, music might be utilized to relax students because learning a new language is a new experience”. In fact, Vishnevskaja & Zhou (2019) defined that some of the students getting advantages like students with good cognitive musical capability would be able to remember and employ new vocabularies easier. Meanwhile, Teacher 2 used mind mapping techniques to assist students' writing skills in descriptive text and increased their vocabularies proficiency, creativity, arranging word by word and sentence by sentence, and exploring their ideas. Students regarded that they required a long time to create a mind mapping, especially for students who have the complexity to draw.

The students usually focused more only to establish a great mind map with good pictures and conformed colors without suspected time to compose good writing results. But, it was different from Edward (2011) who stated that the mind mapping technique is a quick process as opposed to writing down lines of notes. Even, students required much time since they still should open a dictionary in making a list of keywords and still confused to decide categorizing in every branch. Also, she utilized cooperative learning in order to improve each students' speaking skill while they described something based on the topic by using voice note or recording video. Nurlaila (2013) added that mind mapping could assist students to increase their writing skills in the descriptive text in order to enrich vocabularies, boosting creativity, adjusting sentences, and organizing ideas. As an output, the mind mapping could be mainly conformed to help students in devising their writing because it encourages students to achieve and adjust an intimate understanding of writing topics.

On the other hand, Teacher 3 applied cooperative learning (think-pair-share) in order to make students easy and improved students' self-confidence in expressing their ideas individually and in the rest of the online class. Collaborative discussion strategy which providing structure in a classroom while allowing students 'think time' to analyze the content. Students should follow the instruction of the process that keeps them on the task and hold on for the result. Based on Allen (2007) in Haerullah (2012, as cited in Alfiyah, 2014), "think, pair and share is collaborating for understanding which based on the collaborative learning structure, it also describes three stages for students' active learning". When teachers used TPS, it can reflect and respond to answer the topic, and also it does not need much time to think. Alfiyah (2014) said that Think, Pair and Share is a learning strategy that was performed using thinking of an idea to share for others. A good thing about the think-pair-share is that

the educator has an opportunity to listen from numerous understudies — counting the "calm" ones. Instructors have seen a few of their shyest understudies offer superb answers after understudies had an opportunity to do a think-pair-share.

Wood (2003) explained that, Think, Pair and Share made teachers easy and practiced to give instruction for the students when they would do discussion, so the teacher would know about students who had good or bad ability for speaking and it could make the teacher focused for student learning. So in activity students could share and exchange the ideas they got for others friends, they could easily express what they heard, what they learned and what they wanted to the others by orally. Last but not least, Teacher 5 usually pairing lower scores students with average score/high students. In this case, above average scores' students would help lower students in explaining and discussing the materials (because usually friends' explanations were easier to understand and other students' did not shy to ask when they got problems). According to Baleghizadeh (2014, pair work significantly influenced students' motivation. More EFL teachers got the benefits of pair-work, students' higher the motivation would be. It would increase students' motivation that impacts how they participated in class and what they would resolve. Moreover, Storch (2007) investigating the impact of pair-work on assignments; it showed that students' language could assist each other to communicate more with the appropriate language.

There are kinds of components affecting students' assessments of their classroom encounter, in arrange to obtain an precise side it would be more helpful to utilize distinctive strategies that may give a wealthier appraisal of what takes put within the classroom. At this point, Swamp (2007) proposed applying self-evaluations, peer-evaluations, and outside

spectator appraisals, other than fair depending on students' assessments. A high-quality classroom appraisal is the arrangement of appraisal exercises with objectives concentrated on understudy learning (Ayala et al., 2008; Shepard, 2000; Stiggins & Chappuis, 2008; Valencia, 2008; Wiley, 2008). It is critical that understudies get it these learning objectives, how classroom learning assignments adjust with the objectives, and the evaluation criteria that will choose their advance relative to the objectives (Stiggins et al., 2004). In other words, professional development (PD) proposed to extend educator information and evaluation hone are nearly reliable over programs.

3. Strategies of Exemplary Teachers in Improving Their Pedagogical Competence

Many problems appeared in online EFL learning executed by the teachers. It turned up from the students, the teachers, and the students' parents, and the genuine reasons behind these problems were identified. Unfortunately, the issues were nearly all respondents, the primary issue was understudies had disparate levels of authority on the fabric which is created from students' cognition and their learning fashion. It has been common that the students' authority of the fabric separates in a lesson, in addition in a face-to-face lesson. It got to be a unused challenge for instructors to educate understudies with a need of cognition and all sorts of learning fashion in an internet learning environment. In this case, teachers always repeat their explanation by applying voice notes or recording video in order to make it easy to comprehend the material, or sometimes just share another additional material from hyperlink or blogs.

Generally speaking, pedagogical competence is the capability in understanding students, devise a curriculum and syllabus, and implement each students' different potential. Pedagogical competence can be represented as the capability and showing the attitude,

knowledge, and skills that encourage learning from certain goals and frameworks by teaching development continuously in a good way. The goals and the existing framework and signify the teachers' competence development and course design (Ryegard, 2010). However, the National Education Standards of article 28 verse 3 indicated that a pedagogical competence is the ability to arrange students' learning contains students' understanding, the planning and learning enforcement, learning outcome evaluation, and students' development to embody their various potentials.

Meanwhile, several students had a lack of awareness of online learning. They noticed that online learning was not necessary. This problem occurred because the students had misconceptions of online learning. They regarded that online learning is informal and like a day off so they were too relaxed. Also, the difficulties in engaging passive students in online learning. It is pointed out by several students who involving the discussion. It occurred due to the students' laziness, poor internet connection, and lack of English language proficiency which unmotivated students to participate in the discussion and asking questions and answers by using English. But, mostly, teachers provided their personal feedback and always reminded the students. Motivated them to be more diligent in doing and submitted their assignments because it would impact their scores even though during online classes. Usually, teachers would visit their home or invite students' parents if their problems get out of control from school rules.

So, teachers only gave materials for independent learning at home, tasks or projects, and quizzes that students have to take these assignments in the school. Still, the teachers have to select the applications which did not need much internet quota and still could run in slow internet connection such as Google Classroom or Whatsapp. Meanwhile, communication and

interaction among teacher and students are slightly necessary for the learning time. However, online learning still could not simplify communication and interaction as great as a offline class because it occurred since both were limited by a distance. So, the communication and interaction among them were not optimized. Based on Burston (2014); Cakrawati (2017), problems appeared from the incapacity to buy smartphones and internet quotas for students as well as a poor internet connection.

At this point, great pedagogy would be unimportant if there are errors in technology access. Online learning preparation would waste more time than organizing a face-to-face class (Krish, 2008). It must be masterly implemented to avoid troubles since online students felt boring and difficult to connect (Plaisance, 2018). It also needed more responsible and self-sufficient students. They have to be independent students with high motivation who spent their time effectively to set up, preserve, managing, and reflecting on their learning and online participation (Gonzalez & Louis, 2018).

4. Exemplary Teachers Build Up Their Social Competence in Establishing Good Relations with School Environment, Colleagues, Principals, and Students

Teachers' social and emotional competence as a significant role in students' cognitive and emotional development. It seems to be obvious that teachers who less social competence would not be able to teach students as effectively as teachers who are socially competent. In other side, Valisova & Subrt (2012) stated that social competence showed to a teacher's personality may also be examined as a capability of the good teacher's behaviour as art to sight processes of the group, ability to portray it adequately and to carry out it into line, and also as teamwork capability. Social competence as a result of social maturity is being

expanded during an individual. Not only a child, but also an adult can constantly extend the quality of their social capability through further social learning, training, and repeating.

Liakopoulou (2011) added if social competence is knowledge and skills of an individual that decides socially competent behaviour quality. Based on Mulyasa (2009: 173), social competence included communicating nicely, having a good relationship among the school and the society, role teachers in the community, and as a social change. Moreover, this competence regards the relationship between teachers and their environment, inside or out of school, communicating and associating with both the students and have great values, manners, and ethical behaviour. Fundamental Laws no 14 year 2005 about Indonesian teachers and lecturers also stated that social competence included teachers' ability to respect social and environmental conservation, expressing their opinions coherently, efficiently and clearly, fostering effective class atmosphere, responsible in their work and encouraging their good community participation.

CONCLUSION

According to the findings and discussion, it could be proposed that as exemplary Indonesian EFL teachers for junior high school level in Tulungagung which greatly covered how they improved their leadership, teamwork, and ethical behavior in the school and community environment, professionally learn and develop their competence in online teaching implementation, set up materials and media for online learning, organizing online classroom management, organization, environment, and students' safety during online learning, managing teaching strategies and assessing students' performance online, and handling students' problem-solving when online learning.

This study indicated that excellent competence was really necessary, and it would permeated and be reflected in the other points. The profile of exemplary Indonesian EFL teachers for junior high school level in Tulungagung covered their competences which should be present and reflected in their daily conduct. They have good relationships with their principals, colleagues, staff, and students were generally well-respected because exemplary teachers always be a good example in the school environment. They should be enthusiastic in developing their professionalism inside or outside of school. Importantly, exemplary Indonesian EFL teacher from junior high school must develop their knowledge and quality by attending several workshops and training in order to upgrade their professional teaching, and be ready to face administration and classroom troubles, students' needs, and technology advances. No matter the condition of where they teach, professional exemplary EFL teachers must be quick to be responsive in dealing with it. Furthermore, they have to implement well-planned online/offline lessons by applying various interesting and simple media.

Another necessary thing which is well-prepared in classroom management whether in the online/offline situation because good planning in managing the classroom would build a great teaching and learning process. It would assist students' motivation, enthusiasm, responsibility and effective EFL atmosphere. On the other hand, exemplary teachers must prepare the right strategy according to students' capability, in order to make it easier for teachers and students to collaborate in the online teaching and learning process. In this side, teachers would also find out easy way to assess student performance, monitoring their learning progress and English mastery virtually. Finally, in face-to-face or online classes, as professional exemplary EFL teachers, they must be able to act as ears and parents for their students. Some problems are often raised from students personally, so that the teachers must

understand and solve their problems as soon as possible. Particularly, during online learning, exemplary EFL teachers must have other ways while students could not attend online learning with certain problems, for example, regarding the lack of facilities to access material. Teachers must be ready to assist students be able to understand the material, fulfilled tests or completed assignments during online learning.

Finally, teaching professional standards incorporated the professional qualities and values required of teaching as a profession and to provide an avenue for the professionalization of teaching. The standards reflected the “roles, skills, abilities, attitudes, knowledge and understanding required” of exemplary EFL teachers that also attached in Fundamental Laws No 14 Year 2005 of Indonesian teachers and lecturer. As exemplary teachers' effective professional development sustains them to expand their knowledge and skills they require to solve students' learning challenges. Importantly, they must have good competencies and beneficial, not only for students', colleagues, principals, school environment, but also for pre-service and in-service teachers. To be effective, teachers' professional development needed thoughtful planning followed by accurate implementation with feedback to make sure it countered teachers' learning needs. The necessary point that exemplary teachers who participated in professional development then must assign their new knowledge and skills to work.

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