

STUDENTS' PERCEPTION TOWARDS PEDAGOGICAL AND PROFESSIONAL EFL TEACHER AT AL-ITTIHAD ISLAMIC SENIOR HIGH SCHOOL

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Abstract: This research present the students' perception towards pedagogical and professional EFL Teacher at Al-Ittihad Islamic Senior High School. For being a good teacher, they should know what are included in standard competencies of teacher. The competencies are: (1) Pedagogical Competence, (2) Personality Competence, (3) Social Competence, (4) Professional Competence. This research used descriptive qualitative as the research design. The participants were students of twelfth grade at Al-Ittihad Islamic Senior School, and 10 students were chosen by researcher randomly. The researcher used questionnaire as the instrument for this research to collect the data. The questionnaire is provides 25 statements which was divided into two categories, they are; pedagogical and professional competencies. The data were collected by using online-based questionnaire namely Google Form. The findings of this research showed that more than 7 from 10 student answered that their English teacher often and always explained the materials well, creative in using various method to deliver the materials, always observe students' behavior in participating in teaching-learning process and can make the atmosphere of learning process conducive

Keywords: Students' Perspective, Pedagogical Competence, Professional Competence.

INTRODUCTION

Teaching is a keyword that cannot be separated from an educational term. Teaching is also a way of conveying knowledge, therefore, education will not take place if there are no teachers. As many people already know that teaching is a process to convey some knowledge from the teacher to students with the goal of achieving students' mastery of knowledge. In carrying out their duties as a teacher, teachers are not only required to convey material or knowledge but the teacher must also provide advice or suggestions. The teacher also has an important role in shaping the character and personality of students. Chance (1994) proposed that learning is the change of behavior. It is not only change in the behavior but also change in

perceptions, knowledge, or other cognitive attributes. The teacher is also an example for students, therefore something that is done by the teacher does not rule out the possibility of being imitated by the students, so the teacher must provide a good example that can be applied by students. According to Gage in Purwanto (2011), learning is a mechanism in which an organism changes its action as a result of experience. Learn Experience in a person's life to do something, or take an action premised is, is a result of the learning process.

According to Spencer and Spencer (1993), competence is a basic characteristic of an individual, which is causally related to effective or excellent performance standards mentioned in a job or situation. Ability is an attribute that provides quality and superior human resources (Spencer and Spencer 1993). The quality was given to a person or thing, which refers to certain characteristics that are needed to be able to do the job effectively. The conclusion is that competence is an indicator that is used as an assessment to determine the characteristics of teachers who are considered competent and professional in their work.

The existence of teaching and learning is the key of successful classroom activity. Unfortunately, not all teachers can achieve the curriculum goals in language teaching. Based on Huang (2010) some teachers are not lucky as the others. Accordingly, to be a successful teacher they must be able to understand well about the four competencies for the views of their students as well as for the development of their student trainees. The four competencies are (1) Pedagogical competence, (2) Personality competence, (3) Social competence, and (4) Professional competence. Those criteria are definitely stated in *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. All of those competencies are important aspects as the standard to be a good teacher to make learning and teaching process are successful. In an attempt to know how a students' perception of good EFL teacher, the researcher interested to conduct a research entitled "Students' Perception towards Pedagogical and Professional EFL Teacher at Al-Ittihad Islamic Senior High School" which provides detailed information specifically about pedagogical and professional competence.

Perception is a point of view that occurs in the person of an object or activity that has been observed. Jalaludin in Palgunadi (2014) stated that perception is experiences of objects, events or relationships obtained by asserting information and interpreting messages. It can be concluded that perception is a view or impression that emerges from a person about an object or an event after a person has completed the process of observing his or her five senses, which is then established based on the information obtained. In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process. Specifically and physiologically, learner percept on what they see, hear, and touch during school. On the other hand, it can be psychologically argued that the students' perception behavior includes their cognitive impression that is created by 'phase of study'. On the other hand, it can be psychologically argued that the students' perception behavior includes their cognitive impression that is created by 'phase of study'.

EFL (English as a Foreign Language) teacher is a teacher who teaches English to students in a country where English is not the native language. Teacher is a figure of education; a person who conveys knowledge and provides some moral values related to life. According to Act in Syahrul (2016) teachers are trained educators with the primary role of training, teaching, directing, preparing, assessing, and evaluating early childhood education students, formal education, primary school, secondary school. Teachers are individuals who are very influential in the teaching-learning process. So that, teachers should really bring their students to their students goals to be done. Teachers must be able to motivate their students. Teachers ought to be creative and authoritative. Authoritative teachers are person who having honesty, strength, and something that can give impression and influence (Wijaya, et al in Syahrul, 2016).

Corresponding to the *Rule of Government* No. 19 Year 2005 about the National Education Standard section 28, subsection 3 explained the meaning of pedagogical and professional competence. The pedagogical competence is the ability to control the teaching and learning process which contains the understanding of learners, design of lessons for learning, assessment of learning result, and the development of

learners in order to understand their competence. The Association for the professional quality of teachers, in Syahrul (2016) described that pedagogically competent teachers provide the student a safe learning and working environment, where they find their hold and a framework for social, emotional, and moral development. He make sure that the students:

- 1) Know who they belong to, that they are welcome and respected.
- 2) Treat each other in a friendly way and are challenged to take responsibility for one another.
- 3) May take steps and can work independently
- 4) Learn how to find out about their affinities and goals, and from there make their options for study and career.

As the explanation above, the meaning of pedagogical competence in this research can be clarify that the pedagogical competence of an English teacher composed of understanding with the learners, dominate the learners' theories and educated principles of learning, develop a curriculum, improving the capacity of learners, communicate with the learners, and carry out the evaluation of all strategies and styles. All of those will be analyzed whether the English teachers do that all or not.

This is by the opinion of Usman in Nefida (2016) who stated that a professional is different from an amateur and always improves the quality of his work consciously through education and training. Being a professional teacher means being informed and enthusiastic about one's materials, creating a supportive and respectful classroom atmosphere, creating authentic relationships with and advocating for students, being organized and planning, remaining open to new ideas and continue learning, appreciating diversity, and making complicated subject matter engaging and understandable for students. Ibrahim in Nefida (2016) stated that professional teachers are teachers who are able to process themselves in carrying out their everyday tasks. Teacher professionalization is seen as a process that moves from ignorance to awareness, from immaturity to maturity, from being directed by others to being self-directed. According to Trede, Macklin & Bridges (2012), the main function of professional competence formation are:

- The ability to understand, summarize, store, and use information.
- Ability to learn and to master modern knowledge, both on a team basis and individually.
- Ability to extend gained theoretical and functional expertise to the solution of the task test.
- Ability to obtain and process data from observation using existing methods.
- Ability to deal with, plan, methodology, scientific-technical, reference and normative documentation, reviews, and other additional resources.
- Ability to present concepts, strategies, and findings of analysis efficiently.
- Ability to work as a team to overcome mutual challenges.
- Ability to creatively develop educational-methodical complexes on disciplines.
- Ability to analyze and determine new information technologies adequate to support the educational process.

The aims of this research is to know and understanding about students' perception towards pedagogical and professional EFL teacher at Al-Ittihad Islamic Senior High School. In addition, it identifies how good EFL teachers' pedagogical and professional competence in Al-Ittihad Islamic Senior High School. in relation to the research background that has been mentioned, this research attempts to reveal a portrait of EFL teacher especially in pedagogical and professional competence based on students' perception. To make sure that this research focus on students' perception. The researcher forms the specific research question asked in this research is "what is the students' perception towards pedagogical and professional EFL teacher in Al-Ittihad Islamic Senior High School?"

METHOD

In this research, the researcher used descriptive qualitative research. The data is analyzed qualitatively based on the three section of how to analyze the data in qualitative research, those are; 1) developing and applying codes, 2) identifying themes, patterns, and relationship, and 3) summarizing the data. Descriptive analysis is a research approach that aims to provide a comprehensive and detailed

interpretation of the areal facts and existence of such populations, with the goal of addressing the existing issues currently facing them and gathering evidence or knowledge that needs to be arranged, explained and evaluated (Margono, 2010). In the case study, the researcher collected the data from the participants. The respondents of this research were 10 students from 12th grade of Al-Ittihad Islamic Senior High School. The researcher choose the participant because the researcher want to know about how the teachers' pedagogical and professional competence in Al-Ittihad Islamic Senior High School based on students' perception.

According to Arikunto (2006) research instrument is a tool or facility used by researchers to collect the data so that job is easier and the results are better. In this study, the researcher used a questionnaire as an instrument. The questionnaire is used to get an explanation from the participants about their self-report or things they knew (Syahrul, 2016). The questionnaire used in this research aims to find out the data to be observed. The questionnaire that used is adopted from Palgunadi (2019) which has been validated by Ibnu Siswanto, M. Pd. and Drs. Sukaswanto, M. Pd. in Yogyakarta at at 23 Mey 2019. The questionnaire used is a list containing a series of statements with a number of items related to the case to be investigated. In every statement in the questionnaire providing five answer choices. The respondents need to answer to every statement by choosing one of the available form. They are always, often, sometimes, only occasionally, and never. The total statements in every competence is showed on the table below.

Table 3.3.1 the total statements in every competence

Competencies	Total Statements
Pedagogical Competence	11
Professional Competence	14

The data collected via online by providing link of Google Form for the students to collect the data. After the data were collected, the researcher analyzed the data. According to Sugiyono (2016), Data analysis is the method of manually looking for and sorting the interviews, field notes, and other materials you are interviewing in

order to increase your own knowledge of them and make it possible for you to show to others what you've learned. After the data were collected, the researcher analyzed the data. The analysis of qualitative data used three steps they are: data reducing, data displayed, and conclusion (Miles and Huberman, 1994).

FINDING AND DISCUSSION

In order to answer the research question above, this finding presents the data which had been collected by conducting an online-based research, namely Google Form. The researcher used a questionnaire as the instrument for this research to collect the data. The questionnaire was divided into two topics that are pedagogical and professional competence of EFL teacher. The questionnaire was taken from the previous study. The researcher used descriptive qualitative technique to analyze the data. There are 25 statements asked to the participants. 14 statements asked about professional competence and 11 asked about pedagogical competence. The table number 4.1 - 4.5 explained about the professional competence and table number 4.6 - 4.9 explained about pedagogical competence.

Table 4.1 The main point in learning activities

NO	PERNYATAAN	KETERANGAN				
		Tidak pernah	Hanya sekali	Kadang-kadang	Sering	Selalu
KOMPETENSI PROFESSIONAL						
1.	Guru dapat menjelaskan materi keilmuan yang terkait dengan materi pembelajaran dengan jelas sehingga saya paham.				60%	40%
2.	Guru mampu menjawab pertanyaan siswa dengan jelas sehingga saya paham.				60%	40%
3.	Guru memberikan penjelasan mengenai standar kompetensi dan kompetensi dasar yang akan dicapai dengan jelas	10%		50%	20%	20%

4.	Guru menyampaikan materi secara menarik sehingga saya bersemangat mengikuti pelajaran.	10%	10%	80%
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Based on Table 4.1 it can be concluded that 8 from 10 students answered that their EFL teacher always deliver the material interestingly so that it can make the students interested to following the subject.

Table 4.2 Teachers ability to explain standard and basic competencies

NO	PERNYATAAN	KETERANGAN				
		Tidak pernah	Hanya sekali	Kadang-kadang	Sering	Selalu
KOMPETENSI PROFESSIONAL						
5.	Guru menjelaskan standar kompetensi dan kompetensi dasar secara sistematis.	10%		50%	20%	20%
6.	Guru menjelaskan tujuan pembelajaran yang akan dilakukan dengan jelas.		10%	30%	20%	40%

Based on Table 4.2 it can be concluded that 50% students answered sometimes their EFL teacher explained the basic and standard competencies systematically.

Table 4.3 Learning methods

NO	PERNYATAAN	KETERANGAN				
		Tidak pernah	Hanya sekali	Kadang-kadang	Sering	Selalu
KOMPETENSI PROFESSIONAL						
7.	Ketika mengajar, guru secara kreatif menggunakan berbagai metode mengajar (misal diskusi, permainan)	10%		20%	60%	10%
8.	Metode mengajar yang digunakan guru membuat pembelajaran lebih menarik dan			10%	40%	50%

	membuat saya lebih bersemangat mengikuti pelajaran.				
9.	Guru secara kreatif membuat alat peraga sederhana yang digunakan dalam	40%		60%	
10.	Guru memanfaatkan media elektronik dalam mengajar (misal LCD, Laptop)	20%	10%	30%	40%

Based on the Table 4.3 it can be concluded that more than 50% students answered that their EFL Teacher often creatively used various method to teach their students.

Table 4.4 Criticism and suggestions

NO	PERNYATAAN	KETERANGAN				
		Tidak pernah	Hanya sekali	Kadang-kadang	Sering	Selalu
KOMPETENSI PROFESSIONAL						
11.	Guru meminta kritik dan saran dari siswa tentang cara mengajarnya	30%	30%	40%		
12.	Guru memperbaiki pembelajarn berdasarkan kritik dan saran siswa.	20%		50%	20%	10%

Based on Table 4.4 showed that 50% students answered their EFL teacher sometimes improved the learning process based on criticism and suggestion from students.

Table 4.5 Communication media

NO	PERNYATAAN	KETERANGAN				
		Tidak pernah	Hanya sekali	Kadang-kadang	Sering	Selalu
KOMPETENSI PROFESSIONAL						
13.	Guru memberikan fasilitas kepada siswa untuk berkonsultasi terkait materi melalui teknologi informasi dan komunikasi (misal SMS, telepon, Chatting)			30%	50%	20%
14.	Guru memanfaatkan fasilitas email sebagai sarana komunikasi (misal dalam mengumpulkan tugas)	40%	10%	30%	20%	

According to the Table 4.5 showed that 50% students answered that the teacher gave a chance to the students to ask or consult about the material through SMS (short message shared), or chatting.

Table 4.6 Teacher observations of students

NO	PERNYATAAN	KETERANGAN				
		Tidak Pernah	Hanya Sekali	Kadang- kadang	Sering	Selalu
KOMPETENSI PEDAGOGIK						
15.	Guru mengamati perkembangan kognitif (penguasaan materi) masing-masing siswa misal dengan memeberikan pertanyaan lisan kepada siswa)	10%		50%	20%	20%
16.	Guru mengamati perilaku dan sifat siswa dalam mengikuti kegiatan belajar-mengajar			20%	70%	10%

17.	Pada pertemuan pertama, guru melakukan pre-test untuk mengetahui pemahaman awal siswa	20%	10%	50%	10%	10%
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Based on the Table 4.6 showed that 7 from 10 students answered that their EFL teacher often observed the students' behavior and character in following the learning process.

Table 4.7 Strategies in learning process

NO	PERNYATAAN	KETERANGAN				
		Tidak Pernah	Hanya Sekali	Kadang- kadang	Sering	Selalu
KOMPETENSI PEDAGOGIK						
18.	Guru menggunakan strategi belajar yang sesuai dengan karakter saya, sehingga saya mudah untuk memahami materi			10%	40%	50%
19.	Guru melakukan penataan ruang kelas yang di sesuaikan dengan metode pembelajaran (misal menata meja berbentuk setengah lingkaran saat diskusi)	70%		30%		
20.	Ketika kegiatan pembelajaran, suasananya kondusif sehingga saya merasa nyaman dalam belajar.			30%	60%	10%

According to Table 4.7 showed that the higher percentage is 60% students answered that the teacher can made the learning situation was conducive, it can make the students feel comfortable.

Table 4.8 Evaluation

NO	PERNYATAAN	KETERANGAN				
		Tidak Pernah	Hanya Sekali	Kadang- kadang	Sering	Selalu
KOMPETENSI PEDAGOGIK						
21.	Guru melakukan evaluasi setiap akhir materi maupun akhir semester		10%	10%	50%	30%
22.	Guru melakukan evaluasi dengan berbagai metode (misal tes lisan, tes tertulis, tes praktek dan lain-lain)		10%	10%	30%	50%
23.	Apabila dalam hasil evaluasi banyak siswa yang belum menguasai materi, maka guru akan menjelaskan kembali materi yang belum dipahami siswa.	10%		20%	50%	20%

Based on Table 4.8 showed 50% students answered that their EFL teacher often and always did evaluation.

Table 4.9 Teacher support services

NO	PERNYATAAN	KETERANGAN				
		Tidak Pernah	Hanya Sekali	Kadang- kadang	Sering	Selalu
KOMPETENSI PEDAGOGIK						
24.	Guru memberikan kebebasan siswa dalam berkonsultasi terkait materi pelajaran baik di sekolah maupun diluar sekolah			20%	30%	50%
25.	Guru melindungi siswa dalam kegiatan ekstrakurikuler di sekolah.	20%		30%	40%	10%

Table 4.9 showed that 50% students answered that their EFL teacher gave the students a freedom to consult about the English material at school and outside of school.

There are two topics discussed in this part. The first topic was about students' perception towards professional competence of EFL teacher and the second topic was about the pedagogical competence of EFL teacher. The main point of pedagogical competence was about the teachers' ability in understanding the students. Based on the result of the research it can be showed that the teacher has good enough ability in applying pedagogical competence in teaching and learning process. It can be drawn because the result of the questionnaire showed that more than 5 from 10 students answered that the EFL teacher in MA Al-Ittihad Malang was almost doing every item showed in teaching and learning process.

In terms of the result of data analysis about students' perception towards professional competence in MA Al-Ittihad Malang showed that the teacher professional competence was very good because in the result of the questionnaire that has been filled in by the respondents that more than 8 from 10 students students the EFL teacher in MA Al-Ittihad Malang always did the every item statements in teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study was to find out the students' perception towards pedagogical and professional EFL teacher at Al-Ittihad Islamic Senior High School Malang. The research design of this study was Descriptive Qualitative research. The research was conducted on the twelve grade students at Al-Ittihad Islamic Senior High School Malang. The Participant consisted of 10 students. The instrument used in this research is a questionnaire which was adopted from Palgunadi (2014). There are 11 statements about pedagogical competence and 14 statements about professional competence. The data were analyzed by using percentages in a table and the result of the research showed that the EFL teacher at Al-Ittihad Islamic Senior High School has good pedagogical and professional competence it can be proved that

more than 50% students said that their English teacher often and always explained the materials well and can make the atmosphere of learning process conducive.

Based on the conclusion above, the researcher hopes that the result of this research can help the teacher especially for EFL teacher at Al-Ittihad Islamic Senior High School to improve their pedagogical and professional competencies in the teaching and learning process. So that they can convey them to their students properly and hopefully they can be the best English teachers. To learn English, students need good enough motivation, and that motivation can be obtained from their teachers who have good abilities in delivering material and have a professional attitude. The students who have high motivation will affect the result of the learning both the knowledge and academic score. Based on the result of this research, the researcher expects that the result of this research can be additional information for future researchers who are interested to conduct the study on the same topic. The researcher also realized that this research is still far from perfect, therefore the researcher really expects that the future researcher can explore this more deeply about this topic.

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Approved

Advisor 1,

A handwritten signature in black ink, appearing to read 'Diah Retno Widowati', with a stylized flourish below it.

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