

AN ANALYSIS OF TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH AT SMP NEGERI 2 LOTU IN 2023/2024

Putri Dewi Darmayanti Gea¹, Yasminar Amaerita Telaumbanua²,
Hidayati Daeli³, Adieli Laoli⁴

^{1,2,3,4}English Study Program/Universitas Nias, Gunungsitoli
geap559@gmail.com, yasminaramaeritatelaumbanua@unias.ac.id,
daelihidayati@gmail.com, laoliadieli65@gmail.com

Received: April 25, 2024 Revised: Mei 15, 2024 Accepted: September 22, 2024

ABSTRACT

Teacher pedagogic competence affects the achievement of effective and quality learning, where teachers are expected to master all indicators of pedagogic competence. However, in the learning process that occurs, pedagogic competence is still not maximally applied by English teachers at SMP Negeri 2 Lotu. The purpose of this research was to find out what are the teachers' pedagogic competences used by the teachers in teaching English and to find out the factors that influence teachers' pedagogic competence in teaching English. The method used in this research is qualitative analysis. The instruments were observation, interview and documentation. Data were obtained from observation which were then analyzed to reveal teachers' pedagogic competence. Data from interviews were analyzed to find out the factors that influence teachers' pedagogic competence in teaching English. Data from documentation used as relevant data to support in the research. After analyzing the pedagogic competence of teachers through observation and interviews, indicators of pedagogic competence that they used, namely mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theory and learning principles, facilitating the development of students' potential to actualize their various potential, organizing assessment and evaluating of learning processes and outcomes. Pedagogic competence that English teachers do not yet have are mastering learning theory and learning principles, utilizing information and communication technology for learning purposes and developing the curriculum related to the subjects taught. This is due to several factors, namely teaching experience, educational facilities, teacher income and principal supervision.

Keywords: *Qualitative Analysis, English Teachers, Pedagogic Competence*

INTRODUCTION

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is one of the important components in education, because the teacher interacts directly with students. Ashar (2021) says teacher performance is a teacher's ability to account for a student who is guided in carrying out a learning task and improving student learning outcomes. Teachers also need to have the competence to influence them to be able to follow the teaching system in accordance with the teaching methods given. Based on the description above, it is important for teachers to have competence to become competent. Competence is an ability possessed by a person. McAhсан (2019) says competence is the knowledge,

skills, and abilities that a person achieves, which are part of their growth to the extent that they can be satisfying and carrying out certain cognitive, affective, and motoric skills.

Curriculum is an integral part of the educational program. As stated in the National Education System Law No. 20/2003, the curriculum is a set of plans and arrangements regarding the purpose, content and learning materials and methods used as guidelines for the implementation of learning to achieve specific educational goals. The implementation of the independent curriculum is a good step provided by the government to make teachers more competent. SMP Negeri 2 Lotu being one of the driving schools and has implemented the independent curriculum. Therefore, the researchers examined more deeply the extent of teachers' knowledge about the independent curriculum. This research aimed to find out what pedagogical competence must be mastered by teachers in implementing the independent curriculum based on the indicators of pedagogic competence.

According to Mulyasa (2022) pedagogic competence is very important because pedagogic competence is the ability to manage the learning or learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. English is one of the lessons taught in schools. Learning English subjects can prepare students and equip them to be able to communicate in English (Yamin, 2020). The ability to communicate in English is very important in today's global area and even becomes an important influence when students have this ability in everyday life; these students have competence especially in English. Teaching English is a job that is done by an English teacher to share knowledge and those who are willing to accept and practice English. However, there are still teachers who have not mastered teachers' pedagogical competence when teaching in class. Pedagogic competence is the ability of teachers to carry out his obligation responsibly and properly. The good competence teachers have the good ability in teaching and educating will teachers have too (Kurniawan, 2022). Pedagogic competence refers to performance, knowledge, and skill in teaching and learning.

In reality, based on a researcher's interview with students of SMP Negeri 2 Lotu in September 2023, the researchers obtained some information that their English teachers in the classroom do not use technological tools while explaining

the material to the students. The students are taught English material based on lesson plans organized in advance. Assignments are given to the students after explanation is done. From the information, the researchers find that the English teachers have been seriously teaching English to the students but it does not give a whole description of pedagogic competence owned by the English teachers. However, the gap phenomenon states that not all pedagogic competence has been possessed by teachers' because the indicators are not mastered. Thus providing opportunities for researchers to find out the pedagogic competence of teachers' based on these indicators of pedagogic competence.

MATERIALS AND METHOD

A. Materials

a) Definition of Teacher

Suwarno (2017b) in Chasani (2022) states that the teacher is an important element of education that is very influential in the educational process. Teacher is someone who imparts knowledge to students. In other words, a teacher is an educator who teaches, conveys knowledge and guides students with the aim of gaining success in life in various aspects. A teacher is a person who accompanies students in the classroom, stands in front of the class, teaches subject matter, and teaches students specific knowledge and skills.

b) Definition of Competence

Competence is the ability to act rationally in order to obtain the given circumstances. Competence, in other words, can be thought of as a skill or aptitude. Musfah (2011) in Nurliyanti (2022) says competence is a collection of knowledge, behavior, and skill that a teacher must have in order to achieve the learning and education goals. Competence is an ability to do something, especially in education. Teachers must be skilled and competent in their field to achieve the main learning objective.

c) Definition of Pedagogic Competence

Yasin in Agustide states (2022), pedagogic competence is the ability of an educator in managing the learning of students includes the ability to understand the learners, the ability to create learning design, the ability to implement the learning, the ability to evaluate learning outcomes,

the ability to develop learners to actualize its potential. In connection with Astuty (2015) in Siswanto (2020) says pedagogical abilities include sub-competence (1) accepting the individuality of students from physical, social, moral, cultural, emotional, and intellectual aspects (2) understand the background of the students and students needs (3) understanding the various complications of learning (4) accelerate the development of student potential (5) understand the theory and principle (6) developing a curriculum (7) designing educational learning (8) carry out educational learning (9) evaluating the learning. Meanwhile, Asriyanti in Clara (2020) defines Pedagogic competence as mastering cultural, emotional, and intellectual aspects. Hakim (2020) states pedagogic competence is the ability of a teacher to manage student learning starting from planning, implementing and evaluating learning process and outcomes which includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

d) Indicators of Teachers' Pedagogic Competence

To achieve six pedagogic competence, a teacher should master some indicators based on the Regulation of the Minister of National Education Number 16 of 2007, namely;

1. Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect; including, (a) understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds, (b) identifying students potential, (c) identifying the initial teaching material of learners in the subject, (d) identifying students' learning difficulties in the subjects taught.
2. Mastering learning theory and learning principles; including, (a) understanding various learning theories and educational learning principles related to the subject taught, (b) applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught.

3. Developing the curriculum related to the subjects taught; including, (a) understanding the principles of curriculum development, (b) determining the learning objectives of the subject, (c) determining the learning experience to achieve objectives, (d) selecting learning materials that learning objectives, (e) organizing learning materials in correctly in accordance with approach and learner characteristics, (f) developing indicators and instruments assessment.
4. Utilizing information and communication technology for learning purposes; including, utilizing information and communication technology in the learning process.
5. Facilitating the development students' potential to actualize their various potential; including, (a) providing various activities learning to encourage learners to achieve optimally, (b) providing various learning activities to actualize learners' potential, including their creativity.
6. Organizing assessments and evaluation of learning processes and outcomes; including, (a) understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught, (b) determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught, (c) determining procedures for assessing and evaluating the learning process and outcomes, (d) developing instruments for assessment and evaluating of learning processes and outcomes, (e) administering assessment of learning processes and outcomes on ongoing basis using various instruments, (f) analyzing the results of assessing the learning process and outcomes for various purpose, (g) evaluating the learning process and outcomes.

e) Teaching English

Teaching is from interpersonal influence aimed at changing the behavior potential of another person. Teaching is intimate contact between a more mature personality and less mature one which is designed to further the education of the latter Morison, (2019) states teaching is the process of

considering people's need, experiences, and feelings and intervening so that they learn certain things and go beyond what is given.

f) The Relationship between Teachers' Pedagogic Competence and Teaching English

According to Indonesian law number 14 of 2005 related to teachers and lecturers, it is explained that pedagogical competence is the ability of teacher to manage learning process that relates to students, including understanding insights or educational foundations, understanding students, developing curriculum or syllabus, understanding learning theory and learning principles, implementing learning which is educational and dialogical, using learning technology, evaluating learning outcomes, and developing students to actualize their various potentials they have.

g) Factors that Influence Pedagogic Competence

1. Teacher Education Background

Teacher education is one of the teachers who have a teacher education background and knowledge of classroom management, teaching and learning processes.

2. Teaching Experience

Teacher teaching experience has a great influence on the teacher's ability to carry out tasks and improve teacher abilities. For teachers who have only a few years of teaching experience or have not had experience will be different from teachers who have many years of teaching experience.

3. Teacher Health

A healthy physical condition is expected to result in a better teaching and learning process. Healthy teachers can carry out their duties with a healthy mind and soul, and teachers are able to maintain a balance between physical and mental needs.

4. Teacher Income

Improvements in economic welfare will foster teachers' morale, on the other hand, when their income or salary is insufficient, teachers will try to find additional income. If a teacher

does other work then the teacher's duties and obligations will not be maximized.

5. Educational Facilities

Facilities in education are very important. The availability of adequate facilities will facilitate achievement of learning objectives, otherwise the limitations of education will hinder the goals in the teaching learning process.

6. Discipline at Work

Discipline in the school environment does not only apply to students but needs to be applied to principals and staff as well. This is where the function of the principal as a leader, mentor, and supervisor is expected to be a motivator in order to create discipline in the school environment.

7. Principal Supervision

Principal supervision is aimed at fostering and improving the quality of learning carried out by teachers. This supervision should be flexible by giving teachers the opportunity to express problems they are facing, as well as giving teachers the opportunity to express ideas for the improvement and enhancement of educational outcomes.

B. Method

To conduct this research, the researchers used a qualitative research approach. According to Zega et. al. (2023), qualitative research is a type of research that examines natural conditions and tries to understand and interpret them. This qualitative research aims to analyze information about problems or phenomena that occur as clearly as possible and is a fact of truth.

Data Collecting Technique

To achieve the research objective, the researcher collected the data through three techniques, namely, observation, interview, and documentation.

a) Observation

Observation is making direct observations of the research object to see closely the activities carried out. There are types of observational research namely; controlled observation, naturalistic observation, and participant

observation. Controlled observations are typically structured observations. From this observation, the research used the observation sheet checklist. Observation sheet checklist is a list of things that an observer is going to look at when observing a class.

b) Interview

Interviews are particularly useful for getting the story behind a participant's experience. The interviewer can pursue-in depth information around the topic. The researcher conducted the interview with the English teachers and principal.

c) Documentation

Documentation is to search for data regarding things/variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes/meetings, notes, agendas, and so on. Documentation in this research is used to obtain secondary data regarding all sources of information regarding the subject. Documentation including relevant books, regulation, photos, videos, as data relevant to research.

Data Analysis Technique

Miles in Islamuddin et.al (2023) divides into three streams of activity that occur simultaneously.

a) Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus of written field notes, interview transcripts, and other empirical material. Data condensation takes place continuously during data collection.

b) Data Display

Data display is the stage of how a researcher displays data results obtained in research. Display is an assembly of organized information that is organized to allow drawing conclusions and taking action.

c) Drawing and verifying conclusion

Drawing and verifying conclusions is the final step of the data that has been analyzed. After that the researchers concluded from the results of the analysis. Initial conclusions are still temporary, and change if no supporting evidence is found at the collection stage of the next data.

DISCUSSION

The researchers observed the English teacher in the classroom while teaching English. The researchers used an observation checklist to find out what pedagogic competence the English teacher used in the classroom. When the observation was conducted at the first meeting, the researchers found that the English teacher was not utilizing information and communication technology. It is known that technology is an important tool to support learning to be more optimal because it can be a source of information and learning to be more creative and productive. According to Wantini (2022), technology is created to ease people and help their activities in a new way. Supported by Isrokatun (2021) said, the existence of technology in the education field also facilitates students to widely access learning sources, which means that they do not only focus on teachers.

In the second meeting, the researchers again observed the English teacher to find out more about what pedagogical competencies the teacher used in the classroom. The researchers found that the English teacher did not use technology, did not develop the curriculum related to the subject taught and was more active in using Indonesian when explaining the material. Then the researchers made another observation at the third meeting to the four meetings, but the observation results remained the same with the second meeting observation. And the fifth meeting, which is where the English teacher who taught English in the classroom where all points in the table observation checklist had one lack is in utilizing information and communication technology. The researchers also found that in the third meeting and the fourth meeting apart from not using technology the teacher also did not provide lesson plans when teaching in the classroom. It is known that the preparation of lesson plans is one of the teacher's competences in developing the curriculum.

The researchers also observed the second English teacher to find out what pedagogic competence the teacher used in the classroom. As with the first teacher, the researcher also did not forget to provide a checklist observation sheet as an instrument used by the researchers. At the first meeting, the researchers observed the second teacher when teaching English in the classroom. English teachers also do not use technology during the teaching and learning process and not mastering learning theory and learning principles. It is known that technology and learning

theory is very important in the world of education, Isrokatun (2021). After that, the researchers made another observation at the second meeting. The researchers found the same thing at the first meeting observation, namely that the English teacher did not use technology and did not prepare a lesson plan when teaching in class. It is known that a prepared lesson is one indicator of pedagogic competence to develop a curriculum related to the subject taught. After knowing the pedagogic competence of the second teacher, the researchers were still not satisfied with the results that had been obtained, therefore the researchers returned to make observations at the third meeting to the fifth meeting. In the third meeting to the fifth meeting, the researchers found that English teacher when teaching in the classroom had pedagogic competence in accordance with the pedagogical indicators on the observation sheet checklist, but one indicator that was not implemented by English teacher was utilizing information and communication technology for learning purposes.

In the field the researchers conducted interviews with an English teacher at SMP N 2 Lotu, first teacher. The interview was conducted on Monday 4 March 2024. The results obtained from several questions were that the second teacher had taught for 17 years in several classes at different levels, therefore the second teacher had more experience than the first teacher. It is known that many years of teacher experience does not guarantee mastering all learning material. Then the English teacher said that students' potential could be seen during the learning process, while students' limitations in procuring gadgets and internet quota meant that students could not carry out bold system learning. English teachers admit that not all learning materials are mastered by English teachers. Therefore, a teacher's years of experience does not guarantee mastering all learning material. It is known that teachers must master all learning material, Suryana (2019).

The first teacher is able to understand the characteristics of students when the teaching and learning process takes place. The English teacher tends to use Indonesian more actively than English when teaching in the classroom. The teacher admits that the first teacher is not a native speaker and still lacking in speaking English, Wahyuni (2023). Teachers have to put effort into developing the curriculum by utilizing several teaching aids that are easy to find in the surrounding environment. In organizing assessment, teachers also play a role in carrying out

remedial measures for students whose scores are less than MCC. Indicators of lack of school facilities hamper the process of distributing knowledge between teachers and students who are less active.

The second English teacher, Based on these questions, the researchers found several factors that influence pedagogical competence in teaching English, such as English teacher had to recognize the character of each student so that student interactions with the teacher are well established, student potential can be seen from student activity during teaching and learning process. The weakness that every student has is technological sophistication where they cannot keep up with technological developments so that the information they obtain only comes from the teacher. Teachers also have weaknesses, namely that not all of them master the material due to lack of teaching experience, English teachers also do not utilize technology as a technology-based learning medium. However, teachers always try to provide interesting learning methods so that students do not get bored while following the learning process. This is due to the lack of facilities and teacher income.

A teacher's efforts will have a positive impact on his students. This effort can be seen from the teacher's seriousness in teaching and the teacher was also willing to explain things that made students confused. Furthermore, the teacher is able to determine the students weaknesses and shortcomings based on each response given by the students, then the teacher also assesses the students from several aspects such as knowledge, skills and attitudes so that from this assessment it can be seen that the student's abilities can be identified, and if the score obtained is still below the MCC then evaluation or remediation is carried out. From the English teacher's answer, the researchers can draw the conclusion that the second teacher, based on her experience in teaching, must have a good educational background, so that he is able to teach her students according to achievement indicators. Teachers' needs must be met, for example in providing technology that can help teachers more easily transfer knowledge, learning also becomes more productive and creative. Some examples of using technology in the classroom namely virtual books, and online courses.

It is known, several indicators of pedagogic competence such as understanding the characteristics of students related to physical, intellectual, social-

emotional, moral, spiritual, and socio-cultural backgrounds, applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught, determining the learning experience to achieve objectives, and evaluating the learning process and outcomes, used by English teachers at SMP Negeri 2 Lotu. The teacher's intelligence, skills, experience and educational background are several points as indicators of the implementation of pedagogic competence in teaching English.

The third interview was conducted with the principal SMP Negeri 2 Lotu, This interview aimed to find out the factors that influence teachers' pedagogical competence in teaching English. The researcher had prepared some questions to ask the principal of SMP Negeri 2 Lotu as supporting data from the second question in this research. In the interview, the principal said that English teachers have pedagogic competence, but not all pedagogic competence indicators are applied by English teachers. Due to teachers' teaching experience, inadequate educational facilities, and principal supervision. The use of technology is still less applied by English teachers in learning process activities. And to overcome this, the principal provides a solution by saying that teachers must be able to master other indicators of pedagogic competence by not forgetting to also conduct supervision so that English teachers are getting better at mastering pedagogic competence.

RESULT

The research was conducted at SMP Negeri 2 Lotu, there were two English teachers', the first is Dewi SZ, and the second Henti PCDZ. Based on the research design, the researcher analyzed the teachers' pedagogic competence in teaching English and factors that influence pedagogic competence in teaching English.

a) The Result of Observation

The researchers check mark (Yes/√) on the list if the observed object is seen to have the phenomenon expected by the researcher and (No/x) on the list if the observed object is not visible at the time of observation by the researchers

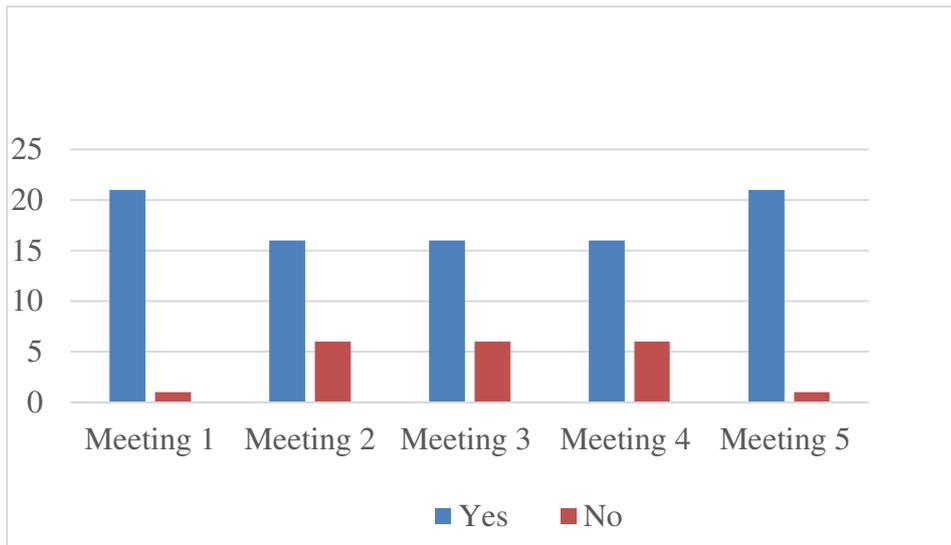


Chart 1. The result of First English Teacher observation checklist Meeting 1 to Meeting 5 in SMP Negeri 2 Lotu

Yes	✓
No	×

Meeting	Yes	No
1	21	1
2	16	6
3	16	6
4	16	6
5	21	1

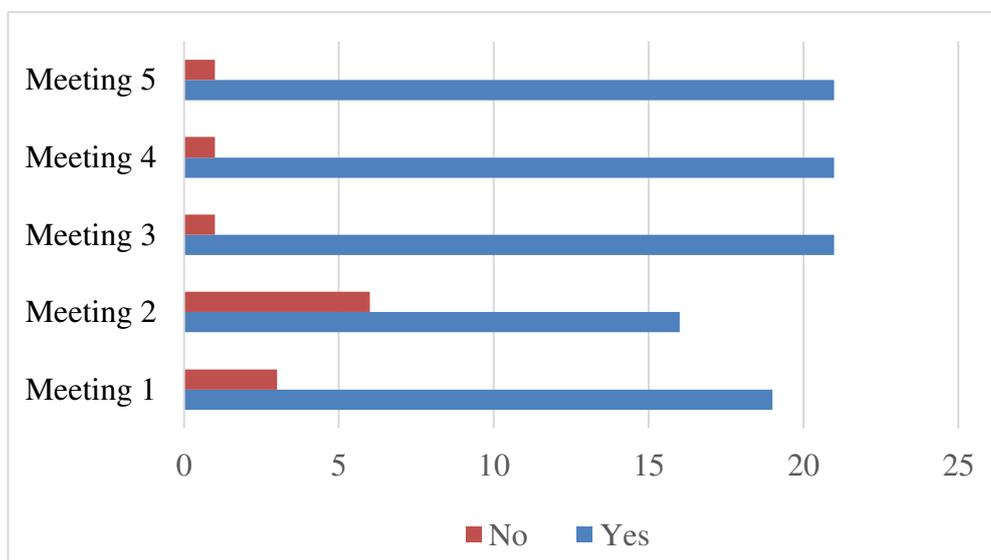


Chart 2. The result of Second English Teacher observation checklist Meeting 1 to Meeting 5 in SMP Negeri 2 Lotu

Yes	✓
No	×

Meeting	Yes	No
Meeting 1	19	3
Meeting 2	16	6
Meeting 3	21	1
Meeting 4	21	1
Meeting 5	21	1

1	19	3
2	16	6
3	21	1
4	21	1
5	21	1

Based on the chart above, it can be seen that both English teachers at SMP Negeri 2 Lotu still do not have all the indicators of pedagogic competence. Observation data generated from the checklist observation sheet based on the Regulation of the Minister of National Education Number 16 of 2007.

b) The Result of Interview

In this research, the researchers have conducted interviews to get in-depth information about the second question of this research which is "what are the factors that affect teachers' pedagogical competence in teaching English at SMP Negeri 2 Lotu in 2023/2024". The first interview was conducted with English teachers where SMP Negeri 2 Lotu has two English teachers and the second interview with the principal.

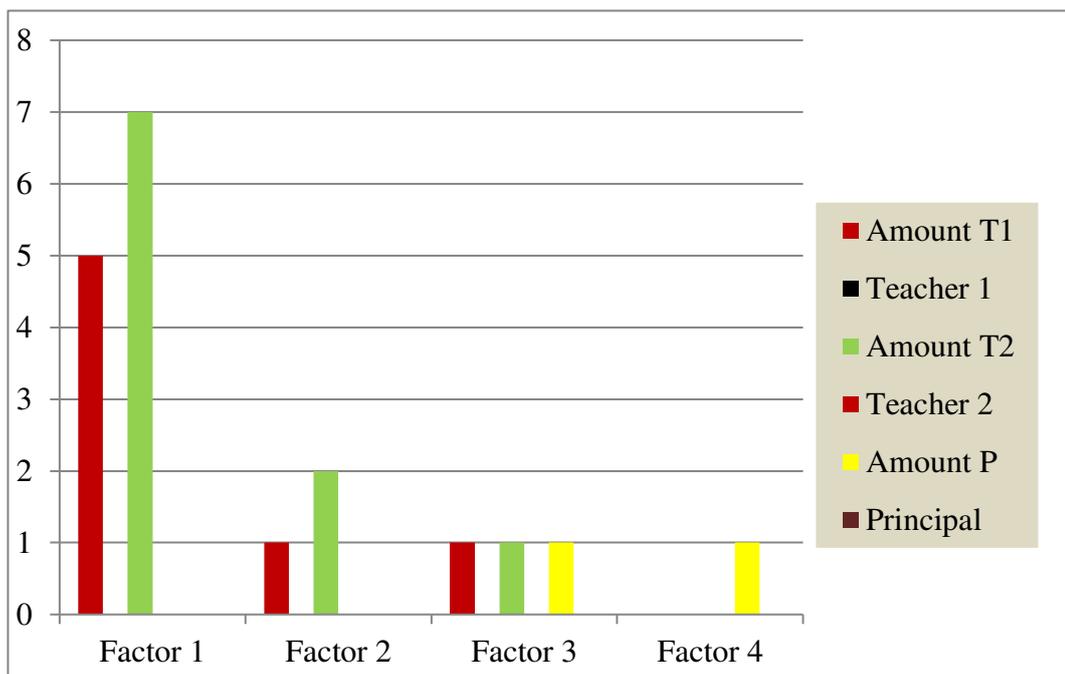


Chart 3. The Results of Interview

Table Category Guideline

Factors	Amount T1	Teacher 1	Amount T2	Teacher 2	Amount P	Principal
Factor 1	5	TE	7	TE		
Factor 2	1	TI	2	TI		
Factor 3	1	EF	1	EF	1	EF
Factor 4					1	PS

Description:

TE	Teaching Experience
TI	Teacher Income
EF	Educational Facilities
PS	Principal Supervision

Based on the chart above, it can be seen that the factors that influence the pedagogic competence of the two English teachers consist of four factors, namely teaching experience, educational facilities, teacher income, and principal supervision.

CONCLUSION

The researchers found similarities between the first teacher and the second teacher, indicators of pedagogic competence that they used, namely mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, mastering learning theory and learning principles, developing the curriculum related to the subjects taught, facilitating the development of students' potential to actualize their various potential, organizing assessment and evaluating of learning processes and outcomes. indicators of teachers' pedagogic competence that English teachers do not yet have are mastering learning theory and learning principles, utilizing information and communication technology for learning purposes and English teachers had not prepared lesson plans when teaching in the classroom. This is due to several factors, namely teaching experience, educational facilities, teacher income and principal supervision.

REFERENCES

- Amalia, T., Khaerati Syam., Ardiana, "Analysis of Teachers Pedagogical Competence in Teaching English at The Second Grade of SMK NEGERI 4 GOWA," *English Lang. Teach. Methodol.*, vol. 3, no. 1, pp. 111–122, 2023, doi: 10.56983/eltm.v3i1.227.
- Amursalim., Abdul, A., Sahrir. (2022). Students' perceptions on the teacher's pedagogical competence during COVID-19. *Universitas Negeri Makassar, Indonesia. Vol. 2, No. 2*

- Ajayi. (2019). Primary source data and secondary sources of data. *Department of Science and mathematics Education, Benue State University, Makurdi, Nigeria*
- Hyginus V. (2023). Qualitative Research. *Kampala International University (KIU). Idosr Journal of Computer and Applied Sciences 8(1):20-35. Idosr J. Sci. Technol.*, vol. 3, no. 1, pp. 37–46, 2017, [Online]. Available: www.idosr.org/Asuketal
- Islamuddin, R., Telaumbanua, Y, A., Laoli, A., Zebua, E, P ((2023). Analysis of the application of video learning media on students' learning interest at the tenth grade of SMA Negeri 1 Gunungsitoli in 2022/2023. *Journal on Education. Vol 06, No. 01* pp. 8375–8386, 2023.
- Kuntarto, E. (2019). Teacher's Competency Assessment (TCA) in Indonesia : A Frame Work. *International Conference of Educational Assessment and Policy (ICEAP)*, 8-20.
- Faidal. N., Suriani.(2020). The teacher pedagogic competence in teaching English through online and offline settings. *ELT Worldwide Vol.7 No.1*
- Ma'rifatullah., Andri., A. (2019). Teacher pedagogic competence in teaching English at SMA N 1 Sanggar In Bima. ,” *Expo. J. Pendidik. Bhs. Ingg.*, vol. 8, no. 1, pp. 90–100, 2019, doi: 10.26618/exposure.v8i1.2087.
- Marsen, S, B., Santosa, H., Rochanah, S. (2021). The effect of pedagogical competence and work environment toward elementary school teacher performance. *AL-ISHLAH J. Pendidik.*, vol. 13, no. 1, pp. 668–677, 2021, doi: 10.35445/alishlah.v13i1.563.
- Nurliyanti., Nadrun. Maf'ulah (2022). Teacher pedagogical competence in teaching English at junior high school. *E-journal of ELTS (English Language Teaching Society) Vol.10 No.3*
- Purnama., Gita, (2021). Teachers' Pedagogic Competence in Teaching English at Secondary School Level. *Journal of Development and Innovation in Language and Literature Education*, 1(3), 362-376
- Richards, J. C. “Teaching English through English: Proficiency, Pedagogy and Performance,” *RELC J.*, vol. 48, no. 1, pp. 7–30, 2017, doi: 10.1177/0033688217690059
- Rosdiana. (2020). The analysis of pedagogical competence of the English teacher' of the third grade students at SMA Negeri 3 Banda Aceh. *Edunesia J. Ilm. Pendidik.*, vol. 1, no. 2, pp. 1–5, 2020, doi: 10.51276/edu.v1i2.30.
- Sari., R. Yuliana, “Correlation between ICT Literacy and Pedagogic Competence of Elementary School Teachers,” *J. Educ. Technol.*, vol. 6, no. 3, pp. 442–449, 2022, doi: 10.23887/jet.v6i3.44504.
- Setiyadi, Bambang. (2020). Teaching English as foreign language. *Ruko Jambusari 7A Yogyakarta 55283*.
- Siregar, A., Fauziati E, F., Marmanto, S. (2020). The effective 21st- Century pedagogical competence as perceived by pre-service English teachers. *Universitas Muhammadiyah Surakarta, Indonesia. Doi: 10.32332/pedagogy.v8i1.1953*.
- Shelly, S, C., Fadilla, I. (2020). An analysis of teacher pedagogical competence in teaching english at SMK PGRI 3 Kota Serang. *J. English Lang. Teach. Lit.*, vol. 3, no. 1, pp. 54–65, 2020, doi: 10.47080/jeltl.v3i1.787.

- Susanto, R., Rozali, Y, A., Agustina, N. (2019). Development of pedagogical competency models for elementary school teachers: Pedagogical knowledge, Reflective ability, emotional intelligence and instructional communication. *Universal journal of Education Research*.
- Tanjung, S. (2022). An analysis of teacher pedagogical competence in teaching English for senior high school learners. *Universitas Islam Negeri Sumatera Utara. journal VISION, Vol. XVIII, No.*
- Creswell, John W.(2014). Research design Qualitative Quantitative and Mixed Methods Approaches. *University of Nebraska-Lincoln*
- Miles, B, M., Huberman, M, A., Saldana, J. (2014). Qualitative Data Analysis a Method Sourcebook. *Arizona State University*.

How to find the Article to Cite (APA style):

https://scholar.google.com/citations?hl=en&user=J7RwxxgAAAAJ&view_op=list_works&sortby=pubdate