

Abstract

Pedagogical competence is important to be mastered by teachers, besides personal competence, social competence and professional competence. As a teacher educational institution, English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) facilitates their student-teachers to master this competence by conducting an internship program. This study aims to reveal supervising-teachers' perceptions on EED of UMY's student-teachers' pedagogical competence in an internship program. The perceptions cover ten aspects of pedagogical competence, those are understanding characteristic of students, mastering teaching theories and principle, developing lesson plan, conducting teaching activity, using technology, facilitating students to actualize students' potential, communicating to students, conducting assessment and evaluation, utilizing the assessment and evaluation result, and doing teaching reflection.

This study used qualitative research design and specifically employed case study research. The researcher involved five supervising teachers from five senior high schools as participants. Purposive sampling was used by the researcher to choose the participants. The researcher used in-depth interview to gather the data and used member checking to validate the data. In analyzing the data, the researcher used open coding, axial coding and selective coding.

The findings of this study show that supervising teachers had various perceptions on EED of UMY's student-teachers' pedagogical competence in an

internship program. From the ten aspects of pedagogical competence, the perceptions indicated that EED of UMY's student-teachers were competent in three aspects of pedagogical competence. Those are in using technology, conducting assessment and evaluation, and doing teaching reflection. All supervising teachers had good perceptions on those three pedagogical aspects. In understanding characteristic of students, mastering teaching theories and principles, developing lesson plan, conducting teaching activity, facilitating students to actualize their potential, and communicating to students, supervising teachers had different perceptions. Some of them argued that EED of UMY's student-teachers had good competence, the others perceptions indicated that EED of UMY's student-teachers had less competence. Then, in utilizing the assessment and evaluation result, one supervising teacher had good perception on the EED of UMY's student-teachers' competence. The others had no perception because EED of UMY's student-teachers not conduct this activity.

Keywords: pedagogical competence, aspects of pedagogical competence, internship program, supervising teachers