

Chapter One

Introduction

Chapter One provides general information about this study. Those are the background of this study, statement of the problem, limitation of the problem, the research question, the objective of the study and the significance of this study. The background of this study discusses the reason of the researcher why choose the topic on pedagogical competence. Then, statement of the problem and limitation of the problem discuss the focus of problems. Research question presents the question that will be answered by this study. The aim of this study is presented in the objective of the study. Lastly, the benefits of this study are explained in the significance of this study.

Background of the Study

Teachers are very important in education. Chen and Ragatz (2010) argued that the most significant factor in improving the quality of education is the quality of teachers. It is because the teachers' knowledge and all things they do has a big influence on the achievement of their students. Then, Cohen, Manion, Morrison and Wyse (2010) said that education is a process of students acquire and apply good values, such as respect, fairness and justice. During this process, teachers play their role as a demonstrator who demonstrates the appropriate values. They believed that students are easier to behave in a positive manner and adopt appropriate values when they encounter real good attitudes of their teachers. So,

teachers' attitudes and actions can directly influence students' achievements and the success of education.

However, becoming a teacher is not easy. McKenzie and Santiago (2005) in Kuswandono (2013) argued, "Teaching is a complex task, and there is not a single set of teacher attributes and behaviors that is universally effective for all types of students and learning environments" (p. 23). It is because classroom is filled with students whose learning styles, needs, strengths, and abilities differ (Stronge, Tucker and Hindman, 2004). Moreover, Azeem (2011) said, "Teaching is an exciting and rewarding activity but like other professions, it is demanding. It requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks" (p.1). Therefore, teachers need several requirements and competencies to support them getting success in their job.

In Indonesia, regulations about teacher are set in *Undang-undang Republik Indonesia Nomor 14 tahun 2005 tentang Guru dan Dosen* (Law of Republic Indonesia Number 14 of 2005 on Teachers and Lecturers). This law is arranged to direct teachers and lecturers in achieving the Indonesian national education goal, which is developing students' potential to be a faithful, healthy, skillful, creative, independent, democratic and responsive person. The law stated, "*Guru wajib memiliki kualifikasi akademik, kompetensi, sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional*" (Pasal 8 Bab IV). The academic qualification mentioned in Article 8 can be acquired through a higher education degree program (S1). Then, the

teachers' competences are mentioned in Article 10, those are pedagogical competence, personal competence, social competence and professional competence that acquired from teacher profession education.

Government of Indonesia defined those four teachers' competences in the explanation and attachment of Article 10 Verse 1 of Law of Republic Indonesia Number 14 of 2005 on Teacher and Lecturer. The law defines pedagogical competence as an ability of teachers to manage the students' learning. Personal competence is the ability of teachers to have steady personality, good character and wisdom, so they can be a role model of their students. Professional competence is the ability of teachers to master the lesson subject widely and deeply. Last, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, other teachers, parents and the surrounding community.

As an educational institution, English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) facilitates student-teachers to get an academic qualification and build the competencies. It will be very useful for student-teachers to join a teacher certification program after graduate from this bachelor degree level. To meet all of the competencies, besides giving teaching and learning theories in the classroom, EED of UMY also facilitates student-teachers to practice in real school environment by conducting an internship program. This program is an obligatory subject lesson at EED of UMY that is taken by all student-teachers started from the first semester until the sixth semester and engages some schools in Yogyakarta as the partner.

Internship program gives some benefits for student-teachers. As stated in the Internship Program Handbook, EED of UMY's internship program aims to build student-teachers' competencies, trains the skill of student-teachers in teaching at real school situation and gives real experience related to the teachers' duty. Kuswandono (2013) said that internship program in school-based settings is important to develop student-teachers' professional skill before they enter the real world of teaching. Furthermore, Richards and Crookes (1998) as cited in Riesky (2013) also states:

“By following this kind of activity, student-teachers will have a chance to experience many valuable things, such as getting practical classroom experience, putting theories into practices, gaining insight from observing experienced teachers, improving lesson planning ability, improving ability in designing and developing materials, sharpening their teaching ability, strengthening their understanding of teaching in terms of theory and practice, and improving decision-making ability in teaching by looking and exploring into themselves and other's teaching practices.” (p. 251)

However, most student-teachers find some problems and difficulties during internship program. Saricoban (2010) said that the common problems in internship program are related to the teaching materials and equipment, the students they teach, curriculum, and classroom management. Some student-teachers also found difficulties in using teaching aids (Panda & Nayak, 2014). Moreover, a study conducted by Foncha, Abongdia and Adu (2015) found that challenges faced by student-teachers during their teaching practice include some

matters. Those are school placement, resources, learners discipline, classroom environment, also supervision and support. It means, there are a lot of things in school that could potentially cause problems for student-teachers during the internship program.

Based on the researcher personal experience and observation, EED of UMY's student-teachers also faced those problems during the internship program and the most problems are related with pedagogy. They faced pedagogical problems in all phases of teaching, including pre-teaching, whilst teaching and after teaching. In the pre-teaching, EED of UMY's student-teachers were difficult to deal with and understand the curriculum also in preparing the appropriate material. In while teaching, they were difficult in delivering material. For the post-teaching, EED of UMY's student teachers also hard in evaluating the teaching-learning process.

To help student-teachers face problems during the internship program, EED of UMY's student-teachers are helped by supervising teachers. Those supervising teachers are experienced English teachers from partner schools who have a main task to guide and help student-teachers in solving problems related to their duty in the school. Cohen, Manion, Morrison and Wyse (2010) mentioned that:

“Supervising teachers have responsibility for advising student-teachers how to teach their particular subjects; developing student-teachers' understandings and appreciation of how students learn and how learning can be planned;

advising student-teachers on class management and the planning of curricula and assessment.” (p. 27).

In addition, Norris, Larke and Briers (1990) also said that supervising teacher is the most important ingredient in the student teaching experience beside the student teaching center and it influences the development of student-teachers. Hence, supervising teachers is strictly important in internship program.

From the explanation above, the researcher is interested to conduct a study related with EED of UMY’s student-teachers’ pedagogical competence. The researcher wants to know the pedagogical competence of EED of UMY’s student-teachers’ from supervising teachers’ perspective. The close relation between student-teachers and supervising teachers in internship program makes the supervising teachers know more about their student-teachers’ competence compared to school principle or students’ parents. This study may present results that can reflect the EED of UMY’s student-teachers’ pedagogical competence and will benefit to improve the quality of EED of UMY especially in the internship program.

Statement of the Problem

As teacher candidates, EED of UMY’s students-teachers should master all teachers’ competences required by the law: pedagogical competence, personal competence, professional competence, and social competence. In the internship program, EED of UMY’s student-teachers faced problems related to their pedagogical competence, such as difficult to develop lesson plan and feel difficult

to manage the classroom. EED of UMY's student-teachers feel hesitant about their pedagogical competence. Therefore, the researcher interested to conduct a study on EED of UMY's student-teachers' pedagogical competence in the internship program by revealing supervising teachers' perceptions. Moreover, a study about supervising teachers perceptions on EED of UMY's student-teachers' pedagogical competence has never been conducted at EED of UMY.

Limitation of the Problem

EED of UMY's internship program is held along with some partner schools in Yogyakarta. To make this study more focused, it is emphasized on the perception of supervising teachers in senior high schools (SMA) level. For the pedagogical competence, it refers to *Lampiran Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru* (Attachment of Rules and Regulation of Education Ministry Number 16 of 2007 about Teachers' Standard Qualification and Competencies). The law states that Indonesian teachers are considered to master the ten aspects of pedagogical competence: understand characteristic of students, master teaching theories and principles, develop lesson plan, conduct teaching activity, use technology, facilitate students to actualize students' potential, communicate to students, conduct assessment and evaluation, utilize the assessment and evaluation result, and do teaching reflection.

Research Question

The research question being investigated in this study is:

“What are supervising teachers’ perceptions on pedagogical competence of English Education Department of Universitas Muhamadiyah Yogyakarta’s student-teachers in an internship program?”

Objectives of the Study

The research aims to identify supervising teachers’ perceptions on pedagogical competence of English Education Department of Universitas Muhamadiyah Yogyakarta’s student-teachers in the 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.

Significance of the Study

This study would be useful for the researcher, the student-teachers, the institution (EED of UMY), the partner schools and supervising teachers, and other researchers.

The researcher. This study is useful for the researcher herself. Firstly, it can give more knowledge about pedagogical competence. Secondly, this study

indirectly gives a reflection about the researcher' pedagogical competence as a student-teacher who participated in the internship program. Last, this study motivates the researcher as a student-teacher to be better in the pedagogical mastery and implementation.

The student-teachers. This study deliberates the information related to the EED of UMY's student-teachers' pedagogical competence that may give direct good involvement for them. This study can aid the student-teachers to know their strength and weakness in pedagogical mastery. Then, it can be used to enhance the understanding and knowledge about pedagogical competence to be a professional teacher.

The institution (EED of UMY). Firstly, this study can reflect the EED of UMY's internship program at schools, whether it runs well or not. Secondly, this study gives information about EED of UMY's student-teachers' pedagogical competence. Last, the research findings may help EED of UMY to do some evaluations to enhance the quality of this program.

The partner schools and supervising teachers. This study gives information about the pedagogical competence of EED UMY's student-teachers. It might be useful for partner schools and supervising teachers to do evaluation, because they have an obligation to facilitate and guide student-teachers during the internship program.

Other researchers. This study is probable to encourage the future researchers in guiding the next study related to pedagogical competence. The finding of this study also can be used as a reference to conduct similar studies.