

CHAPTER I

INTRODUCTION

This study is a research of teachers' pedagogical competence. The study is based on direct observation of Senior High School teachers in private and public high schools in Lampung who apply pedagogical competence in 2013 curriculum. The first chapter of the study presents background of study, purpose of the study, research question, scope of the study, significance of the study, definition of key terms, and organisation of thesis which are explained briefly as follow.

1.1 Background of the study

In a society, from the most backward to the most advanced, the teacher plays an important role as, almost without exception, the builders of prospective society members (Popham & Baker, 2005). Lexically teacher is defined as people whose jobs or occupation is teaching. In a simple term, teacher is the one who gives knowledge to students (Djamarah, 2008). In situations where the teachers are interpersonally oriented, attentive, empathic and fully cognizant of the students' abilities and they believe in the students, the students are extremely positive towards teaching (Chedzoy & Burden, 2007). Further, based on the explanation about teachers' job, the need to standardize the teachers' job should be explained explicitly. Therefore, it is an obligatory to make teachers' competences.

Other attempts to define competence have regarded the notion from the perspective of human resource management and vocational training and education, in the attempt to observe the importance of the interdependence between personal characteristics, proficiency level and context (Sampson & Fyrtos, 2008), but there have also been attempts to regard competences (Suciu & Măță, 2010) from the strict perspective of evaluation (Ryegård, 2010) and connect them with professional standards.

Ahmad and Setyaningsih (2012) had researched about teachers' professionalism which was conducted in junior, senior, and vocational high schools in Banyumas Regency, Central Java, Indonesia. This paper discusses about teachers' professionalism which was focused on both teachers' professional and pedagogical competencies. In this study, the researcher found that the competencies needed to fulfilled by teachers had not mastered by teachers. The teachers still found some difficulties in implemeting the competencies.

In addition, Law No 14, 2005 about Teachers and Lecturers, Article 10 paragraph (1), teacher competency includes pedagogical competency, personal competency, social competency, and professional competency that is acquired through professional education. Pedagogical competence is the ability of learners to manage learning. This competency can be seen from the ability to plan teaching and learning program, the ability to execute the interaction or manage the learning process, and the ability to make an assessment. Teachers' personal competency as educators is their main tasks in teaching. They should have good personal characteristics which highly influence the success of people development. Steady personality of the teacher will well exemplify learners and community. Therefore, teachers will perform as a figure necessarily followed in advice, words, and commands. Teachers' personality is an important factor for the success of students' learning. Professional competence is the ability to master the subject matter broadly and deeply. Professional competence includes expertise in their fields of expertise or mastery of the materials to be taught along with the method, a sense of responsibility and sense of duty to the other teacher colleagues whereas social competency is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. This social competency includes skills in social interaction and social responsibilities.

Development of professional and pedagogical competence is done by providing opportunities for teachers to improve their knowledge and skills to develop teaching materials and use various methods of learning in the learning process, to provide the opportunity for teachers to take the initiative and creativity in working to develop insight knowledge (Payu, 2011 cited in Rahman, 2014) . The study explains that pedagogical competence gives effect on performance, so to improve the performance of teachers, teacher needs to improve his or her pedagogic competency (Wonseke, 2011; Pujiastuti, et al., 2012). Suherdi (2013) stated that this competence can be shortly explained as the ability to transfer knowledge. Thus, it can be said that to improve the performance of teachers, there is a need to improve pedagogical competence and motivation of teachers. In addition, a teacher who has pedagogical competence will be able to do the learning activities in every existing condition (Harmer, 2007).

Thus, pedagogical competence can be best described as the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy (Madhavaram & Laverie, 2010). In strict reference to the teacher, pedagogical competence reflects the teacher's competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education (Ryegård, 2010).

These competencies, furthermore, have strong relationship to the newest curriculum in Indonesia, 2013 curriculum. Curriculum 2013 is the revised version of CBC and KTSP, with greater emphasis on building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic learning approach that benefits students' cognitive abilities (Kemendiknas, 2013). Referring to National Education Standard (Standar Nasional Pendidikan), Indonesia developed its educational system including

curriculum (Content Standard) which is aimed to ensure the equivalence of educational opportunity in suburban and urban areas, to increase the quality of education and the significance and the effectiveness of educational management to cope with the global challenges. Alwasilah, et al. (2008) states:

Sistem Pendidikan Nasional diharapkan mampu menjamin pemerataan kesempatan pendidikan, peningkatan mutu serta relevansi dan efisiensi manajemen pendidikan untuk menghadapi tantangan sesuai dengan tuntutan perubahan kehidupan lokal, nasional, dan global sehingga perlu dilakukan pembaharuan pendidikan secara terencana, terarah, dan berkesinambungan. Prinsip-prinsip dasar inilah yang telah melahirkan Undang-Undang (UU) Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

As stated above, the objective of National Education Standard is the education system in Indonesia which will be able to cope with the global challenge so that the students will be ready to face the global exchange. The changes itself can be seen in 2013 curriculum as the change in the process of learning. The process itself has changed from the passive learning (students are informed to learn) to active learning (students are looking for information to learn) and the scoring system has changed from an output scoring system to a process and out scoring system (Hidayat, 2013). Referring to the previous definition, teachers are asked to work as the facilitator (Budi, 2014) and create an effective learning which is the learning system where there is a good interaction between students and teachers (Hidayat, 2013). Teacher should also realise that teaching is a highly-demanding profession due to not only the complexity of the rigorous triangular relationships among teachers, learners, and the subject matter but also due to the society high expectation and pressure upon teachers (Prihantoro, 2007)

Obviously, in 2013 curriculum, pedagogical competence should be defined as the major characteristics to fulfill the target of 2013 curriculum. However, in the previous researches, the results are some teachers from several schools who have not yet fulfilled the competence needed in 2013 curriculum which can be seen

from their lacknesses of preparation, of 2013 curriculum understanding, of implementation and of evaluation (Budi, 2014). Furthermore, based on teachers' competency test (UKA) 2012 which test is about teachers' pedagogical and professional competence, the average national number of teachers' score in Indonesia is 42,25 in the scale 0-100 (Srie, 2013).

Regarding to this information, drawing from previous problems found in the previous researches, the focuses of this research are to investigate teachers' implementation of pedagogical competence in curriculum 2013 in managing learning strategy which includes in understanding students, planning, learning implementation, evaluating and maximize students' skills and abilities (PP RI No. 19 Year 2005) which is based on teachers' academic qualification and teachers' potential standard in Permendiknas No. 16 Year 2007, to investigate teachers' basic understanding in curriculum 2013 which includes in understanding the objectives of 2013 curriculum and understanding the characteristics of pedagogical competence in 2013 curriculum, and to investigate problems faced by teachers in applying 2013 curriculum.

1.2 Research Questions

This study explores English teachers' perception at a senior high school in Bandar Lampung. Specifically, it observes the teachers' perception on characteristics of a pedagogical competence for English teachers, the teachers' implementation of pedagogical competence in the learning activities and the teachers' problems faced in implementing pedagogical competence in 2013 curriculum. The problems of the present study are broken down into the following research questions.

1. How do teachers perceive the basic understanding of pedagogical competence in the implementation of 2013 curriculum?
2. How do teachers implement pedagogical competence in 2013 curriculum in learning classroom activities?
3. What are problems faced by teachers in implementing pedagogical competence referring to 2013 curriculum?

1.3 Purposes of the Study

Departing from the problems mentioned in background of study, the present study aims:

1. to investigate teachers' basic perception about pedagogical competence in 2013 curriculum
2. to figure out how teachers implement the pedagogical competence in EFL learning process in 2013 curriculum
3. to find out the problem faced by teachers in implementing pedagogical competence in 2013 curriculum

1.4 Significance of the study

The result of this research is expected to contribute and give some information input to those who concern in EFL teachers' pedagogical competence in the context of English curriculum 2013. The significances of the study are as follow:

1. To relevance theories: this study is expected to provide useful information in the real condition about how teachers in Indonesia have not yet been fulfilled pedagogical competence and to support theories about pedagogical competence.
2. To relevance government policy: based on the data given in the previous explanation about UKA, it is known that teachers who have passed the standard score will get teachers' incentive (TPG). However, the use in giving teachers' incentive (TPG) for passed teachers only gives increasing score for about 8,45 % (Srie, 2013). It means that the bigger number of less competence teachers, the more money spent in waste for the education development. to summarize, this research hopefully will give significant data to help government to improve teachers' competence by knowing their problems.

3. To practical condition: this research would provide information by finding the problems and be beneficial for teachers in developing teachers' pedagogical competence in the context of English curriculum 2013.
4. To other researcher: there is still a little similar study that conducted in Lampung. Thus, this study will be useful as basic information for other researcher who wants to conduct a research about EFL pedagogical competence in the context of English Curriculum 2013 more comprehensively.

1.5 Definition of Key Terms

There are three words in this study; "EFL Teachers", Teachers' Pedagogical Competence" and "The 2013 Curriculum". Teachers are the people who encourage and motivate students. Indeed, teachers also work as the assessor who tells the students about their achievements, the resource person to whom students can ask information, and the tutor who listens to students's consultation (Harmer, 2007). Therefore, English teachers are people who are able to teach English since it is the needed language in which information and technology have become so advanced, fundamental and strategic (Hamid, 2012). In addition, Suherdi (2013) mentioned that teachers' pedagogical competence is the ability to choose and try to develop the supporting materials to accomplishing the goals of the learning process. Further, 2013 curriculum based on the government of Ministry of Education and Culture is the revised and developed National Curriculum which is concerned on the values, knowledge, and skills of the learners.

In this study, this term refers to the teacher's pedagogical competence in the context of 2013 curriculum. Since pedagogical competence in 2013 curriculum is a very broad field, this study limits the coverage of the 2013 curriculum only on three main components. They are the teachers' basic perception, teachers' implementation, and teachers' problem in implementing pedagogical competence in the context of 2013 curriculum.

Regarding the 2013 curriculum, The Ministry of Education and Culture states that 2013 Curriculum is a means of integrating values systems, knowledge and skills, has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters. To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also observation, inquiry, analysis, reasoning, description, inference, evaluation and creation (Kemendikbud, 2012 in Srijono, 2013).

1.6 Organisation of the Study

This study describes in some sections. Chapter I describes about background of the study, research problems, purpose of study, significance of the study, definition of key terms, and the organisation of the study. In chapter II, there are four major sections which briefly explain about the theoretical foundation of this study. They are the general review of the study, theoretical foundations, previous researches and the gap is existed in a form of thesis statement. Research methodology is explained in six sections in chapter III. They are research design, setting and participant, instrument, instrument validity analysis, data collection method, and data analysis method. In chapter IV, research findings and discussion explains about 2 main sections, the findings and the discussions of the study. Each of them is elaborated briefly through three sub sections which cover the research questions such as teachers' perception of the basic understanding of 2013 curriculum and characteristics of a pedagogical competence in 2013 curriculum, teachers' implementation of pedagogical competence in 2013 curriculum in the learning activities and teachers' problems in the implementation of pedagogical competence in 2013 curriculum. Chapter V covers the conclusions and recommendations of the study.

The last chapter is the appendixes of the research. The appendixes of the research are the indicators used to make questionnaire and observation sheets, the example of empty questionnaire sheets, the example of empty observation sheets, and the result of observations, questionnaires and documentations of Participant 1 and Participant 2 when the research was held. Referring to the writing of references, the researcher uses American Psychological Association (APA).