Students' Perceptions on The Teacher's Pedagogical Competence during COVID-19

Persepsi Siswa Terhadap Kemampuan Pedagogik Guru Selama Pandemi COVID-19

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ABSTRAK

Seorang guru yang profesional dituntut untuk memiliki empat kompetensi dasar yaitu kompetensi pedagogik, personal, sosial dan profesional. Dalam penelitian ini, peneliti hanya mengambil satu topik yaitu kompetensi pedagogik. Penelitian ini bertujuan untuk mengetahui, persepsi siswa terhadap kompetensi pedagogik guru pada masa pandemi Covid-19. Peneliti telah memilih enam indikator kompetensi pedagogik yang berkaitan dengan pembelajaran siswa, yaitu 1). Memahami karakteristik siswa seperti aspek fisik, moral, sosial, spiritual, budaya, emosional, dan intelektual, 2). Menguasai teori pengajaran dan prinsip-prinsip pendidikan, 3), Mampu menggunakan TIK untuk mendukung proses belajar-mengajar, 4). Sebagai mediator siswa dalam mengaktualisasikan bakat atau keterampilannya, 5). Berkomunikasi secara efektif dan santun kepada siswa, 6). Melakukan refleksi untuk meningkatkan kualitas pembelajaran. Penelitian ini dilaksanakan dengan metode kualitatif. Partisipan dalam penelitian ini akan dipilih dari sejumlah siswa dengan menerapkan teknik nonprobability sampling, yaitu Purposive Sampling. Adapun hasil dari penelitian ini adalah semua indikator tersebut hampir telah diterapkan oleh guru ketika mengajar meskipun indikator tersebut telah diterapkan namun tidak memberikan dampak yang baik terhadap kemampuan bahasa Inggris siswa melalui pembelajaran online selama masa pandemic covid-19 ini. Dengan melihat persepsi peserta sebelumnya, mengapa pembelajaran online tidak efektif diterapkan di sekolah karena disebabkan oleh aksesibilitas, seperti yang kita ketahui bahwa area sekolah dan rumah siswa belum sepenuhnya terjangkau oleh koneksi internet yang baik. Faktor lain adalah siswa tidak dapat bertanya langsung kepada guru ketika ada materi pembelajaran yang kurang jelas saat pembelajaran berlangsung.

Kata Kunci: Kompetensi Pedagogik, Guru Profesional, Pembelajaran Online, dan Pandemi Covid-19.

ABSTRACT

A professional teacher is required to have four basic competences such as pedagogical, personal, social and professional competence, the researcher only selected one of them as focus of the study, pedagogical competence. The present study aimed to find out, students' perceptions on the teacher's pedagogical competence during the Covid-19 pandemic. The researcher has selected six indicators of the pedagogical competence which related to the students learning, they are 1). Understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect, 2). Mastering in the theory of teaching and principles of education, 3). Able to use ICT for supporting teaching-learning process, 4). As the mediator of the students in actualizing their talents or skills, 5). Communicating effectively and politely to the students, 6). Making reflections to increase the quality of learning. The research is implemented the qualitative method, and nonprobability sampling (purposive sampling) technique to select the participants. The results of the study are those all indicators almost have been implemented by the teacher when teaching to the students although these indicators have been implemented but it doesn't give good impact to the students' English skills through online learning during the covid-19 pandemic.

Keywords: Pedagogical Competence, Professional Teacher, Online learning, and The Covid-19 Pandemic

1. INTRODUCTION

Education is one of the most important things in improving the quality of human life. As we know that education is filled by several elements as the engine of education, one of which is the teacher. Teachers are required to have superior competence in their fields, there are some basic competencies that must be possessed by the teacher such as pedagogical, personal, social, and professional competencies (*Law of the republic of Indonesia concerning No.14 of 2005 article 10:1*). On relating to the topic which is raised by the researcher in this study only discusses one field competence that must be possessed by the teacher, namely pedagogical competence.

In the early 2020, the world was shaken by a WHO-issued announcement on social media about the disease outbreak. Reported on social media that there was a cluster of pneumonia cases – with no deaths – in Wuhan, Hubei province (World Health Organization, 2020). WHO gave the name of disease outbreak, is COVID-19. In the following time the pandemic is so serious disease by seeing the update data on 24 November 2020. Globally, there have been 58,900,547 confirmed cases of COVID-19, including 1,393,305 deaths (WHO, 2020), while in Indonesia confirmed 16.111 deaths (*Kementrian Kesehatan, 2020*).

The covid-19 is the devastating disaster for thousands human in the world. Almost all segment of human life without exception in education. There are many countries including Indonesia decide to close the school as part of the suppress community transmission. According to WHO (2020) Suppress community transmission through context-appropriate infection prevention and control measures, and population-level physical distancing measures.

Although all the schools, colleges, and universities are closed in Indonesian during the pandemic era, it does not mean, the educational process gives up too. The Indonesian government issued a policy so that the learning process goes on running, *Learning from Home* (LFH), is an alternative solution to reduce and prevent the spread of these viruses

According to the government's regulation through *Circular Letter* no.4:2020 state that; 1). *Learning from Home* (LFH) during the pandemic is carried out by paying attention to the health protocol for handling the diseased spread; 2). *Learning from Home* (LFM) keeps implementing through *daring* (E-Learning) and *luring* (Conventional Learning) and Blending Learning. Chitra & Raj (2018) explain that E-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning. As we know that Teaching-learning based *e-learning* is one of the characteristics of industry 4.0 era.

In this study, researcher should answer the question, how are the students' perceptions on the teacher's pedagogical competence during the Covid-19 pandemic?

This research has goals, which was to find out how the students' perceptions on teacher's pedagogical competence at the Vocational Tourism School (SMKN Negeri Mamasa), Mamasa regency, West Celebes.

2. LITERATURE REVIEW

2.1. Previous Related Studies

The first study, the teachers' competence topic, in the journal 'The relationship between teacher candidates' pedagogical competence', the result of this study is found that a significant and high level positive relationship between teachers' perception on pedagogical competence and their attitudes about teaching profession (Adigüzel, 2017).

The second study is still the same topic, this study explors the teacher profesional develompment, according to Bozkuş (2019) in his study *"The teacher professional development student assessment scale: A tool for principals"* has porpuse to increase a teacher professional development assessment scale based on the dynamic professional development approach. And the last finding of this resesrch is that the scale developed in this research

The third, the study is conducted by Tanang & Abu (2014), *in their journal 'Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia' that applied the mixed methods design (QUAL-Quan Model) where qualitative data is more heavily weighted. From this study, the writer concluded that the* professional *teacher needs supporting on policy, moral, infrastructure, and financial that can lead teachers to be professional. This study has provided a model of teacher professional development as an input for improving the quality practice of teacher professionalism and professional development in Indonesia, particularly in South Sulawesi province.*

Finally, from the whole previous related studies above, the writer concluded *that* the teaching process will *success* in the classroom if a teacher has some competences and teaching skills before coming to the class to teach the students. Competence means that the ability of teacher delivery material (content) and control the classroom (pedagogy) in teaching process, *clearly, competence is person having ability, power, authority, skill, knowledge to do what is needed (Hornby, 1982.p:172).* Commonly, pedagogical competence is like the teachers' ability in teaching such as the way or style of the teacher to teach; teaching strategy uses to achieve the learning outcomes; evaluating the students' progresses etc. To have this competence, the candidates of teacher must be through some training and practicing and the end of this activities the candidates of teacher absolutely passes the national examination to be a professional teacher. Professional teacher needs some supports on moral, policy, financial, infrastructure to achieve the high level in teaching-learning process.

2.2. Some Pertinent Idea

2.2.1. Professional Teacher

As we know that *"professional"* refers to an activity for surviving. Based on the law of the Republic of Indonesia concerning Teachers and Lecturers (UUGD) No. 14 (2005) article 1 verse 4 explain that

> "*profesional adalah pekerjaan atau kegiatan yang dilakukan seseorang dan menjadi sumber penghasilan kehidupan yang memerlukan keahlian, kemahiran, atau kecakapan yang memenuhi standar mutu serta memerlukan pendidikan profesi*".

From the explanation above, we understand that whatever we do is needed skills or competences, not only a teacher but also the other professions, and then, teachers' skills and competences can be gotten through the formal education in university. Become a teacher, knowledge and skills are absolutely competences that teachers must have as major factors determine the teachers' success in teaching-learning process

Professional teacher is someone who has professional, social, personal, and pedagogical competences which evidenced by the teaching license (sertifikat pendidik), brings some alterations in the classroom through the way to teach, what the strategies use to control the classroom to make learning process is effective, not only teaching or transferring knowledge but also as role model in behavior and say word, as motivator and as a partner of the students in learning process.

2.3. Pedagogical Competence

The other definition about the pedagogical competence in Republic of Indonesian Regulation, number 19 (2005) concerning the National Standard of Education in the Article 28 (3) point b, explains that pedagogical competence is the ability to carry out the learning process such as understanding to students, arranging, and applying lesson plan, evaluating of result study, developing, and guiding students to actualize the whole students' ability

Pedagogical competence is crucial component that teacher must have to be a professional teacher. The pedagogical competence can divide into ten indicators based on the Permendiknas no.16 (2017) as follows:
1) Understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect.
2) Mastering in the theory of teaching and principles of education.
3) Developing the curriculum that relating to the subject matter.
4) Implementing the educational learning.
5) Able to use ICT for supporting teaching-learning process.
6) As the mediator of the students in actualizing their talents or skills.
7) Communicating effectively and politely to the students
8) Doing assessment and evaluation and learning outcomes.
9) Using the result of assessment and evaluation to extend the content of subject.
10) Making reflections to increase the quality of learning

2.4. Perception

a. Definition of perception

Perception is defined by Longman Dictionary of *Contemporary* English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly." From this terms, perception can say that the way in which a person deals with information from the environment using the senses is known as Cognitive perception (Sreena & Ilankumaran, 2018).

b. Process of perception

In this part, procVess of perception has three steps, they are selection, organization, and interpretation (Qiong 2017).

1) *Selection*

   Selection is the first stage in the process of perception during we convert the environment stimuli into meaningful experience.

2) *Organization*

   The second stage is organization, it is accomplished by putting things or people into categories, and that is why it is also termed *categorization* by some researchers.

   Perception on this stage enjoys two characteristics. First, the organizing process gives human perception structure. We always put raw stimuli from the outside world into structured meaningful experience. Second, the process shows that human perception possesses stability. After we select stimuli and put them into categories, the selected stimuli become durable.

3) *Interpretation*

   The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Definition of interpretation based on the online Cambridge dictionary is an explanation or opinion of what something means.

Finally, the process of perception can say as process of absorbing things, organizing it in the brain and making sense of it. Visual perception deals with absorbing what one sees and takes it for granting (Sreena & Ilankumaran, 2018).

c. *Dimension of perception*

As we know that dimension of perception consists two parts, physical dimension of perception and psychological dimension of perception.

1) *Physical Dimension of Perception*

   Commonly, people's mechanism of perception every human is the same, we all have sensory organs as eyes, ears, and nose that permit us to sense the environment. Mechanism of perception starts from the sensory organs receive stimuli from the environment and then brings to the brains. In the brains where information is created with structure and stability and attributes meaning. The result of the process in the brains is called perception.

   The physical dimension of perception is mainly about the conversion of a stimulus into a usable form, and it functions in people's acquisition of information or knowledge about the outside world.

2) *Psychological Dimension of perception*

   The psychological dimension becomes more significant. There are some factors influence it, such as people's beliefs, values, attitudes, needs, interests, etc. have much greater impact on how they perceive the outside world. It is during this phase that people give interpretations of selected stimuli and by doing so they have their unique personal touch on the outside

3. RESEARCH METHOD

3.1. Research Design

The research was implemented the qualitative Method. The participants of this research were selected from the number of the students by implementing *nonprobability sampling* technique (purposive sampling).

3.2. Instruments of the research

The study was applied the protocol interview and document as the instruments to collect the data.

3.3. Data Analysis

There three step in analyzing the data collection on qualitative research, reading or mamboing, describing, and classifying (Mills & Gay, 2019, p. 568). Furthermore, explanation of them as follows;

1) Reading and writing memos about all field notes, transcripts, and observer comments to get an initial sense of the data.

2) Describing, involves developing through and comprehensive description of the participants, the setting to convey the rich of complexity of the research. Here, the researcher will describe the data based on the collected observation and interview data. The purpose of the section is to provide a narrative picture of setting and events that take place in it so you will understand the context in which the study is taking place.

3) Classifying Qualitative data analysis is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. In classifying data, the researcher through, the process of coding, the pieces of data are then categorized. A categorized is a classification of ideas, concept, then is grouping data into same characteristic. When concepts in the data are examined and compared to one another, and connections are made, categories are formed.

4. RESULT AND DISCUSSION

4.1. Result of the Study

This section, the objectives of the research in this study, Students' perceptions on the teacher's *pedagogical* competence during the Covid-19 pandemic which explored deeply every indicator in the pedagogical competence as follow.

1) *Understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect.*

The researcher shows some extract of the interview that representative to this sub indicator.

Extract 1
T : *well, so far in the English learning process, is it always initial and final with a pray?*
S : *yes, it is, sir*
T : *Hmnn.. does it often do in everyday?*
S : *yes I do, every time when we study English subject we start with a pray).*
(S1, interviewed on April 15th, 2021)

Extract 2
T : *Next. the learning process, is or not initial with a pray?*
S : *so..it is not sir…*
T : *It means, the teacher gives the English subject directly?*
S : *yes sir*
T : *ok.*
S : *but the teacher gives the literacy for 5 minutes*
T : *So the literacy are as same as the pray*
(S2, interviewed on April 16th, 2021)

Extract 3
T : *is always initial with pray before studying in learning process?*
S : *yes, it's, sir*
T : *well... the students are always initial with the pray, aren't?*
S : *Yes sir*
T : *well… after the pray, does the teacher check the students' attendance*
S : *yes, she does sir*
(S3, interviewed on April 17th, 2021)

By seeing the whole statement of the participants in the learning process can be concluded that is always initial with a pray as the one learning process.

Relating to the first sub indicators but specially to identify the moral aspect, the researcher shows the short conversation in the extract bellow.

Extract 4
T : *ok I catch your point. Then, does your teacher check the participants?*
S : *yes, she does sir*
T : whether the teacher check the participant teacher in beginning or the end of the learning process?
S : she checks the participants at the end of the learning process
T : why does she at the end of the learning process?
S : *my teacher always checks us in the last section to avoid the students who skipping school. They just attended a moment in the classroom and then they went back to their home).*
(S1, interviewed on April 15th, 2021)

Extract 5
T : well… how about the check the students? Does she do ?
S : every time she does in the classroom
T : *ok. Good… then, if he teach…does your teacher give discussion or work in group??)*
(S2, interviewed on April 16th, 2021)

Extract 6
T : well… when you have prayed, did your teacher check her students?
S : yess, she did sir
T : *ok did she check her students at the beginning or the end of learning*
S : *she did at the end of learning for avoiding the student who was skipping school*
(S3, interviewed on April 16th, 2021)

From the whole of the informants' explanation, the statement "teacher always checks the students on the attendance list" is *fulfilled* that proven by the bold statement in the extract 4, 5 and 6. The teacher checks her students in the end of the learning process to avoid the students who is skipping school.

The second sub indicator is identifying the students' potential towards the subject matter. The researcher displays some extracts that correlating this topic as follows

Extract 7
T : *hmnn… have you ever got assignment from your teacher?*
S : *yes I have go it sir*
T : Are you happy when got the assignment from your teacher?
S : yes it is, really I was happy
T : *good… if you are happy, it means you completed all the assignment*

S   : *Gratitude… all my assignment is submitted).*
　　　　　　(S1, interviewed on April 15th, 2021)

Extract 8

T   : *how about the assignment, does often have your assignment from your teacher?*

S   : *yes, I do, I often get assignment from my teacher*

T   : *was done it?*

S   : *yes I was?*

T   : *good…do you enjoy when get the assignment from your teacher or nothing special?)*

S   : *hamnnn… I am rather happy sir*

T   : *oh…I see. O)*
　　　　　　(S3, interviewed on April 17th, 2021)

Based on the extract 7 and extract 8, this the participants state that they are happy when get and do assignment from the teacher by evidence with bold statement. So, it means teacher is proper in this sub indicator.

The third sub indicator is Identifying the students' prior knowledge of the subject matter, where the extracts are displayed as follow.

Extract 9

T   : *well… when studying English subject, does the teacher give brainstorming or connecting the previous subject to the new subject?*

S   : *yes, she does, she does every time)*
　　　　　　(S1, interviewed on April 15th, 2021)

Extract 10

T   : *when study English, does the teacher give motivation to the students or not?*

S   : *yes, sometimes she does i)*

T   : *oh sometimes..!! ok. It means that she seldom gives motivation, does she?*

S   : *yes, she does*
　　　　　　(S2, interviewed on April 16th, 2021)

Extract 11

T   : *ahh…then, in the opening classroom, it means brainstorming. Was the previous material connected to the new material?*

S   : *yes she was*

T   : *is any time in the classroom*

S   : *Yes sir…*
　　　　　　(S3, interviewed on April 17th, 2021)

Based on the extract 9, 10 and 11 above, the teacher always give motivation or brainstorming to the students before starting the main activity in classroom. So, it can be concluded that sub indicator (teacher gives brainstorming to the students at the beginning of the learning) is implemented.

The last sub indicator in this section is Identifying the students' difficulties in the subject matter through the extract as bellow.

Extract 12

T   : *hmnn… well, back to the assignment. For instance, you have got some assignment from your teacher and you all did it, did your teacher check it or not?*

S   : *ee…talk about the assignment, I don't know. It is outside of my knowledge because my teacher just gets us for sending it*

T   : *but, your assignment got the feedback or correction which one is correct or the one have to fixed.*

S   : *hmnn… the assignment is possible to check it sir, because when classical meeting in the classroom, my teacher give some revision*

T   : *it means that wait for classical meeting, doesn't it?*

S   : *yes, it is. sir*
　　　　　　(S1, interviewed on April 15th, 2021)

Extract 13

T   : *assignment… you often get assignment from your teacher, don't you?*

S   : *yes I do, sir*

T   : *well… after get assignment from your teacher, does your teacher check it or not?*

S   : *yes she does, she checks it.*

T   : *hmnn… checked by teacher, it means the teacher give correction, if there are incorrect*

S   : *yes sir*
　　　　　　(S3, interviewed on April 17th, 2021)

The last sub indicator is indicated that teacher appreciate and give feedback to the students' assignment by evidence with the bold statement in the extract 12 and 13 above.

Seeing the all review of sub indicators in this part, where the whole the participants as the sample in the study give positive response in each sub indicators, so it can be concluded that the teacher has been implemented the first indicator in teaching learning process during the covid-19 pandemic.

2)   Mastering in the theory of teaching and principles of education

The indicator consists of two sub indicators, the first sub indicator is *Understanding the various principles and theories of learning in relation to the subject matter*, the researcher shows some extract of the interview that representative to this sub indicator.

Extract 14

T : *maybe, after you have graduated, all of score your achievement will have been accumulated. So, that is responsibility of your teacher. Then, does your teacher give motivation in the learning process?)*

S : *ehh...yes, she does.*

(S1, interviewed on April 15th, 2021)

Extract 14

T : *then, does the teacher give some motivations when studtiying?*

S : *yes, she does*

T : *Does she do every time?*

S : *yes, she does sir*

(S3 interviewed on April 17th, 2021)

The other point to support this sub indicator is teacher's ability to identify the students' problem in the learning process by giving chance to ask something to the teacher. It can be seen from the extract bellow.

Extract 16

T : *The teacher gives some chance to the students ask something or ask the material to re-explain if there are some material unclear?*

S : **yes of course, the teacher does every time**

(S1, interviewed on April 15th, 2021)

Extract 17

T : *What do you do when there are some materials that you didn't understand*

S : **I ask some questions to the teacher**

T : *Doesn't ask to your friends?*

S : *I sometime ask to my friend sir*

(S3, interviewed on April 17th, 2021)

The extract above reveals that teacher always help to the students when they have difficulty in understanding the learning material which proven by the bold statement in short conversation. It is still corelating to this sub indicators, the variety of teaching approach can be using the game or quiz model to pay attention to the students. Based on the participants' statement in the extract bellow.

Extract 18

T : based on the situation. *I think that is a good reason. Well...the next topic is the quiz. So, does the teacher give some quiz or gaming when she teaches you in the classroom?*

S : *yes, she does it, but for the gaming, I think she doesn't do)*

(S1, interviewed on April 15h, 2021)

Extract 19

T : *then, if in the teaching-learning process, does teacher give some quiz or question etc? if the teacher gave the material at the end of the teaching-learning process whether the teacher give some quiz or questions which related to the material.*

S : *Yes sir.*

(S2, *interviewed* on April 16h, 2021)

Extract 20

T : *Then, does the teacher give some questions?*

S : *yes of course, but sometime she does it*

T : *Sometime… so it is rarely…, so that is situational)*

(S3, interviewed on April 17h, 2021)

One of the various of teaching technic is which teacher gives quiz to the students for *paying* attention. According to all sample, the teacher has ever given quiz to them by seeing the bold text in extract 18, 19, and 20.

The second sub indicator of this part is the ability of the teacher Implements various *approaches*, strategies, methods, and teaching techniques in the subject creatively. The main point can be seen from the cutting short interview section bellow.

Extract 21

T : *well…it is the quiz, hmmn so, what the method of teaching does use the teacher during the pandemic?*

S : *hmnn.. during the pandemic, teacher uses the online teaching sir*

T : *What the tools are used?*

S : *that uses the mobile phone sir*

T : *Telephone or Hanphone. What is another one?*

S : *uhh…nothing else*

(S1, interviewed on April 15th, 2021)

Extract 22

T : *during the covid-19, as we know that the learning process implement the blending learning method, it is sometime in the classroom and sometime in virtual meeting. Well, if the learning process apply the online teaching, what the media of the learning does the teacher use?*

S : **The teacher just used the mobile phone**, *sir*

T : *What kind of the application does the teacher use?*

S : *She used the messenger, WhatsApp, and google classroom application.*

(S2, interviewed on April 16th, 2021)

Extract 23

T : *well. during the covid-19 pandemic, the method of the learning process are two models, classical (in the classroom) and online teaching. For*

example, learning processes in the online teaching, what the media does the teacher use?

S : **we use the mobile phone**, *especially use the WhatsApp application, sir*

(S3, interviewed on April 17 th, 2021)

One of the most aspect that make students enjoy when studying is the variety of the media that teacher uses in teaching process. Based on the extract above, the teacher uses electronic tools as teaching media such as smart phone. *the teacher only uses the mobile phone,* it was said that the sample S1 in the extract 21. The same statement that from the sample S2 and S3 in in the extract 22 and 23 where the teacher just uses the mobile phone when teaching during the covid-19 pandemic. It can be seen by the bold text in those extract.

Another point that reinforces this sub indicator is the way of teacher to reduce the students' boredom in learning activities by giving a joke to the students. It can be displayed in the extract bellow.

Extract 24

T : *it means the teacher is serious person, well.. how about the ice breaking? imagine, in the English learning process, your teacher gives a joke or not?*

S : *based on the situation sir, sometimes the teacher eagerly teaches us and sometime give a joke. In the teaching-learning process, she sometime makes a joke sir)*

(S1, interviewed on April 15 th, 2021)

Extract 26

T :*when we study English, does the teacher sometime give a joke or funny story for enjoying the classroom situation?*

S : *yes she does, almost every time*

T : *it means the teacher is so funny person, isn't?*

S : *yes sir*

(S2, interviewed on April 16 th, 2021)

Extract 26.

T : *then, in the teaching-learning process, does the teacher give some joke or ice breaking?)*

S : *yes of course sir*

T : *ok. It means the teacher is funny person*

(S3, interviewed on April 17ʰ, 2021)

The students sometimes are bored or tired when teaching-learning process, so the teacher must give some treatment to make the students comfort in learning, one of the ways that teacher can be do is giving a joke. According to the all sample, S1, S2 and S3 said that their teacher often gives the joke to students when their feel bored or tired in the learning activity. The statement of the participant can be seen at the bold text in the extract 24, 25 and 26.

Seeing all review of sub indicators in this part, where the whole participants as the sample in the study give positive response in each sub indicators, so it can be concluded that the teacher is fulfilled on the second indicator, mastering in the theory of teaching and principle of education because the teacher uses various approach in teaching such as give motivation, quiz, using the electronic media as tools and give joke or ice breaking.

3) *Able to use ICT for supporting teaching-learning process.*

In this indicator, it is only consisting of one sub indicator where the teacher requires to master in using information and communication technology in learning process. The implemented of the ICT in learning process can be seen on the participant's perceptions in extract bellow.

Extract 31

T : *the facilities and infrastructure are not complete. Well, could you tell me what the tool that use in learning process during the covid-19?*

S : *hmnnn… we use mobile phone sir*

(S1, interviewed on April 15 th, 2021)

Extract 31

T : *during the covid-19, the learning process applies the blending learning. As we know that, briefly blending learning is sometime to do in the classroom and sometime to do outside the classroom (at home/online learning). In the online learning, what the tools or media use the teacher?*

S : *Mobile phone sir*

(S2, interviewed on April 16ʰ, 2021)

Extract 32

T : *What the tool or media that teacher uses in the learning process during the covid-19.*

S : *HP (Handphone)*

T : *how about the laptop?*

S : *it's only handphone sir*

(S3, interviewed on April 17ᵗʰ, 2021)

The sub indicator indicates that kind of method that teacher applied during the covid-19 pandemic, as we know that this school is adopting the blended learning approach where the learning process is done by *daring* (online learning) and classical in the classroom 19. From the extract above, the participants have same experience in learning process when the learning process is taken by *daring* (dalam jaringan), the teacher only uses the smartphone to handle the classroom. The statement is supported by the statement S1 in the extract 31, S2 in the extract 32 and S3 in the extract 33.

Next, another characterized that teacher is able to use ICT for supporting teaching-learning process when the

teacher can use more than one of the media electronic tools in teaching. The researcher collected some result interview with the participants in the extract form to support this indicator whether the teacher is fulfilled or not.

Extract 34

T : *what the method does teacher use in the learning process during the covid-19?*

S : *the teacher applied the online teaching sir*

T : *what the tools are used?*

S : **we use the mobile phone sir.**

T : *Telephone or Handphone, any others?*

S : *the only mobile phone sir*

(S1, interviewed on April 15th, 2021)

Extract 35

T : *ok next, does your teacher use the laptop, tab or smartphone in teaching learning process during the covid-19 pandemic?)*

S : **it is only handphone (smartphone)**

(S2, interviewed on April 16th, 2021)

Extract 36

T : *the previous explanation that the teacher used the handphone/smartphone, does the teacher use the other tool except the smartphone? For example, use the laptop*

S : *the teacher also uses the laptop sir*

(S3, interviewed on April 15th, 2021)

The point purpose to know what kind of the tool that teacher uses in teaching besides the smartphone (telephone). The fact that the teacher only uses the smartphone when teach to the students. This fact is same what the participant S1 said in the extract 34, S2 in the extract 35. But there is a little different experience that participant S3 get it she said that if the teacher not only use a smartphone but also sometime uses the laptop in teaching learning. This statement implied in the extract 36.

The other information the researcher gets from the participants. in the learning process when the teacher uses the smartphone as media in teaching, there are some familiar platforms android application is often used in teaching such as messenger, WhatsApp and google classroom, it is proven by the S2's statement in extract 37 and S3's statement in the extract 23 as follows.

Extract 37

T : *What kind of the application does the teacher use?*

S : *she used the messenger, WhatsApp, and google classroom application*

T : *messenger...!!! wait a moment, I would make a notice*

S : *Messenger, WhatsApp and google classroom*

T : *and google classroom, right!*

S : *yes sir*

(S2, interviewed on April 16th, 2021)

Extract 37

T : *well.. during the covid-19 pandemic, the method of the learning process are two models, classical (in the classroom) and online teaching. For example, learning processes in the online teaching, what the media does the teacher use?*

S : *we use the mobile phone, especially use the WhatsApp application, sir*

T : *oh Mobile phone, especially use the WhatsApp application*

S : **we sometime use the messenger too, sir**

T : **any one?**

S : **nothing sir**

T : **oh google classroom, right!**

S : **yes of course sir**

(S3, interviewed on April 17th, 2021)

Seeing all the students' perceptions on the some cutting conversation shows that teacher has ability to apply the ICT in learning process, although the teacher only uses the electronic media such as telephone (smartphone) and laptop. When use the smart phone there are three famous android application that is used like Messenger, WhatsApp and google classroom in teaching-learning process.

4) As the mediator of the students in actualizing their talents or skills

The next indictor is teacher as mediator of the students in actualizing students' talents or skills. Here, the teacher not only teach in classroom but also help the students to extend their hard and soft skills. This indicator has only one sub indicator where the teacher is able to provide a variety of learning activities to encourage and actualizes. To know whether the teacher can provide a variety of learning activities to encouraged and actualizes or not that showed by some result of the interview in the extract form based on the students' perceptions

Extract 38

T : *Then, is there an English meeting club in your school? As we know that, English meeting club is community to improve our English skill, it is similarity with Scout/Pramuka Organization, but it is especially for English learner)*

S : *eee.. no, isn't sir*

(S1, interviewed on April 15th, 2021)

Extract 39

T : *as we know that in the school, there are some students' organization for extracurricular such as Student council, Red Cross Youth and Scout, so does have an English meeting club or English*

community for improve students' English skills?

S : our school doesn't have an English meeting club sir

(S3, interviewed on April 17th, 2021)

To indicate the teacher can be as mediator of the students in actualizing their talents or skill, the way is facilitating students to form the organization as place to extend and improve their soft skills in English matter. According to the participant S1 state that if their school doesn't have English meeting club as media to improve their skill outside the classroom. This statement implied in on the bold text in extract 38 and it is same statement come from the participant S3 in the extract 39, she said that if their school doesn't have organization especially for English matter. So, this part, the researcher can conclude that teacher is not fulfilled on this indicator.

5) *Communicating effectively and politely to the students*

Communicating is the key to success in teaching-learning process so the existence of the communication is so crucial, this is the reason communication is one of ten indicators in pedagogic competence. Relating to communicating, the indicators is teacher's ability in communicating effectively and politely to the students. The indicator has only one sub indicator, understanding the varieties of strategies to communicate effectively either in oral or written. To know whether the teacher apply this indicator in teaching process can be known by the cutting interview bellow.

Extract 40
T : *next, in teaching process, does the teacher use the simple language and easy to be understood by the students)*
S : *In my opinion, actually she often uses the good and appropriate language so it can be easy to understand by the students. So I think that easy or difficult to understand is based on the students' understanding. Personally, I catch the teacher's explanation easily)*

(S1, interviewed on April 15th, 2021)

Extract 41
T : *then, does the teacher delivery material using the simple language and easy to understand to the students?*
S : *She uses the simple language and easy to understand*

(S3, interviewed on April 17th, 2021)

Based on the students' perceptions, the teacher always deliveries the English material by using simple language and easy to understand to the students. This statement implied in the extract 40 and extract 41. According to S1, he said that the teacher often uses the good and appropriate language so it can be easy to understand (extract 41). Another perception come from the participants S3 in the extract 41, she said that the teacher used the simple language and easy to understand.

The next categorize is the teacher that uses the polite language in the in teaching- learning process. It can be displayed on some extract of the result interview.

Extract 42
T : *it is easy, then, deoas the teacher also uses the polite language in teaching process*
S : *she uses the good and polite language sir*

(S1, interviewed on April 15h, 2021)

Extract 43
T : *Next, does your teacher use the polite or impolite language?*
S : *she uses the polite language.*

(S2, interviewed on April 16th, 2021)

Extract 44
T : *does the teacher uses the polite language when she delivers the English subject?*
S : *of course, she uses the polite language sir.*

(S3, interviewed on April 16h, 2021)

This section, all the participants have same perceptions and experience about the way of teacher communicating to students where their teacher uses the polite language in teaching process, their statement is proven in extract 42, 43 and 44.

According to the participants' perceptions where the participant gives positive response to teachers' way in communicating such as, how to explain the English material to the students by using simple language and easy understand and last but least, the teacher always uses the polite language when communicate to the students. This is the main point why the researcher considerate that teacher is competent in communicating effectively and politely to the students. This indicator is being fulfilled by the teacher.

6) *Making reflections to increase the quality of learning*

The next indicator is talking about the feedback or making reflection to increase the quality of learning. The indicator has some sub indicator, but the researcher only selected two sub indicators. The first sub indicators, making reflection toward the lessons that have been implemented. Here, the teacher making reflection toward students who get poor learning outcomes by looking the participants' perceptions as follows

Extract 45

T : *little more, hmnn… is the students given the chance to ask when the students doesn't understand the subject?*

S : *yes the teacher is.*

T : *how often teacher does?*

S : *The teacher does anytime*

T : *for instance, there are students who get score standard of minimum score. What does the teacher do?*

S : *She gives us some additional assignment to achieve the standard of minimum score.*

T : *How about the remedial activity.*

S : *She ever does it.*

(S1, interviewed on April 15th, 2021)

Extract 46

T : *ok. Then, for example, some students get score under the KKM. As we know that KKM is score standard of minimum that students have to achieve. What the teacher does to the students to achieve the KKM*

S : *she usually gives the remedial test*

T : *is the remedial test*

S : *yes it is*

(S2, interviewed on April 16th, 2021)

Extract 47

T : *well…, when the student get score under the standar of minimum, what does the teacher do to students for getting the score of KKM.*

S : *the teacher tries to give the second chance to students to improve their score trough the remedial test.*

T : *so, it means that the students get other opportunities to upgrade their score through the remedial test.*

S : *yes sir.*

--00—

Extract 48

T : *little more, the student get score under the KKM, they have to be given remedial test, doesn't they?*

S : *yes they do*

(S3, interviewed on April 17th, 2021)

This sub indicator purpose whether the teacher makes reflection to increase the quality of learning through giving remedial test to the students who got score under the standard score of minimums. According to the S1, the teacher gives some additional assignment to achieve the standard of minimum score. This statement implied in extract 45. While the S2, totally she said in the extract 46 that the teacher usually gives remedial test to the students. Another participant also supports those

statement in the extract 47, she said that the teacher tried to give the second chance to the students to improve their score through remedial test.by seeing the whole participants' perceptions, the researcher can be said that the teacher conducts the remedial subject to the students who get low score, this is the way of teacher to make reflection towards learning outcomes.

The second sub indicator is using the result of reflection for the improvement and development of learning in the subject matter, to measure whether this sub indicators is fulfilled, the teacher provides re-material of learning material that is complicated by the students. Then we can see the participants' perceptions in the extract bellow.

Extract 49

T : *If there were student who get score under KKM, score standard of minimum, what you teacher does to the students?*

S : *The teacher gives us some additional assignments to achieve the score standard of minimum.*

T : *How about the remedial activities?*

S : *She ever does it*

(S1, interviewed on April 15th, 2021)

Extract 50

T : *well, what is the next activity after the remedial test? Does the teacher give special teaching material for the students who get the score under the KKM?)*

S : *ahmmn… no she doesn't do but the teacher keep giving the same previous material.*

(S2, interviewed on April 16th, 2021)

Extract 51

T : *well… when there are some students who get the lower score, what does the teacher do to the students?*

S : *the teacher tries to give the opportunity to the students to improve their score through the remedial test.*

T : *it means that the students are given the second chance to improve their score.*

S : *yes sir.*

(S3, interviewed on April 17th, 2021)

This section is the sequence of the teacher's activities in making reflection towards learning outcomes, where the teacher provides re-material which is complicated by the students. Let see the first participant's perceptions in extract 49, he said that the teacher gave some additional assignment and remedial test to achieve the require score. But there are little different perceptions form the second participant, she said that the teacher just gives the same previous material. This statement means that the teacher doesn't provide the special material for the student who

get low score. the second participant's statement is supported by the third participant in the extract 51, she said that the teacher tried to give opportunity to the students to improve their score just through remedial test. In this case, the teacher is not fully to provide the special material to the students who get complicated in learning process.

From the brief participants' perceptions above, it can be concluded that the teacher always give reflection towards outcomes by giving some additional assignment and remedial test to the students, but the teacher does not give special treatment to the students who complicated in learning process, the teacher does not modify the material. In other words, the teacher is fully fulfilled in this indicator, still need to more pay attention to the special student who get complicated in learning

4.2. Discussion

The objective of the research is to find out students' perceptions on the teacher's pedagogical competence during the Covid-19 pandemic
1) *Understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect.*
   Seeing the all review of sub indicators in this part, where the whole the participants as the sample in the study give positive response in each sub indicators, so it can be concluded that the teacher has been implemented the first indicator in teaching learning process during the covid-19 pandemic where the teacher "understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect".
2) *Mastering in the theory of teaching and principles of education*
   Seeing all review of sub indicators in this part, where the whole participants as the sample in the study give positive response in each sub indicators, so it can be concluded that the teacher is fulfilled on the second indicator, mastering in the theory of teaching and principle of education because the teacher uses various approach in teaching such as give motivation, quiz, using the electronic media as tools and give joke or ice breaking.
3) *Able to use ICT for supporting teaching-learning process.*
   Seeing all the students' perceptions on the some cutting conversation shows that teacher has ability to apply the ICT in learning process, although the teacher only uses the electronic media such as telephone (smartphone) and laptop. When use the smart phone there are three famous android application that is used like Messenger, WhatsApp and google classroom in teaching-learning process.

4) *As the mediator of the students in actualizing their talents or skills*
   To indicate the teacher can be as mediator of the students in actualizing their talents or skill, the way is facilitating students to form the organization as place to extend and improve their soft skills in English matter. According to the participant S1 state that if their school does not have English meeting club as media to improve their skill outside the classroom. This statement implied in on the bold text in extract 38 and it is same statement come from the participant S3 in the extract 39, she said that if their school does not have organization especially for English matter. So, this part, the researcher can conclude that teacher is not fulfilled on this indicator.
5) *Communicating effectively and politely to the students*
   According to the participants' perceptions where the participant gives positive response to teachers' way in communicating such as, how to explain the English material to the students by using simple language and easy understand and last but least, the teacher always uses the polite language when communicate to the students. This is the main point why the researcher considerate that teacher is competent in communicating effectively and politely to the students. This indicator is being fulfilled by the teacher.
6) *Making reflections to increase the quality of learning*
   From the brief participants' above, it can be concluded that the teacher always give reflection towards outcomes by giving some additional assignment and remedial test to the students, but the teacher doesn't give special treatment to the students who complicated in learning process, the teacher doesn't modify the material. In other words, the teacher is fully fulfilled in this indicator, still need to more pay attention to the special student who get complicated in learning.

5. CONCLUSION

This section the researcher concluded that the students' perceptions on the teachers' pedagogical competence during the covid-19 pandemic, the researcher has selected six indicators of the pedagogical competence which related to the students learning, they are 1). Understanding students' characteristics such as physical, moral, social, spiritual, cultural, emotional, and intellectual aspect, 2). Mastering in the theory of teaching and principles of education, 3). Able to use ICT for supporting teaching-learning process, 4). As the mediator of the students in actualizing their talents or skills, 5). Communicating effectively and politely to the students,

and 6). Making reflections to increase the quality of learning. Based on the students' perception these all indicators are implemented by the teacher when teaching to the students.

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