A STUDY ON PEDAGOGICAL COMPETENCE OF 2015 *PPL* STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITY OF RIAU

M. Reza Rahman, Fakhri Ras and M. Nababan
reza.rahman47@yahoo.com and fachriras@yahoo.com

English Study Program, Language and Arts Department
Teacher Training and Education Faculty
University of Riau
2016

Abstract: *The objective of this reseach is to acknowledge the ability on pedagogical competence of 2015 practice teaching of (PPL) students of English Study Program of FKIP University of Riau. The research is a descriptive research method. This research consists of one variable, that is teachers' pedagogical competence. It is hoped that this research can be used in motivating students in learning English. The population of this research is the seventh semester students at English Study Program of FKIP of University of Riau Pekanbaru and there were 50 students of class A, B and C. The questionnaire of the research cover 28 items about teachers pedagogical competence with 4 options of 7 indicators. Through the questionnaire, the data were collected and then analyzed by using M. Ali's (1993) formulae. Based on the data analysis, it was found that the English students' pedagogical competence is in the level of good. In detail, the most dominant problem faced the students is in interrelationship among school, family, community, national education and educational innovation. The effort of the English students should be sustained in the part of educational institutions, principals, and teacher in order to improve the quality of the student-teachers' pedagogical competence.*

Key Words   : Pedagogical Competence, Practice Teaching (*PPL*), and English Students Ability in Teaching class.

A STUDY ON PEDAGOGICAL COMPETENCE OF 2015 *PPL* STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITY OF RIAU

M. Reza Rahman, Fakhri Ras and M. Nababan
reza.rahman47@yahoo.com dan fachriras@yahoo.com

Program Studi Pendidikan Bahasa Inggris, Keguruan dan Fakultas Pendidikan
Universitas Riau
2016

Abstrak: Tujuan dari penelitian ini adalah untuk megetahui kemampuan kompetensi pedagogik 2015 praktek pengajaran (PPL) mahasiswa Program Studi Bahasa Inggris FKIP Universitas Riau. Penelitian ini adalah metode penelitian deskriptif. Penelitian ini terdiri dari satu variabel, yaitu kompetensi pedagogik guru. Diharapkan penelitian ini dapat digunakan dalam memotivasi siswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah mahasiswa semester tujuh di Program Studi Bahasa Inggris FKIP Universitas Riau Pekanbaru dan ada 50 siswa dari kelas A, B dan C. kuesioner terdiri 28 item tentang guru kompetensi pedagogik dengan 4 pilihan dari 7 indikator. Melalui kuesioner, data dikumpulkan dan kemudian dianalisis dengan menggunakan (1993) rumus M. Ali. Berdasarkan analisis data, ditemukan bahwa kompetensi pedagogik mahasiswa bahasa Inggris di tingkat yang baik. Secara rinci, masalah yang paling dominan yang dihadapi siswa adalah dalam hubungan timbal balik antara sekolah, keluarga, masyarakat, pendidikan nasional dan inovasi pendidikan. Upaya dari siswa bahasa Inggris harus dipertahankan di bagian lembaga pendidikan, kepala sekolah, dan guru dalam rangka meningkatkan kualitas kompetensi pedagogik mahasiswa-guru.

Kata Kunci   : Kompetensi Pedagogik, Praktik Pengalaman Lapangan (PPL), Kemampuan Mahasiswa Bahasa Inggris dalam Mengajar.

INTRODUCTION

The image of teachers in public opinion is rather declining, in contrast with the first community appreciation given to the existence of a teacher. General view of society against existing teachers by Usman (2009: 2) "that anyone can be a teacher as long as he is knowledgeable of". The view has been disturbing and seems to deny the recognition those teachers are professional workers such as doctors, pilots, architecture, and more. In education, the teacher is the key holder that ensures the quality of education. To reach the goal succesfully, teaching and learning language must be supported by teachers' pedagogical competence.

Based on the experience and observation in English Study Program of FKIP University of Riau, the students' problem in the Student Practice Teaching (*PPL*) can be influenced by many factors. First, usually English students in Student Practice Teaching (*PPL*) did not know about the strengths and weaknesses of the students. The students become bored, noisy, out of focus, lack of attention to the teacher (English students in Student Practice Teaching/*PPL*), students lack of respect for teachers (English students in Student Practice Teaching/*PPL*). Second, most students of English the difficulties in prepare the lesson plan (*RPP*) or syllabus and applied it in the classroom. On other side, some the reason that the writer chose seventh semester student of English Study Program of FKIP University of Riau as samples of this research is because they have already passed Student Practice Teaching (*PPL*).

This research focus on the students' ability in pedagogical competence. This case induces the researcher to conduct study where the students face troubles to Students Practice Teaching (*PPL*) especially in pedagogical competence. Based on the above problems, it is important to conduct in-depth study of the Students Pedagogic Competence by seventh semester students of English Study Program of FKIP University of Riau.

Pedagogical Competence

The National Education Standards, the explanation of Article 28 paragraph (3) point a proposed that the definition of pedagogical competence is the ability to manage the learning of learners includes understanding of learners, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize of their various potentials.

Pedagogical competence is related to the ability of students understanding and managing educational and dialogical learning. It is closely related to the desire of students to study harder because there is an interesting impression of the teacher during the learning process in the classroom. One of the benefits of pedagogical competence, teachers can understand learners by utilizing the principles of cognitive development of students, including students can be met curiosity, because the teacher can arouse the curiosity of students in each learning activity. Furthermore, students are happy in their learning activities. Teachers appreciate the imagination of students, a sense of humor, as well as the talents of the students, although students have weaknesses in one or various subjects. The goal is that students have a sense of confidence and sense of worth of talent or ability that stands out in one or several areas of academic and non academic studies under their control.

The objective of this research is to know the ability on pedagogical competence of 2015 Practice Teaching (*PPL*) students of English Study Program of FKIP University of Riau.

RESEARCH METHODOLOGY

The design of the research is descriptive research method. This research consists of one variable that is teachers' pedagogical competence. This variable has several aspects that can be used in motivating students in learning English.

The researcher collected the data in one month (October 1st, 2015 – October 31st, 2015) and taken by seventh semester students in academic year 2015/2016 at English Study Program of FKIP of University of Riau Pekanbaru.

The population of this research is the seventh semester students at English Study Program of FKIP of University of Riau Pekanbaru. The number of population is 50 students consist of class A, B, and C.

The population is quite large, it is necessary to limit the sample. Gay (1987) states if the population is less than 100, the sample that can be taken is 10% but if the population is more than 100, the minimum sample taken is 50% from the population. So the writer took 50% from the population as sample (25 students).

Gay (1996) states that sampling size is the prosess of selecting a number of individuals for a study such a way that they represent the large group from which they were selected. It is intended to gain informasion about the population by using the sample. The technique used to determine the sample was rendom sampling. According to Gay and Peter (2000), random sampling means that the samplings in which groups have similar characteritics. The reason to choose the sampling technique was easier to construct sample by selecting randomly the group's population of the seventh semester students of English Study Program of FKIP of University of Riau.

The research focus on items of pedagogical competence of students and develops the pedagogical students' competency tests. The instrument of the research was questionnaire consists of 28 items. The 28 items came from 7 indicators in which each item consists four options. Each indicator consists 4 items. As a result all items are 7 x 4 = 28 items

Table 1. The Questionnaire

The Indicator of Pedagogical Competence	Items	VO	O	I	N
		4	3	2	1
A. Understanding on Educational Platform	1. I understand the concept of education and understand about education.				
	2. I do the role of families and the community in education				
	3. I am aware of interrelationships between school, family, community, the national education system and educational innovation				

	4. As an educator I instill the knowledge, skills, values, and behavior through standard procedures.				
B. Understanding Learner	1. I know and understand the students very well and understand that the stages of development has been achieved				
	2. I know the strengths and weaknesses of the students and the factors influencing them.				
	3. I understand that teaching is not just talk, and learning not just listening. I am able to know what they want but also how the students can understand and use knowledge and skills.				
	4. As an effective teacher, I engage the students with good conversation, understand learners, the students appreciate the differences and use a variety of teaching and activities.				
C. Development of Curriculum/Syllabus	1. I used books as teaching materials				
	2. I adapt the material taught through books that have been standardized by the National Education Standards				
	3. I understand the nature of the curriculum and the definition of the curriculum that has been generally accepted.				
	4. As curriculum developers, I do not forget the moral aspect of the learning process.				
D. Lesson Plan	1. As an effective teacher I set the class with the procedure and set it up, and think about what the students will do and how it should be done.				
	2. I know what I teach to students, I prepare instructional methods and media of each will teach.				
	3. I lend credence to my students; I motivate students to imitate the goodness and discipline.				
	4. I make learning fun and eagerly waited by the students, because I teach with Preparation.				
E. Implementation of Education Learning and Dialogue	1. I bring up the initiative to learn to students, because the students generally do not understand the importance of learning. Then I prepare lessons that attracted the curiosity of students.				
	2. I understand the students' progress in learning and learning to be effective in class, which is in the process of teaching and learning.				
	3. I make the students ask to solve clarify ambiguities or errors, and I give some feedback on students' understanding of the question.				

		VO	O	I	N
	4. I make the students active against what I teach and the students should be involved in the learning process.				
F. Evaluation of Learning Outcomes	1. I have documents of students and processing of information to measure the achievement of learning outcomes of students.				
	2. I make assessment of learning outcomes by including cognitive, psychomotor, and / or appropriate characteristics of the subjects.				
	3. I make it clear to the students about the desired results and the importance of achieving learning objectives.				
	4. I filter the students inside or outside the classroom and give them the services they need.				
G. Development of Learners to Actualize Different Potentials	1. I become a motivator for my students, so that the potential for developing the students' maxim ally.				
	2. I help students develop intellectually, socially, physically, and emotionally.				
	3. I increase the self-image of the students and implement active learning.				
	4. I strengthen exploration and the students' safety.				

Information:
VO   (4)   = Very Often
O   (3)   = Often
I   (2)   = Infrequently
N   (1)   = Never

The type of data obtained for this research is primary data. The data were collected through a questionnaire. Sugiyono (2010) states that questionnaire is a technique of collecting data by giving a set of questions or a written statement to respondent. The questionnaire is suitable for a large number of respondents and scattered over a wide area. Suharsimi (2010) states that questionnaire is the number which is used to obtain information from respondents in terms of personal statements.

This research used a questionnaire with a checklist form. Items in the questionnaire provided answers. Respondents only chose the suitable option. Questionnaire form checklist is a list, in which the respondents put a check (√) in the appropriate fields. In this questionnaire, respondents gave answers about themselves. Questionnaire method in this study aims to determine the pedagogical component that is owned by the seventh semester students at English Study Program of FKIP of UR Pekanbaru.

Model the data analysis phase of Miles and Huberman is as follows:
1. Classification of data

Milles B. and A. Michael (2007) state the data classification is a form of analysis that sharpens, classifies, directs, and organizes data in a way, such as the final conclusions can be drawn and verified. Activities undertaken include: (1) collect data and information from the record results of the questionnaire, (2) look for the things that

are important from every aspect of the research findings. It is expected that the data obtained led to the research objectives to be achieved.

Data results of the questionnaire, answers each item scored on each of the alternative answers. Alternative answers VO (very often) gets a score of 4, O (often) gets a score of 3, I (infrequently) gets a score of 2, and N (never) gets the score 1. Results of the questionnaire data were analyzed by summing the scores then calculated in form of a percentage (Ali 1993) through the following formula.

Score pedagogical competence English teacher = (n / N) x 100%
Description: n = number of scores obtained

N = Maximum Score

Score results are interpreted according to Table 3 as follows:

Table 2. Criteria for pedagogical competence of teachers of English based on the scores in percentage.

Score Interval	Criteria
76% - 100%	Excellent
51% - 75%	Good
26% - 50%	Fair
1% - 25%	Poor

Ali (1993)

THE RESEARCH FINDINGS

From the description analysis of the data research on the pedagogical abilities of students of English has fifteen tables (Table 3 to Table 10).

Table 3. General overview of pedagogical abilities of students of English

No.	Respondents	Number of tests Pedagogic	Total Score	Percentage (%)	Categories
1	R1	84	112	75%	Good
2	R2	75	112	66.96%	Good
3	R3	76	112	67.85%	Good
4	R4	66	112	58.92%	Good
5	R5	91	112	81.25%	Excellent
6	R6	80	112	71.42%	Good
7	R7	55	112	49.10%	Fair
8	R8	76	112	67.85%	Good
9	R9	75	112	66.96%	Good
10	R10	88	112	78.57%	Excellent
11	R11	88	112	78.57%	Excellent
12	R12	78	112	69.64%	Good
13	R13	77	112	68.75%	Good
14	R14	79	112	70.53%	Good
15	R15	54	112	48.21%	Fair
16	R16	65	112	58.03%	Good
17	R17	82	112	73.21%	Good
18	R18	70	112	62.50%	Good
19	R19	67	112	59.82%	Good
20	R20	85	112	75.89%	Excellent
21	R21	81	112	72.32%	Good
22	R22	68	112	60.71%	Good
23	R23	69	112	61.60%	Good

| 24 | R24 | 88 | 112 | 78.57% | Excellent |
| 25 | R25 | 70 | 112 | 62.50% | Good |

Overview of capability pedagogical competence of English students of FKIP of Riau University consists of: understanding or educational platform, understanding learner, development of curriculum/syllabus, lesson plan, implementation of education learning and dialogue, evaluation of learning outcomes, and development of learners to actualize different potentials. The following are the description ability of English students in each indicator pedagogic competence.

Table 4. Understanding or Educational Platform

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I understand the concept of education and understand about education.	25	8	51	12	-	71	63.39%
2	I do the role of families and the community in education	25	-	33	28	-	61	54.46%
3	I am aware of interrelationships between school, family, community, the national education system and educational innovation	25	4	6	20	12	42	37.50%
4	As an educator I instill the knowledge, skills, values, and behavior through standard procedures.	25	12	42	14	-	68	60.71%

The above table describes the ability of the respondent about educational knowledge and understanding basic education in teaching where the majority of respondents considered to understand which is "I do the concept of education and understand about education" (63.39%) with the first item and then followed by the fourth item (60.71%) which is "as an educator I instill the knowledge, skills, values, and behavior through standard procedures". Both of these items show that the majority of respondents can be categorized as **good** in pedagogic competence.

The indicators can not stand alone in the pedagogic competence.They must have relation to each other. The following is a description of pedagogical competence indicator in "Understanding Learner". More details can be seen in the following table.

Table 5. Understanding Learner

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I know and understand the students very well and understand that the stages of development has been achieved	25	4	54	10	-	68	60.71%
2	I know the strengths and weaknesses of the students and the factors influencing them.	25	-	57	12	-	69	61.60%
3	I understand that teaching is not just talk, and learning not just listening. I am able to know what they want but also how the students can understand and use knowledge and skills.	25	-	57	8	1	66	58.92%
4	As an effective teacher, I engage the students with good conversation, understand learners, the students appreciate the differences and use a variety of teaching and activities.	25	12	45	10	2	69	61.60%

As can be seen from the above table, the ability of the respondent about educational knowledge and understanding basic education in teaching, where the majority of respondents considered to understand which "I know the strengths and weaknesses of the students and the factors that influence it" and "As an effective teacher, I do the students with good conversation, understand learners, the students appreciate the differences and use a variety of teaching and activities" (61.60%) with the second and fourth items are followed by the first item (60.71%) which "I know and understand the students very well and understand the stages of development has been achieved". Both of these items show that the majority of respondents can be categorized as "**good"** in pedagogic competence.

The following is a description of pedagogical competence indicator in "Development of Curriculum/Syllabus". For more details can be seen in the following table.

Table 6. Development of Curriculum/Syllabus

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I used books as teaching materials	25	64	24	2	-	90	80.35%
2	I adapt the material taught through books that have been standardized by the National Education Standards	25	36	30	12	-	78	69.64%
3	I understand the nature of the curriculum and the definition of the curriculum that has been generally accepted.	25	4	24	32	-	60	53.57%
4	As curriculum developers, I do not forget the moral aspect of the learning process.	25	8	27	28	-	63	56.25%

The above table shows that the ability of the respondent about educational knowledge and understanding basic education in teaching where the majority of respondents considered to understand which "I used books as teaching materials" (80.35%) with the first item and then followed by the second item (69.64%) which "I adapt the material taught from books that has been standardized by the National Education Standards". Both of these items show that the majority of respondents can be categorized as "**good**" in pedagogic competence.

The following is a description of pedagogical competence indicator in "Lesson Plan". For more details can be seen in the following table.

Table 7. Lesson Plan

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	As an effective teacher I set the class with the procedure and set it up, and think about what the students will do and how it should be done.	25	8	48	12	1	69	61.60%
2	I know what I teach to students, I prepare instructional methods and	25	8	48	14	-	70	62.50%

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
	media of each will teach.							
3	I lend credence to my students; I motivate students to imitate the goodness and discipline.	25	-	54	12	1	67	59.82%
4	I make learning fun and eagerly a waited by the students, because I teach with Preparation.	25	8	42	16	1	67	59.82%

Table 7 shows that the ability of the respondent about educational knowledge and understanding basic education in teaching, where the majority of respondents considered to understand which "I know what I teach to students, I prepare instructional methods and media of each will teach" (62.50%) with the second item then followed by the first item (61.60%) which "As an effective teacher I set the class with the procedure and set it up, and think about what the students will do and how it should be done". Both of these items show that the majority of respondents can be categorized as "**good**" in pedagogic competence.

The following is a description of pedagogical competence indicator in "Implementation of Education Learning and Dialogue". For more details can be seen in the following table.

Table 8. Implementation of Education Learning and Dialogue

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I bring up the initiative to learn to students, because the students generally do not understand the importance of learning. Then I prepare lessons that attracted the curiosity of students.	25	8	51	12	-	71	63.39%
2	I understand the students' progress in learning and learning to be effective in class, which is in the process of teaching and learning.	25	-	57	12	-	69	61.60%
3	I make the students ask to solve clarify ambiguities or errors, and I give some feedback on students' understanding of the	25	-	48	14	2	64	57.14%

	question.						
4	I make the students active against what I teach and the students should be involved in the learning process.	25	4	45	18	-	67	59.82%

The above table presents the ability of the respondent about educational knowledge and understanding basic education in teaching, where the majority of respondents considered understanding which "I bring up the initiative to learn to students, because the students generally do not understand the importance of learning. Then I prepare lessons that attracted the curiosity of students" (63.39%) with the second item is followed by the first item (61.60%) which "I understand the students' progress in learning and learning to be effective in class, which is in the process of teaching and learning". Both of these items show that the majority of respondents can be categorized as "**good**" in pedagogic competence.

The following is a description of pedagogical competence indicator in "Evaluation of Learning Outcomes". For more details can be seen in the following table.

Table 9. Evaluation of Learning Outcomes

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I have documents of students and processing of information to measure the achievement of learning outcomes of students.	25	8	42	16	1	67	59.82%
2	I make assessment of learning outcomes by including cognitive, psychomotor, and / or appropriate characteristics of the subjects.	25	8	39	20	-	67	59.82%
3	I make it clear to the students about the desired results and the importance of achieving learning objectives.	25	8	39	20	-	67	59.82%
4	I filter the students inside or outside the classroom and give them the services they need.	25	8	36	22	1	67	59.82%

The above table describes the ability of the respondent about educational knowledge and understanding basic education in teaching, where all respondents

considered to understand which "I do prose collection and processing of information to measure the achievement of learning outcomes of students", "I do assessment of learning outcomes by including cognitive, psychomotor, and / or the appropriate characteristics of the subjects", "I made it clear to the students about the desired results and the importance achieves learning objectives", and "I filter the students inside or outside the classroom and give them the services they need" (59.82%). All items show that the majority of respondents can be categorized as "**good**" in pedagogic competence.

The following is a description of pedagogical competence indicator in "Development of Learning to Actualize Different Potentials". More details can be seen in the following table.

Table 10. Development of Learning to Actualize Different Potentials

No.	Items	Respondents	VO	O	I	N	Total	Percentage (%)
1	I become a motivator for my students, so that the potential for developing the student's maxim ally.	25	40	36	6	-	82	73.21%
2	I help students develop intellectually, socially, physically, and emotionally.	25	16	51	8	-	75	66.96%
3	I increase the self-image of the students and implement active learning.	25	8	57	8	-	73	65.17%
4	I strengthen exploration and the students' safety.	25	8	45	16	-	69	61.60%

The above table 10 presents the ability of the respondent about educational knowledge and understanding basic education in teaching, where the majority of respondents considered to understand which "I became a motivator for my students, so that the potential for developing the students maximum" (73.21%) with the first item is followed by the second item (66.96%) which "I help students develop intellectually, socially, physically, and emotionally". Both of these items show that the majority of respondents can be categorized as "**good**" in pedagogic competence.

CONCLUSION

Based on the data analysis in all earlier tables, the average score is in good level. According to the general objective of this research is to answer question "the ability of the students of the seventh semester students of English Study Program of FKIP University of Riau on pedagogical competence in Student Practice Teaching (PPL)." In detail, the English student's ability stays in the level of good. Main objectives of this study are to analyze the English students' pedagogic competence made by A Study on the Students' Ability in Students Practice Teaching (PPL), and after analyzing their weakness it was found the causes of the weakness.

Based on the findings, the English students have most dominant problem in interrelationships between school, family, and community, the national education

system and educational innovation. The proportion of their weakness is 37.50%.

English students are less able to adapt to the school environment, the community, and the community, as well as the lack of innovation in the education system. Based on the statements above, English students have to approach the school, community, and educational systems and improve the quality of prospective teachers in interacting with students. So it is a professional teacher who is able to produce qualified graduation.

RECOMMENDATION

Based on what has been found in this research, it is still necessary to suggest to the students-teacher to suggest to the student-teacher to improve pedagogical competence, in order to gain a better learning and the improvement of the quality of education.

BIBLIOGRAPHY

Ali M. 1993. *Strategi Penelitian Pendidikan.* Bandung: Angkasa

Gay, L. R. 1987. *Educational Research: Competencies for Analusis and Application.* Colombus, Ohio: Merrill Publishing Compeny.

Miles BM & AM Huberman. 2007. *Analisis Data Kualitatif: Buku Sumber Tentang Metode-metode Baru.* Terjemahan Tjetjep Rohendi Rohidi. Jakarta: UI Pre4.

Penjelasan PP RI No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan dalam UU RI No. 14 Tahun 2005 Tentang Guru dan Dosen, dalam UU RI No. 14 Tahun 2005 Tentang Guru dan Dosen serta UU RI No. 20 Tahun 2003 Tentang Sisdiknas, dilengkapi dengan PP RI No. 19 Tahun 2005, PP RI No. 48 Tahun 2005 dan Permendiknas RI No.11 Tahun 2005, Op.Cit.

Sugiyono. 2010. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Alfabeta: Bandung.

Usman, M. U., (2009). *Mejadi guru profesional.* Bandung: PT. Remaja Rosdakarya.