

ANALISIS KOMPETENSI GURU BAHASA INGGRIS SEKOLAH MENENGAH ATAS DI PANGKEP

AN ANALYSIS OF ENGLISH TEACHER'S COMPETENCES AT SENIOR HIGH SCHOOLS IN PANGKEP

Sri Fausyia¹, Syarifuddin Dollah^{2*}, La Sunra³

^{1,2,3} Universitas Negeri Makassar, Indonesia

corresponding author: syarifuddindollah@unm.ac.id

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kompetensi guru bahasa Inggris di SMA di Pangkep. Penelitian ini menggunakan metode kualitatif. Populasi penelitian ini adalah guru-guru SMA di Pangkep, dengan sampel terdiri dari guru bahasa Inggris SMAN 2 Pangkep, SMAN 9 Pangkep, dan SMAN 10 Pangkep. Instrumen penelitian yang digunakan adalah observasi cek list. Hasil penelitian menunjukkan bahwa guru bahasa Inggris dari ketiga sekolah tersebut menunjukkan kompetensi profesional, kepribadian, dan sosial yang baik. Namun dari segi kompetensi pedagogi, ketiga sekolah tersebut, khususnya SMAN 10 Pangkep, perlu ditingkatkan. Di SMAN 10 Pangkep, kompetensi pedagogik belum terlaksana dengan baik karena proses pembelajaran masih dilakukan secara daring, karena siswanya berasal dari pulau-pulau di Pangkep sehingga menghambat penerapan kompetensi tersebut secara baik.

Kata Kunci: Analisis, Kompetensi, Guru, Bahasa Inggris.

Abstract

The purpose of this study was to determine the competence of English teachers in senior high schools in Pangkep. This study used a qualitative method. The population of this study included teachers in senior high schools in Pangkep, with the sample consisting of English teachers from SMAN 2 Pangkep, SMAN 9 Pangkep, and SMAN 10 Pangkep. The research instrument used was an observation checklist. The results showed that English teachers from the three schools demonstrated good professional, personality, and social competence. However, in terms of pedagogical competence, all three schools, especially SMAN 10 Pangkep, needed improvement. At SMAN 10 Pangkep, pedagogical competence was not well implemented because the learning process still took place online, as students came from the islands in Pangkep, thus hindering the proper implementation of this competence.

Keywords: Analysis, Competence, Teacher, English.

INTRODUCTION

Teacher competence consists of four competencies such as pedagogical competence, social competence, professional competence, and an educator must also have personality competence with indicators of noble character, wisdom, and wisdom. According to the Law on Teachers and Lecturers No. 14 of 2005, teacher competence includes the roundness of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers and lecturers in carrying out professional duties.

Nutrima (2016) in "Improving Teacher Competence in Srumbung District, Magelang Regency" concluded that teacher competence is still low. Pedagogical competency standards have not been met, with teachers having difficulty integrating technology in learning, relying on conventional methods, and obtaining low scores in the teacher competency test (UKG). Personality competency standards are mostly met, demonstrated by teachers' positive attitudes. In the social competence standard, most

teachers are able to interact effectively with stakeholders. However, the professional competence standard has not been fully met, as evidenced by teachers working outside their field of education and creating lesson plans by copying and pasting.

Currently, based on the researcher's observations of teachers in Pangkep district, it shows that although all teachers have pedagogic, social, personality and professional competencies, they have not fully mastered all four competencies. Supervision and evaluation by principals found that some teachers did not meet competency standards in teaching and additional duties. To overcome this, coaching needs to be done through mentoring by senior teachers or training (IHT). In addition, there are specific problems such as teachers whose pedagogic and professional competencies are good but whose social competencies are lacking, and teachers who are less professional in the use of IT and learning resources, resulting in a monotonous and boring learning model for students.

Researchers found that some English teachers in Pangkep only carry out their role as teachers without fulfilling their responsibility to guide and develop students' personalities. There are teachers who are apathetic and do not explain the material, only give assignments. These findings indicate that the competency standards in Law No. 14 of 2005 on teachers and lecturers have not been fully met. Therefore, the researcher is interested in exploring this issue through a study entitled "Analysis of English Teacher Competencies in Senior High Schools in Pangkep".

LITERATURE REVIEW

Definition of Teacher Competences

Kiyomet (2010) teacher competence has been expanded by the existence of reform studies within the realm of education, the advancement of teacher education encompasses the scientific outcomes derived from educational science and various other domains. The definition of teacher competence entails the teacher ability to facilitate the learning of students within the instructional process, aiming to cultivate high-achieving students across four key competences in pedagogic, personality, professional and social skills.

Types of Competences

In the context of the national education policy there are four types of teacher qualifications as teachers according to Ministerial Regulation Law No. 16/2007 concerning Standards and Competences for Academic Qualifications for Teachers, namely as:

a. Professional Competence

According to Wijaya and Rusyan (1992) the essential capabilities for teachers in the learning process include: command over educational materials, effective management of learning programs, classroom organization, utilization of instructional media, mastery of educational foundations, adept handling of teaching and learning interactions, 15 assessment of student achievements for instructional improvement, familiarity with roles and initiatives, delivery of counseling and guidance services, and proficiency in managing school administration.

b. Pedagogical Competence

According to Daryanto (2013) pedagogical competence there are 7 aspects that can be assessed, namely: aspects of mastering the characteristics of students acquiring expertise in learning theories, educational principles, curriculum development, learning activities, student potential development, student communication, and assessment and evaluation.

c. Personality Competence

Komara (2007) personality competence include steady, possessing nobility, wisdom, and prudence, exhibiting authority, stability, and maturity, demonstrating honesty to

serve as a role model for both students and society, conducting objective self-evaluations, and independently fostering personal development and continuously.

d. Social Competence

Mulyasa (2008) the social competence of teacher pertains to their efficacy in communication and interaction with various stakeholders, such as learners, colleagues, the social competence of teachers is evaluated based on their capability to communicate and engage proficiently with students, colleagues, other educational staff, as well as parents or guardians of students and the broader community.

Indicators of Competence

After we know the types of teacher competencies, what we need to know together are the indicators in each competency. There are four competencies, namely pedagogical competence, personality competence, professional competence and social competence which have been regulated in Law No. 14 of 2005 stated by Jaja (2014).

a. Professional Competence

There are four indicators of professional competence that need to be measured, as follows:

- 1) Acquiring proficiency in the content, structure, concepts, and scientific mindset that underpin the subjects being taught.
- 2) Mastering the competence standards and basic competences of the subjects.
- 3) Creatively develop learning materials that are taught.
- 4) Cultivate professional expertise sustainably by taking reflective action.

b. Pedagogical Competence

There are ten indicators on pedagogical competence that need to be measured as follows:

- 1) Understand students' characteristics (intellectual, emotional, social, moral, physical and environmental) to design appropriate learning strategies.
- 2) Mastering learning theories and educational learning principles.
- 3) Developing curriculum related to the subjects taught
- 4) Organizing educational learning
- 5) Leveraging information and communication technology for the enhancement of the learning experience in modern times.
- 6) Promote the cultivation of students' capabilities to realize their diverse potentials.
- 7) Convey information to learners in an effective, empathetic, and courteous manner.
- 8) Administering the assessment and evaluation of learning processes and results.
- 9) Leveraging the findings from the assessment and evaluation of learning to enhance the learning experience.
- 10) Taking thoughtful steps taken to enhance the quality of learning.

c. Personality Competence

There are five indicators of personal competence that need to be measured as follows:

- 1) Conduct oneself in conformity with religious, legal, social, and cultural norms in Indonesia.
- 2) Showing oneself as an individual of integrity, high moral character, and an exemplar for both students and the community.
- 3) Presenting oneself as a mature, stable, authoritative and steady person.
- 4) A teacher must be able to demonstrate a high work ethic, a great sense of responsibility, a sense of pride in being a teacher and self-confidence.
- 5) Upholding the ethical code governing the teaching profession.

d. Social Competence

There are four indicators of professional competence that need to be measured, as follows:

- 1) Demonstrate inclusivity, exhibit objectivity, and refrain from discrimination based on factors such as gender, religion, race, physical condition, family background, and socioeconomic status.
- 2) Teachers must be able to communicate with friends and communities and other scientific peer communities in a polite, empathetic and effective manner.
- 3) Adapting to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.
- 4) Communicate with one's own professional community and other professions orally and in writing or other forms.

METHOD

This research used qualitative research methods. It was conducted from January to February 2024, starting with data collection until all data were gathered. The research took place at three school locations in Pangkep: SMA Negeri 2 Pangkep located at Jl. AS Dg Kalebbu No. 2 in the Segeri sub-district, SMA Negeri 9 Pangkep located at Jl. Bonto-Bonto in the Ma'rang sub-district, and SMA Negeri 10 Pangkep located at Jl. Lekosewa in the Labakkang sub-district. The total population included 3 English teachers. In analyzing the data with qualitative methods, the researcher used the theory from Miles and Huberman (2014), which involves data reduction, data display, and data verification.

FINDINGS

This section presented research findings, specifically aimed at determining the competence of English teachers in high schools in Pangkep Regency. The following were the results of the data analysis:

The competence of English teachers was discovered through the collection of data during the classroom learning process, using observation lists and interviews. The competence of English teachers was divided into four aspects: professional competence, pedagogical competence, personality competence, and social competence.

Professional Competence

In the professional competence section, there are two parts: the first is mastery of material, concept structure, and scientific mindset that supports the subjects being taught, and the second is developing professionalism through reflective action.

Regarding mastery of material, concept structure, and scientific mindset that supports the subjects being taught, English teachers at SMAN 2 Pangkep were able to map the standards and basic competencies of the subjects, as well as develop appropriate lesson plans. They also succeeded in developing cooperation with colleagues without distinguishing ethnicity, religion, or gender, as seen in the collaboration of extracurricular activities. Their ability to master learning materials was reflected in the delivery of materials that were relevant to students' needs, using both Indonesian and English. Secondly, English teachers at SMAN 9 Pangkep were able to map the basic standards and subject competencies, as seen from the delivery of materials in accordance with the lesson plans. They built good cooperation with colleagues regardless of ethnicity, religion, or gender. The materials presented were relevant to the students' abilities, and the teachers demonstrated language skills using both English and Indonesian. Before teaching, teachers always prepared themselves, motivated, and started learning with enthusiasm to increase students' learning spirit. Thirdly, English teachers at SMAN 10 Pangkep were able to adjust the competency standards and basic competencies, as seen from the

prepared learning modules. They also showed the ability to collaborate with peers and used presentation media such as PowerPoint to facilitate students' understanding. However, online learning had not reached the optimal level.

In developing professionalism through reflective action, it was explained that English teachers at SMAN 2 Pangkep were able to conduct structured and result-oriented evaluations, such as evaluating students' speaking ability through individual reading and providing pronunciation corrections. They also utilized feedback from peers in MGMP meetings to improve the curriculum and teaching methods. However, these teachers did not fully utilize information and communication technology (ICT) in the learning process, still relying on textbooks and group and individual assignments. Secondly, English teachers at SMAN 9 Pangkep demonstrated structured and result-oriented evaluation skills, such as giving group presentation assignments and collecting feedback from peers. They were also able to organize online seminars and develop professionalism through reflective action. Although there was still a lack of students' initiative in answering questions, they utilized information and communication technology (ICT) in learning by using LCD and PowerPoint media. Thirdly, English teachers at SMAN 10 Pangkep faced challenges in evaluating students effectively due to the lack of students' participation in learning. Nonetheless, they were able to conduct seminars with district school colleagues. However, the utilization of information and communication technology (ICT) needed improvement. Currently, they used WhatsApp, but platforms such as Google Classroom could enhance the online learning experience. Expanding the use of ICT tools beyond WhatsApp had the potential to improve the efficiency and effectiveness of online learning at SMAN 10 Pangkep.

Pedagogical Competence

In the pedagogical competence section, there were several parts including recognizing the characteristics of students, mastering learning theories and educational learning principles, curriculum development, educational learning activities, communication with students, and assessment and evaluation.

Researcher found that in the two schools that implemented the learning process directly every day in the classroom, teachers' pedagogical competence was good, demonstrated by their ability to create an inclusive and supportive learning environment. In this environment, each learner felt valued and was given the opportunity to actively participate in class discussions and activities. Teachers were also skilled in designing and presenting learning materials that suited students' needs and understanding, using a variety of creative teaching methods such as lectures, group discussions, multimedia presentations, and practical activities. In addition, teachers successfully facilitated active and collaborative learning by providing tasks that encouraged students to work together, think critically, and seek solutions together. They provided constructive feedback to students on their performance and guided them in improving their understanding and skills. Teachers were able to adjust their teaching strategies according to students' responses and needs during the learning process. Furthermore, teachers successfully adjusted the applicable curriculum and provided evaluations to students in every learning process.

However, in one school, the pedagogical competence can be said to be lacking because their school still conducts the learning process online via WhatsApp even though the network conditions are inadequate because they come from islands that are far away from the school, where teachers show less pedagogical competence, teachers are able to convey learning materials clearly through slide-based presentations shared in WhatsApp groups, as well as provide detailed directions on assignments, schedules and learning expectations through the platform. And only a few students usually follow the learning process.

Personality Competence

In the personality competence section, it was shown that the first English teacher at SMAN 2 Pangkep was a firm and clear decision-maker, but not hasty. His decisions during his tenure as vice principal at SMAN 2 Pangkep were respected because they were considered correct. Additionally, she was a respected figure in the school environment, often giving valuable advice to staff and teachers through her assertiveness. As a senior educator, she was a disciplined and dedicated teacher, never leaving the school during class hours. Socially, she was well known by parents as an influential orator, often providing information to them.

Secondly, the English teacher at SMAN 9 Pangkep was a disciplined teacher with a friendly attitude, a close relationship with students, a caring approach towards colleagues, and other commendable traits.

Thirdly, the English teacher at SMAN 10 Pangkep had a warm, caring, and attentive personality. She was very patient in waiting for responses from students because of the online learning process.

Social Competence

On social competence, being inclusive, acting objectively, and not discriminating were important principles in interacting with others. The first English teacher at SMAN 2 Pangkep demonstrated fair treatment towards students by giving them the opportunity to read texts in turn under the teacher's guidance. Additionally, the teacher maintained good and caring relationships with colleagues, actively exchanging opinions and ideas. They were also able to convey relevant information about students' progress, difficulties, and potential to their parents. Furthermore, the teachers participated in extracurricular activities outside of learning, such as being judges in an English speech competition, and showed awareness of the school's role as part of the community.

Secondly, English teacher at SMAN 9 Pangkep showed fair treatment towards learners by giving them the opportunity to speak during group presentations. Additionally, teachers maintained good and caring relationships with colleagues by showing concern for them and maintaining harmonious relationships with students. They were also able to convey relevant information about students' progress, difficulties, and potential to their parents. Furthermore, these teachers participated in extracurricular activities outside of learning, actively participated in activities organized by the school, and made time to consult about the results of their group discussions.

The third English teacher at SMAN 10 Pangkep showed that teachers were able to treat students fairly. They not only maintained good and caring relationships with colleagues but also actively collaborated in training activities and online learning. Additionally, these teachers were also able to convey information about students' progress, difficulties, and potential to parents by contacting the next of kin when students did not complete assigned tasks. In fact, they routinely made special visits to the parents of those students experiencing problems in the learning process.

DISCUSSIONS

This section presented a discussion of the research findings. The purpose of this study was to determine the competence of English language teachers in senior high schools in Pangkep. The discussion of the research objectives is described in the following explanation. English Teacher's Competence.

Professional Competence

Based on observations of three teachers in terms of professional competence, researcher noted some significant findings. Firstly, these teachers demonstrated solid

abilities in mapping the basic standards and competencies of the subjects well. This was evident from the delivery of material that was in accordance with the competency standards and basic competencies listed in the Learning Implementation Plan (RPP). Secondly, these teachers were also able to collaborate with colleagues regardless of differences in ethnicity, religion, or gender, which indicated an inclusive attitude and good cooperation among fellow educators.

Furthermore, these teachers also demonstrated openness and willingness to receive feedback from their colleagues, reflecting their commitment to continuous learning and development. Additionally, teachers were able to utilize Information and Communication Technology (ICT) well in learning, although there was still room to improve the utilization of ICT in one of the schools.

In terms of language use, these teachers still combined English with Indonesian in the learning process, showing a beginning in the use of language to facilitate students' understanding. Finally, they were also skilled in carrying out evaluation activities, demonstrating their ability to systematically measure students' understanding and progress.

There are findings that are in line with the results of previous research, as described by Noveria (2019) which shows that the professional competence of teachers in one school has mastered learning materials well and effectively uses educational technology. However, in other schools, as mentioned by Erwinsyah (2021), there are still shortcomings in the application of ICT which can have an impact on student motivation in learning. Thus, the findings of this study supported the theory that teacher professional competence included the ability to meet the basic standards and competencies of the subject, optimal utilization of educational technology, flexible use of language, and implementation of good evaluation. Overall, these teachers had demonstrated solid professional skills in managing learning and carrying out their responsibilities as educators.

Pedagogical Competence

The researcher found that of the two schools that implemented the learning process directly every day in the classroom, teachers' pedagogical competence stood out with the ability to create an inclusive and supportive learning environment. In this environment, each learner feels valued and is given the opportunity to actively participate in class discussions and activities. Teachers are also skilled in designing and presenting learning materials that are appropriate to students' needs and understanding, using a variety of creative and varied teaching methods, such as lectures, group discussions, multimedia presentations and practical activities.

Furthermore, teachers also succeeded in facilitating active and collaborative learning by providing tasks that encourage students to work together, think critically and find solutions together. They provide constructive feedback to students on their performance and guide them in improving their understanding and skills. In addition, teachers are also able to adjust their teaching strategies according to students' responses and needs during the learning process. However, in one school where learners learn online through WhatsApp despite inadequate network conditions because they come from islands far from the school's distance, where teachers exhibit less pedagogical competence, teachers are able to convey learning materials clearly through slide-based presentations shared in WhatsApp groups, as well as provide detailed directions on assignments, schedules and learning expectations through the platform.

Based on the findings described by Rahmawati (2013) at SMAN 1 Kolaka, teachers' pedagogical competence is that teachers recognize students' characteristics including physical, moral, cultural, emotional, and intellectual aspects. Teachers apply diverse teaching methods tailored to the material being taught, aiming to increase

students' enthusiasm for learning. In addition, teachers have developed the curriculum, and teachers effectively analyze student performance through continuous assessment, including assignment scores, daily test scores, and semester test scores. On the other hand, the research findings are in line with those stated by Patabang (2021) regarding the implementation of online learning presents special challenges related to pedagogical competence at SMKN 2 Toraja, such as difficulties in managing learning, instilling student character due to limited interaction, and developing an appropriate online curriculum. And Ratnawati (2022) highlighted the limited network access of learners in Sungailit region. Some students were absent during online sessions, showed reduced activity, and showed reluctance to engage with the materials provided, and some simply completed assignments without further study. In addition, teachers have not diversified their teaching methods for online learning.

Based on theory and previous research, pedagogical competence was deemed appropriate when teachers were able to create an inclusive learning environment and design the learning process effectively. Additionally, pedagogical competence encompassed the ability of a teacher to plan, implement, and evaluate the learning process effectively, according to the needs and characteristics of students.

Personality Competence

Based on the research conducted, the findings showed that the personality competence of the three schools displayed a pattern that highlighted a mature and exemplary personality, where teachers were able to provide opportunities for students to actively participate in the learning process and demonstrate good behavior that created a positive image for the school. Additionally, the teachers demonstrated a high work ethic and responsibility. However, it was noted that the learning process had not always started on time. Furthermore, from the interviews with teachers from several schools, an interesting picture emerged. The teacher from SMAN 2 Pangkep was portrayed as a firm but unhurried decision-maker, respected for his decisions during his tenure as vice principal. He was also a respected figure within the school and often provided valuable advice to staff and fellow teachers. On the other hand, teachers from SMAN 9 Pangkep exhibited discipline, friendliness, and closeness to students, as well as concern for colleagues. Meanwhile, teachers from SMAN 10 Pangkep were described as having warm personalities, being caring, and patient in waiting for responses from students.

There are some research findings that are consistent with these results, such as Kurt Lewin's theory (1935) which states that teacher personalities who are firm and clear in decision-making may tend to adopt an authoritarian approach in managing the classroom. In addition, Dwi Juliani's (2023) research at SMAN 1 Tebing also revealed that English teachers show a good personality, with respect for colleagues, students and the community.

However, the findings also highlighted that not adhering to the teaching schedule on time, as stated by Nilma (2020), can have a significant impact on students' learning process. This is also reinforced by Kadariah's (2020) research in a school in Makassar which shows that punctuality is an obstacle in the learning process due to the rigid nature of the curriculum. In conclusion, the findings of this study confirmed that teachers' personality competencies included a kind, friendly, and considerate attitude towards colleagues. However, there was still a need to address non-compliance with the teaching schedule on time. Teachers who were able to build close and trusting relationships with students, as well as demonstrate a friendly and compassionate attitude, could create a supportive classroom environment and motivate students to actively participate in learning.

Social Competence

The researcher pointed out that the social competence of the two schools that adopted direct learning confirmed that teachers demonstrated strong abilities in interacting with students, colleagues, and parents. Observations in the school environment indicated that teachers were able to establish good relationships with students through friendly and compassionate attitudes and demonstrated a high level of empathy for students' needs and feelings. Additionally, teachers' interactions with parents also showed effective communication skills in conveying information about students' progress, while cooperation with colleagues was reflected in support and appreciation for their contributions in planning school activities.

However, different results were found when teachers' social competence was observed through online learning platforms, especially in remote schools with limited access. Despite facing difficult network constraints for students, teachers still demonstrated good social competence by providing moral support through encouraging and motivational messages in WhatsApp groups. They also showed empathy towards students who may have had difficulty accessing learning materials by providing helpful alternatives or solutions. Additionally, teachers demonstrated resilience and creativity by finding alternative ways to stay in touch with students, as well as patience and thoroughness in responding to individual students' questions and needs through private messages.

This finding is consistent with several previously proposed theories. As stated by Widyan (2014) and Anancy (2023), effective teachers must be able to communicate well with students and peers. However, new challenges arise when learning moves to an online environment, as expressed by Yunita (2020), where limited access can affect the interaction and communication between teachers and students. Thus, it was important for teachers to not only develop social competencies in face-to-face interactions but also to expand their skills in managing interactions and communications through digital platforms, to ensure that every student got the support they needed in the distance learning process.

CONCLUSIONS

Based on the findings and discussion in the previous chapter, researcher can conclude several points as follows:

- a. **Professional Competence** Professional competence of teachers was characterized by their ability to demonstrate solid abilities in mapping standards and basic subject competencies well, collaborate with colleagues regardless of ethnic, religious, or gender differences, indicating an inclusive attitude and good cooperation. Teachers also demonstrated openness and willingness to accept input from colleagues. Additionally, teachers were able to make good use of Information and Communication Technology (ICT) in learning.
- b. **Pedagogical Competence** Pedagogical competence showed that teachers were able to create an inclusive learning environment, provide opportunities for active participation in discussions, design and present appropriate learning materials, provide feedback, and adjust their teaching strategies according to responses and students' needs during learning. However, in one school, pedagogical competence was not optimal because students learned online due to the lack of direct interaction with students.
- c. **Personality Competence** Personality competence showed that the teacher had a mature and exemplary personality, behaved well, which created a good image for the school, showed a good work ethic and responsibility. Additionally, teachers had a friendly attitude, were attentive to colleagues, firm, attentive to students, disciplined, patient in waiting for students' responses, and so on.

- d. Social Competence Social competence showed that the teacher was able to interact well between colleagues, students, and the community. Teachers were able to establish good relationships with students and convey information regarding student development to students' parents.

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