



Signifikansi Aspek Kompetensi Pedagogik Guru terhadap Pembelajaran Bahasa Inggris pada Siswa Sekolah Menengah Kejuruan Pertanian

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Abstrak: Penelitian ini bertujuan untuk nmengelaborasi keselarasan relasi antara aspek teoritis kompetensi pedagogik guru dan temuan sebenarnya pada penyelenggaraan pembelajaran Bahasa Inggris di jenjang Sekolah Menengah Kejuruan. Penelitian ini menggunakan metode deksriptif kualitatif. Teknik pengumpulan data menggunakan observasi langsung dengan subjek penelitian seorang guru mata pelajaran Bahasa Inggris di kelas ATPH 3 Jurusan Pertanian di SMKN Pacet Cianjur. Prosedur analisis data pada penelitian ini adalah identifikasi teoritis, analisis data, reduksi data, interpretasi akhir dan verifikasi. Hasil penelitian menunjukkan bahwa: (1) Kompetensi pedagogik guru dalam persiapan proses pembelajaran yang dilakukan oleh guru pada kelas kelas ATPH 3 Jurusan Pertanian di SMKN Pacet Cianjur menunjukkan signifikansi yang sesuai dengan kompetensi guru yang dimiliki. Hal ini terlihat dari keseluruhan persiapan pra pembelajaran dilakukan secara struktural dan terdapat kelengkapan pembelajaran yang sesuai. Mulai dari RPP, games, lembar kerja siswa, absensi dan lain lain. (2) Kompetensi pedagogik guru ketika pembelajaran berlangsung paa kelas ATPH 3 Jurusan Pertanian di SMKN Pacet Cianjur menunjukan signifikansi yang baik karena guru telah mengimplementasikan apersepsi pembelajaran, adanya alur komunikatif yang meningkatkan keterlibatan siswa. Namun belum terlihat relevansi pembelajaran Bahasa Inggris dengan jurusan peminatan siswa dengan pembelajaran. (3) Kompetensi pedagogik guru ketika pelaksanaan refleksi sudah baik dan signifikansi ketiga elemen dari aspek-aspek kompetensi pedagogik guru ini sudah terepresentasi dalam proses pembelajaran dari awal hingga akhir.

Kata kunci: Bahasa Inggris, Guru, Kompetensi, Pedagogik, Sekolah Menengah Kejuruan

The Significance of Teachers' Pedagogical Competency Aspects towards English Learning in Agriculture Vocational Secondary School Students

Abstract: *This research aims to elaborate the harmony between the psychological aspects of teachers' pedagogical competence and the actual findings in the implementation of English language learning process at the Vocational High School level. This research used a qualitative descriptive method. The data collection technique used direct observation and the research subject was the English teacher at ATPH Class 3 of SMKN 1 Pacet Cianjur. The data analysis procedures in this research were data analysis, data reduction, final interpretation, and verification. The results of the research showed that: (1) The teacher's pedagogical competence in preparing the learning process carried out by teachers in the ATPH 3 class showed the significance in accordance with the teacher's competence. This can be seen from the overall learning preparation being carried out structurally. Starting from lesson plans, games implementation, student worksheets, students' attendance sheet and other tools. (2) The teacher's pedagogical competence when learning process took place in the ATPH class 3 showed good significance because the teacher implemented learning apperception. There was a communicative flow that increased student class engagement. However, the relevance of English language learning materials with students' interest in learning was not yet visible. (3) The teacher's pedagogical competence when implementing the reflection was good and the significance of the elements of teacher's pedagogical competence represented in the learning process.*

Keywords: *English, Competence, Pedagogical, Teachers, Vocational High School.*

1. Introduction

Several significant aspects support the implementation of a holistic learning process. Some of these aspects start from aspects of student characteristics, learning background including learning objectives, learning flow, and learning impact, implementation of evaluation and reflection, to the process of interpreting the knowledge of teaching staff towards the process of internalizing education and the material taught in a more meaningful way. All these structural and procedural aspects, both theoretical and practical, if summarized into one unit, are called teacher pedagogical competence or pedagogical competence of teaching staff. Teacher pedagogical competence is a significant essential point for improving classroom learning performance (Rahman, 2014). This supports all external and internal matters for both students and teachers.

The primary philosophical reference regarding Teacher Pedagogical Competency Standards itself is contained in the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, which include mastering student character, understanding related learning theories, organizing learning process development activities, improving and developing curriculum implementation, implementing learning technology which includes learning media, effective, polite and empathetic communication during the teaching and learning process with students, facilitating the development of student potential, carrying out assessments and evaluation of learning outcomes, as well as carrying out reflection processes to improve the quality and quality of learning for both students as well as for the teachers themselves (Kurniawan et al., 2021). Previous research conducted by Jaya et al. in 2014 provided a spotlight on the role of pedagogical competence in increasing student learning motivation at SMPN 3 Want Jaya, Aceh Besar Regency. This research reveals that teachers often encounter ineffective classroom and time needs to be more effectively mentoring the learning process in the classroom. So, this impacts students' learning motivation, where this is, of course, a gap that is quite visible in the meaning of teacher pedagogical competence in the learning process in the classroom (Jaya et al., 2014).

The significance and implications of a teacher's pedagogical competence extend beyond a specific school level. They are fundamental and substantive for all levels, from primary to

vocational high school. This universality is not limited to specific subjects but applies to all, including English. In the context of English language teaching, pedagogical competence involves understanding educational insights, students, and curriculum development. It also includes the planning and implementation of educational and dialogical learning, and the use of media and methods that enhance the English learning process for students (Jaya et al., 2014). It is known that teachers' pedagogical competence in implementing the learning process is absolute for teaching staff. So, this is what explicitly differentiates the teaching profession from other professions apart from teaching and managing classes. This statement is based on research regarding the Importance of Teacher Pedagogical Competence in 2021 by Akbar Aulia. This research explains that pedagogical competence is the actualization of skills educators must also master to explore students' psychological characteristics and aspects. So that teachers can carry out effective and efficient learning and functional aspects of problem-solving for students (Akbar, 2021).

In line with previous statements that summarize the points of essentialism and substantive aspects of a teacher's pedagogical competence in the implementation of the teaching and learning process in the classroom, especially English language learning, the author, specifically in this scientific article, will structurally explain the meaning of the importance of pedagogical competence. This has implications for English language learning at Elementary and Middle Vocational School (SMK) level students (Mandasari et al., 2020). This research will focus on in-depth analysis and identification of the relationship between teacher intervention and the learning process in the classroom, especially for students, and full elaboration of the meanings of the realist order, which are assessed objectively. The objectives of the research in this scientific article include explaining the conceptual aspects of teachers' pedagogical competency theory and the implementation of English language learning objectively and elaborating on the harmony of the relationship between theoretical aspects and actual findings in the implementation of English language learning at the Vocational High School level. This research provides several benefits that are in line with its main objectives. First, this research can help increase understanding of the importance of teacher pedagogical competence in learning English at Vocational High Schools (SMK). With this understanding, teachers can be

more effective in designing and implementing learning methods that suit student needs, especially in specific vocational contexts such as the agriculture major at SMKN 1 Pacet Cianjur. Second, it is hoped that this research can make a practical contribution in improving the quality of English language learning in vocational schools. Through in-depth analysis of aspects of pedagogical competence, this research provides a clear picture of how teachers can manage classes better, use innovative learning media, and increase student involvement in the learning process.

2. Literature Review

Pedagogical competency, a comprehensive skill of an educator, is a key factor in the success of the learning process in the classroom. From the initial preparation and design of the learning process to the final evaluation of students, these skills are crucial in managing student learning. By developing and improving the quality of learning, pedagogical competency can bring about a positive change in the student learning process (Murkatik et al., 2020). When this competency is effectively utilized, students can significantly and consistently realize their potential (Jaya et al., 2014). Teacher pedagogical competence is closely related to the qualifications of educating and teaching students in a broader scope, including students' cognitive and affective aspects. Due to the extensive study of pedagogical competencies, the quality and stability of education will significantly depend on developing these competencies, especially for all teaching staff with the most crucial space for actualization, namely in the classroom (Hanum & Robandi, 2023). The pedagogical aspect in question must also accommodate innovative learning that can link all student learning styles so that the level of student engagement in the learning process can develop (Moreira, 2023).

The holistic terminology here contains "the meaning of the whole or as a whole." The pedagogical aspect of the learning process has an important role, as previously explained in the introduction and definition section above. However, pedagogical competence is a universal aspect that needs to be mastered by every teaching staff because this ability dramatically influences the learning process as a whole. The aspects of pedagogical competency are understanding students, learning design, learning assessment, implementing meaningful learning, and recording student development based on their potential and characteristics (Mardiana et al., 2020).

It is known that learning English at Vocational High Schools is beneficial for students in improving their self-worth and the quality of their learning. This is interpreted as a sign that English language subjects need to be taught and maximized learning because aspects of their needs are considered to be able to meet the diversity of students' skills. So, it impacts learning outcomes (Fitria, 2016). In essence, language learning at the vocational school level implements English for Specific Purposes (ESP) English subjects (Jezo, 2020). ESP is English language learning, organized based on output and special needs. In this case, English language learning should be designed explicitly for the needs of vocational school students and its aspects related to their vocational learning needs of a more significant nature (Natsir et al., 2022).

Furthermore, English language learning is structured in a way that equips vocational students to thrive in the professional world, without compromising their vocational branding, which forms the core of their education. The relevance of the ESP concept serves as a fundamental guide for the implementation of learning and its connection with the pedagogical competence of the teaching staff in vocational schools. In practice, English subjects are not just theoretical skills, but also practical, reflecting the context-based learning content aspect (Natsir et al., 2022).

3. Research Method

This research uses a descriptive method with a qualitative approach. This aligns with the focus of qualitative education, which projects the research object with a grant four question representation, where there are instructions for statements that can explore the research object more intensively. In addition, research with a qualitative approach allows authors to investigate research objectives more efficiently (Moeleong, 2017). In addition, it is known that qualitative descriptive methods are widely used to identify data in natural form, starting from data in the form of perspectives, social phenomena, motivations, perceptions, behavior, and actions to other social sciences that emphasize holistic concepts and fundamental (Sugiyono, 2017).

Data collection techniques are observation and direct observation in the classroom. Observation is a process of direct observation, identification, and exploration of research objects to find significant aspects of the research being analyzed. So, this research design refers to observing research objects and drawing conclusions using primary and secondary data

sources. The research location is at SMKN 1 Pacet Cianjur, ATPH Class 3, Department of Agriculture, with English as the subject. The research subject was the ATPH Class 3 English Teacher, Department of Agriculture.

The data analysis technique used by the author is the analysis of three main elements, including data reduction, data display or data presentation, and concluding. Meanwhile, in the data reduction process, the author carried out an analysis to emphasize, shorten, and focus on significant aspects of the research so that he could elaborate on the main points of the research. This reduction process is then done by selecting the found data and interpreting and abstracting the data. In the data presentation process, the author describes the research identification and findings obtained from observations. Finally, in concluding, the author checks the research instruments and their validity and accuracy using interactive and narrative analysis models to conclude. The validity test of the research instrument used expert judgment by one of the English Language Education lecturers. At this stage, the author classifies theoretical aspects and pre-research data, which can be used as material for analysis after data collection. Then, the data that has been obtained is transcribed and analyzed according to research principles (Moeloeng, 2017).

This research uses triangulation techniques to guarantee the validity of the data. The triangulation technique is a process of checking the validity of research data obtained directly by utilizing external points outside the research. In this case, the author uses theories and information as a comparison for data obtained from direct observation. So, the triangulation technique used is a source triangulation technique.

4. Result and Discussion

In the results and discussion section, the author will explain several findings and analysis of the results of these findings. The object of this research was taken realistically and by the conditions in which the author made direct observations and identification. The author chose this SMKN because the research concept refers to the vocational high school level with specifications for agriculture majors and English subjects. The research focuses on teachers or teaching staff in one ATPH 3 class, with the holistic aspect of the research referring to the analysis of teachers' pedagogical competencies during the English learning process. The aspects of pedagogical competence referred to in this

research include teacher pedagogical competence in preparing for the learning process, teacher pedagogical competence when learning takes place, and teacher pedagogical competence when carrying out reflection when learning has been carried out within one meeting. The results and discussion sub-chapter explain a detailed discussion of the findings and one-by-one analysis of aspects of teacher pedagogical competence.

The observation identification results show a good preparation process, represented by various aspects of preparing learning tools starting from the Learning Implementation Plan with a somewhat structural and systematic flow, information technology-based learning media, and a well-organized class management process. The teacher prints out the lesson plan as a reference for the author when viewing the overall learning process. In this case, the teacher uses the technique of preparing a one sheet lesson plan. All points of the RPP, from identity, objectives, and learning flow to the reflection and assessment process in class, are well prepared. Apart from that, an aspect that is also reflected quite well in the preparation process for learning English is the use of English itself, which is very dominant from the beginning of the teacher's entry until the end of the lesson. It can be seen that this is an implementation of English language learning in the form of "daily practical" or daily conversations to get students used to receiving informal English input. This identification of good RPP learning readiness aligns with essentialism in teacher pedagogical competence in the student learning process in English language learning at SMKN 1 Pacet Cianjur ATPH Class 3. It is emphasized that a good teacher's pedagogical competence will be represented when the learning preparation process shows good performance. This includes harmony in the learning planning process and teacher professionalism in packaging it into quality learning materials and learning flows (Efronia, 2022).

Another crucial aspect of preparation is good classroom management, which is evidenced by the use of various classroom learning tools. These tools, including student worksheets, teacher attendance, teacher observation sheets, Kahoot installation as student apperception, and syllabus and threshold score lists in English, are all accommodated by teachers. The preparation process for learning English at SMKN 1 Pacet Cianjur Class ATPH 3 is a clear testament to the significance of good pre-learning preparation process and its impact on the teacher's pedagogical competence. When teachers have the

ability to design effective learning designs, the actual learning process becomes more meaningful, inspiring curriculum developers to create similar effective learning environments.

Apart from the teacher's pedagogical competence during pre-learning, it becomes a crucial benchmark for its impact on students when learning takes place. This is because, in this competency, teachers are responsible for explaining learning and ensuring that students understand the learning they receive. Based on the identification and observation of learning in the ATPH 3 class at SMKN Pacet Cianjur, the author conducted an in-depth analysis of the implementation of English learning in the agriculture department. Contextually, learning English in vocational schools needs to harmonize the relevance of the use of English itself, especially as an implication of the majors of vocational students, which in this case are ATPH Class 3 students at SMKN 1 Pacet Cianjur. Therefore, English for Specific Purposes will be implemented in English language learning by students' learning needs.

As a result, the author saw more English learning materials needed. This is especially true in group assessments and theoretical explanations. The ATPH 3 Class English Teacher explained the Grammar material at that time with the sub-theme Simple Perfect Tense. ESP has a broader context of grammar learning, including learning that will equip students to pronounce correct grammar in English (Hidayad et al., 2024). However, when the author identified the learning process, there needed to be more aspects where the English material studied was not linked to the students' vocational aspects. If this is relevant to aspects of teacher pedagogical competence, it still needs to be in harmony. One of the functional aspects of a teacher during the learning process refers to teaching education qualifications, which require teachers to have good classroom management skills and accuracy in selecting materials and learning media (Lismayanti et al, 2021). Another thing is a reference to the facilitation aspect of student potential so that students can actualize according to their potential (Ada & Azisah, 2016). Another thing that needs to be underlined is that in learning English, practical aspects need to be trained so that the active language skills of students at Agricultural Vocational Schools will be more systematic through learning that is connected to the things learned fundamentally in that department.

Apart from the above, the overall learning process, in which researchers analyzed the

teaching and learning process in other aspects, was perfect. Especially if it is related to meaningful learning that is centered on students. The author sees that there is group use of the Kahoot application. Kahoot is a game application containing questions from various themes and specific topics (Susanti, 2017). In this case, the teacher maximized the learning media facilitation process well using Kahoot. If this aspect is related to a teacher's pedagogical competence, it will likely represent the learning process significantly. Furthermore, in implementing Kahoot in English learning, the teacher places this game as an apperception or pre-learning bridge with the learning theory students will learn. The apperception is a marker or warming up before participants are actually exposed to the learning material that will be studied at the meeting (Rahmadani & Wiratman, 2022).

The author includes pedagogical competence at the evaluation or reflection stage as an integral part of the teaching and learning process. In the previous discussion, there was an exploration of pre-learning and when learning took place. So, reflection becomes an aspect of the author's observation as a cover for all identification when carrying out identification in the ATPH class at SMKN 1 Pacet Cianjur. Reflection on the learning process is located at the end of the learning process. It is one of the most significant stages that teachers need to carry out rapid assessments and constructive impressions of the learning provided (Dolmans & Wilkerson, 2011). Apart from that, reflection is carried out as a marker of students' understanding of the input provided by the teacher. So, the reflection process is a critical step in the teaching and learning process for students and teaching staff (Xhaferi, 2017).

The author's findings during English learning in the ATPH 3 class at SMKN Pacet Cianjur at the reflection stage were in the individual game transition of guessing the answer from the slide. The author employs an engaging reflection method and tends to explore the critical thinking and perspectives of each student. Corresponding to the two pedagogical competencies that the author analyzes, at this stage, teachers are frequently seen adjusting their learning flow to foster student involvement in the teaching and learning process. As we are aware, students' engagement with various activities can make learning more significant and enhance the quality of learning (Afalla & Fabelico, 2020). In the assessment section, the teacher refrains from conducting a specific assessment of the material that day directly, but delegates it to students as

homework. In fact, the evaluation process can be tailored to assessment needs, demonstrating its flexibility and adaptability, which empowers the students in their learning journey.

Table 1. Research Observation Results

No	English Teacher Pedagogical Competency Observation Statement	Theory	Checklist
Learning Planning			
1.	The teacher makes pre-learning preparations by carrying out attendance checklists and bridging with students	National Education Standards Article 28 paragraph (3)	√
2.	The teacher cross-checks the students' condition by asking about the initial material	Brown (2007)	√
3.	Print Out RPP sheets, Student Worksheets, Learning Assessments (in class or homework)	National Education Standards Article 28 paragraph (3)	√
4	There is ice breaking or apperception	Brown (2001)	√
Implementation of Learning			
5.	Conveying learning objectives to students	Mulyasa (2019)	√
6.	Use of technology-based media and methods	Minister of Education and Culture Regulation No. 41 of 2020 concerning Public Information Services at the Ministry of Education and Culture	√
7.	Implementation of English for Specific Purposes (for vocational school students)	Hutchinson et al. (1991)	-
8.	Facilitate students' understanding which is represented by implementing meaningful learning	Mulyasa (2019)	√
9.	Teachers link learning theory with students' vocations to actualize the variety of potential they have	Mulyasa (2019)	-
10.	Syllabus or curriculum development	Mulyasa (2019)	√
11.	Teachers deliver learning communicatively and dialogically	Mulyasa (2019)	√
Learning Assessment			
12.	Hold a final reflection in class	Minister of Education and Culture Regulation No. 41 of 2020 concerning Public Information Services at the Ministry of Education and Culture	√
13.	Organizing evaluation of learning materials that have been carried out	National Education Standards Article 28 paragraph (3)	-

5. Conclusion and Suggestions

The essentialism of teacher pedagogical competence acts as a fundamental point in the teaching and learning process in the classroom, especially closely related to students' learning development. Pedagogical competency has a significant role not only for the teaching staff but also for holistic learning. Holistic learning, referred to here, is comprehensive learning with complete student coverage. So, this competency is adaptive to the teacher's learning preparation and carrying out assessments, routine evaluations, and reflections on the learning process with students. In this research, the author highlights how significant the role of this competency is in the learning process implemented by teachers in the classroom. Moreover, pedagogical competence represents the competence of the teaching staff themselves in classroom management and the meaningful impact that students feel when receiving learning material.

Therefore, a teacher's good pedagogical competence will be visible and reflected in the flow and structural aspects of learning at one meeting. Using a qualitative descriptive method and a narrative-based qualitative approach and data analysis, the author examines three aspects of pedagogical competence in the ATPH 3 Agriculture Department class at SMKN Pacet Cianjur with the subject taught in English. Overall, there is a careful flow and fun pre-learning with the implementation of apperception and games and the use of media and technology. While observing the teaching and learning process, the teacher carries out various activities to get students involved and consistently creates an exciting learning flow to carry out the student-based learning process well. However, in the process, teachers need to increase the relevance of English learning to the agricultural department. This is related to the English for Specific Purposes learning aspect that students study so that the relevance of English learning can be entirely related to both theoretical and practical. This is intended so that the support needs for their vocational majors are well accommodated and impact the quality and quality of learning absorbed individually.

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