

**AN ANALYSIS OF PEDAGOGICAL COMPETENCE OF
THE ENGLISH TEACHERS**

(A Descriptive Quantitative Research at MTs Muhammadiyah Tallo)



A THESIS

*Submitted to the faculty of Teacher Training and Education Muhammadiyah
University of Makassar in partial Fulfilment of the Requirements for
the degree of Sarjana Pendidikan*

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MOTTO

“O you who have believed, if you support Allah, He will support you and plant firmly your feet.” (47:7)

“O you who have believed, fear Allah as He should be feared and do not die except as Muslims [in submission to Him].” (3:102)

“So whoever Allah wants to guide – He expands his breast to [contain] Islam; and whoever He wants to misguide – He makes his breast tight and constricted as though he were climbing into the sky. Thus does Allah place defilement upon those who do not believe. (6: 125)

**I dedicate this thesis to my parents, my
brother, my sisters and all my friends.
Thanks for supporting.**

ABSTRACT

Mery Anggriani, 2018. This final project is about *An Analysis of Pedagogical Competence of The English Teachers at MTs Muhammadiyah Tallo Makassar.* Guided by Dr. Hj. Andi Tenri Ampa, M. Hum and Farisha Andi Baso, S. Pd., M. Pd.

This research aimed to find out how do teachers' pedagogical competence of the English teachers at MTs Muhammadiyah Tallo Makassar. That included understanding of knowledge or educational platform, understanding of students, understanding of curriculum and syllabus development, understanding of the lesson plan, understanding of educational learning and dialogical, using of learning technology, understanding of the evaluation of learning outcomes and understanding of students development to actualize their potentials.

This research used a descriptive quantitative research. Variable in this research was teachers pedagogical competence at MTs Muhammadiyah Tallo Makassar. Data collection methods used in this research was questionnaires and data analysis used descriptive quantitative.

Teachers pedagogical in understanding of knowledge or educational platform that teacher A is 90% and teacher B is 60%; understanding of students that teacher A is 75,5% and teacher B is 60%; curriculum or syllabus development that teacher A is 86,6% and teacher B is 76%; the lesson plan that teacher A is 91,2% and teacher B is 85,6%; the educational learning and dialogical that teacher A is 86,6% and teacher B is 69,3%; the using of learning technology that teacher A is 84% and teacher B is 36%; evaluation of learning outcomes that teacher A is 100% and teacher B is 84% and the development of students to actualize their potentials that teacher A is 96% and teacher B is 56%. In the result that average value of pedagogical competence of the English teachers at MTs Muhammadiyah Tallo that teacher A is 89% and teacher B is 66%.

Using some teaching variation method in delivering the subject lesson. And use the suitable assessment for the lesson. Always assessing the students' assignment fairly and make sure the students get educational and dialogical. The teachers should be ready to evaluate by the students to improve their pedagogical competence in teaching quality.

Key Words: *Pedagogical Competence, English Teachers*

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The Writer

CHAPTER I

INTRODUCTION

A. Background

Teachers are the spearhead of success in shaping the nation's next generation of quality, it seems to have really high professional skills and attitudes, so it can work earnestly in educating their students to be qualified. Because teachers in the field of education, in order to improve the work educational performance the quality of students, both in terms of psychological and mental spiritual.

The establishment of professional skills and attitudes of teachers is not easy, not necessarily the formation of professional skills of teachers will also form a professional attitude, because many factors that determine. Although teachers have been educated in the field of education, not necessarily automatically also form these professional skills and attitudes. Because educational programs studied may or may not emphasize professional capability-building programs and attitudes.

Increase professionalism of teachers is naturally done, not only by the government but from the teacher itself must also have the willingness to be more professional so that the national education goals can be achieved as contained in the Law Teachers and Lecturers, explained that the teacher is a professional educator with The main task of educating, teaching, guiding, directing, training, assessing and evaluating learners on formal education, as

well as in primary and secondary education including early childhood education.

According to Mulyasa (2007: 7), teacher professionalism in Indonesia is still very low, because there is no change of teaching pattern and conventional system to competency system, high teacher work load, and many teachers who have not done classroom action research. On that basis the standard of competence and certification of teachers formed to really form a professional teacher and have the appropriate competence in teaching.

Competence according to Government Regulation No. 74 of 2008 on teachers is a set of knowledge, skills, and behaviors that must be owned, mastered, and actualized by teachers in performing professional duties. A teacher with a college degree of education does not necessarily show good competence, such as being able to teach skillfully. Therefore the government made Law No. 14 Year 2005 on Teachers and Lecturers who certify professional teachers in addition to having minimum S1 academic qualifications, also must have four competencies, namely pedagogic competence, social competence, professional competence, and personality competence.

Without intending to ignore any of the existing competencies, in this study will only be discussed about teacher pedagogic competence. According Payong in Mulyasa (2011: 28-29) etymologically, the word pedagogy is derived from the Greek word *Padeos* and *Agogos* (*Padeos* = child and *Agogos* = guide). Therefore pedagogy means to guide / to manage child. Seen from the

origin he said, the competence of pedagogy seems to be the oldest competence and even has become the absolute guidance of man throughout the ages, because this competence inherent in human dignity as educators. This guiding duty is inherent in the duties of an educator and a parent. When the role of parents is replaced by a teacher in the school then the teacher is not only a teacher who transfer knowledge and skills to students, but also an educator and mentor who helps students to develop all potential both academic and non academic potential. In the National Standards of Education explained that pedagogic competence is the ability to manage the learning of learners which includes understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials.

Mulyasa (2007: 75) explains that pedagogic competence is the ability of teachers in the management of learning that at least include: (a) understanding of knowledge or educational platform, (b) understanding of students, (c) curriculum or syllabus development, (d) the planning of learning, (e) the implementation of learning and the dialogue, (f) the use of learning technology, (g) evaluation of learning outcomes, (h) the development of students to actualize their potentials.

Same according to Sanjaya W. in Getteng (2009: 32) explains that pedagogic competence is the ability of teachers in the management of learning that at least include: (a) understanding of knowledge or educational basic, (b) understanding of learners, (c) curriculum or syllabus development, (d) the

planning of learning, (e) the implementation of learning and the dialogue, (f) the use of learning technology, (g) evaluation of learning outcomes, (h) the development of learners to actualize their potentials.

Based on the three opinions above can be concluded that pedagogic competence is an initial competence that must be owned by a teacher because pedagogic competence gives an idea of how a teacher should do or be in the process of teaching and learning in the classroom. Teachers are require in addition to having the competence of teaching in their respective field of duty, the teacher must also be skilled in carrying out their daily duties. Considerations that require teachers to have insight, ability, habits, and skills in processing and using the subject matter as an educational tool.

Therefore, MTs Muhammadiyah Tallo becomes the research place chosen by the researcher. After doing a third apprenticeship at the same time observation in the school, there are some less ideal things that researchers find from the observation for 1 week and teaching for 2 months. Lack of ideals that researchers found that both the condition of students, the condition of teachers, school facilities and learning processes inside and outside the classroom.

Students are only provided books as a learning tool because rarely do researchers encounter teachers who use the media during the learning process takes place. teachers usually use the lecture method, this makes students quickly feel bored and less focus on the context of learning presented by the teacher.

The students in the school are mostly from middle-to-low family backgrounds, as well as from less educational intercourse, coupled with the condition of student victims of divorce between parents. This requires teachers to be proactive in teaching because students come to school with different conditions and problems. Proactive attitude of a teacher can be seen from the competence he has when teaching students, interact, and provide appropriate education according to the needs of students.

Researchers consider the need for a very large teacher role. So teachers need to improve and understand competencies related to effective teaching and education. Therefore, researchers want to examine teacher pedagogic competence because it is closely related to the needs of students in schools where this research is MTs Muhammadiyah Tallo.

Based on the above description, researcher wants to know how the pedagogic competence of English teachers at MTs Muhammadiyah Tallo Makassar. The researcher conduct to MAGANG III at MTs Muhammadiyah Tallo Makassar as research location. Meanwhile, with teachers having pedagogic competence, it is expected that the goal of National Education can be realized, with support and three other competencies.

B. Problem Statement

Considering the background of the study above, the problem of the research can be formulated as follows:

1. How is the pedagogical competence of English teachers at MTs Muhammadiyah Tallo Makassar observed are included:
 - a. Understanding of knowledge or educational platform?
 - b. Understanding of students?
 - c. Understanding of curriculum and syllabus development?
 - d. Understanding of the lesson plan?
 - e. Understanding of educational learning and dialogical?
 - f. Using of learning technology?
 - g. Understanding of the evaluation of learning outcomes?
 - h. Understanding of students development to actualize their potentials?

C. Objective of the Research

Based on the problem formulation above, the objectives of this research is to know the pedagogical competence of the English teachers at MTs Muhammadiyah Tallo Makassar observed are included:

- a. Understanding of knowledge or educational platform,
- b. Understanding of students,
- c. Understanding of curriculum and syllabus development,
- d. Understanding of the lesson plan,
- e. Understanding of educational learning and dialogical,
- f. Using of learning technology,
- g. Understanding of the evaluation of learning outcomes,
- h. Understanding of students development to actualize their potentials.

D. Significance of the Research

This research is conducted with the intention to reveal the phenomena that occur in the field related to pedagogic competence of teachers in MTs Muhammadiyah Tallo Makassar. The implementation of this research is expected to provide both practical and theoretical benefits, as follows:

1. Theoretically

- a. To increase the repertoire of educational Administration, especially in the development of Teachers Management.
- b. To develop the teachers' pedagogic competence at MTs Muhammadiyah Tallo Makassar.

2. Practically

Practically, the result of the research can be useful for:

- a. For teachers, teachers of MTs Muhammadiyah Tallo Makassar can be a correction of their pedagogic competence to carry out his duties and responsibilities as a teacher and to motivate themselves to always improve his pedagogical competency especially and other competencies of professional competence, social competence and personality competence.
- b. For headmaster, headmaster can be used as consideration or supervision for teachers whose pedagogical competence is still low or less and further improves the competence of teachers who already have sufficient competence.

E. Scope of the Research

The scope of this research is pedagogical competence of the English teachers included of: (a) understanding of knowledge or educational platform, (b) understanding of students, (c) understanding of curriculum and syllabus development, (d) understanding of the lesson plan, (e) understanding of educational learning and dialogical, (f) using of learning technology, (g) understanding of the evaluation of learning outcomes, (h) understanding of students development to actualize their potentials at MTs Muhammadiyah Tallo Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pedagogical Competence

According Payong in Mulyasa (2011: 28-29) etymologically, the word pedagogy is derived from the Greek word *Padeos* and *Agogos* (*Padeos* = child and *Agogos* = guide). Therefore pedagogy means to guide/to manage child. Seen from the origin he said, the competence of pedagogy seems to be the oldest competence and even has become the absolute guidance of man throughout the ages, because this competence inherent in human dignity as educators.

Pedagogic comes from the Greek term (Dariyo, 2013: 2), namely *Paedos* which means a child who is learning something from others (adults) who have the knowledge, experience and expertise better. *Pegagos* means someone who performs the duty of teaching, mentoring, coaching professionally on an individual or group of individuals, that growth being personally responsible in the community. These terms are adopted to be used as a science related to the problems of education, learning and teaching of a discipline of knowledge of either child, adolescent or adult.

Furthermore Dariyo (2013: 3) explains that the common way, pedagogy is defined as a discipline of science that studies the processes, purposes and benefits of educational activities for the development of the

entire potential of individuals and groups from infancy to adulthood, to become responsible citizens in society.

In addition, Purwanto in Dariyo (2013: 3) declares pedagogic as a science that dives, pondering about the symptoms of educational deeds. Furthermore, Purwanto also mentions Paedagogia means association with children. Then develop the term paedagoog, meaning someone whose job is to guide the child in his growth in order to stand alone.

Based on Mannen in Kesuma (2016: 12) it can be concluded that pedagogy is any form of counseling efforts provided by adults in the lives of children to always reach maturity in thinking, feeling and acting.

Langeveld in Kesuma (2016: 12) presents two terms: pedagogic and pedagogy. Pedagogy is defined as the science of education, which focuses more on thinking, contemplation of education. While the term pedagogic means education, which is more emphasis on practice, involving educational activities, guiding children. Furthermore Langeveld in Dariyo (2013: 3), is a pedagogic guidance given by adults to children in order to achieve maturity in life in the future. Langeveld more fully in Kesuma (2016: 12) argues that a theory of pedagogic carefully, critically and objectively develop concepts about human nature, the nature of the child, the nature of the purpose of education and the nature of the educational process. Based Langeveld saving in Kesuma (2016: 12) it can be concluded that pedagogy is a pedagogy theoretically and practically that can provide a comprehensive demands of

how to educate children in order to achieve his maturity, develop all its potential and become an ideal human being.

Strictly speaking, Tilaar in Kesuma (2016: 12-13) gave his view of pedagogy as an autonomous science, according to Tilaar that at the beginning of the 20th century pedagogic had been recognized as an autonomous science, since then pedagogical studies have earned the place who is honored in the university community.

Based on some of these opinions, it can be concluded that the pedagogic competence is the ability of teachers in managing learning that includes understanding of learners, planning and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potentials it has. From this understanding it can be concluded that a professional job requires some fields of knowledge that must be studied intentionally and then must be applied for the public interest in this case is the learners. In another sense of professionalism requires special abilities and skills in carrying out his profession.

An explanation of the above pedagogic competencies can open up a wider insight into the understanding of teacher pedagogic competencies. Paine in Kesume (2016: 17) says that pedagogy is a rational art of educating. That is art during the teaching and learning process takes place as the teacher has an important role in managing the class, managing the material and

managing the students, which become aspects in teacher pedagogic competence.

Mulyasa (2007: 75) Explains that pedagogic competence is the ability of teachers in the management of learning that include:

1. Understanding of knowledge or educational base, it means that the process of determining the knowledge base is communal, conceptual frameworks, and the norms for judging them, are created and recreated socially. Changes occur with new insights and evaluations through the cooperative efforts of the entire community.
2. Understanding of learners, applying an understanding of the impact of the learning environment on learners.
3. Curriculum or syllabus development, teachers understand well the development of curriculum and syllabus to improve the quality of learning in the classroom.
4. The planning of learning, the preparation of the learning program will lead to the learning implementation plan, as a product of short-term learning program, which includes the components of the program of learning activities and the process of implementing the program. program components include basic competencies, standard materials, methods and techniques, media and learning resources, study time and other carrying capacity.

5. The implementation of learning and dialogue, this means that the implementation of learning must depart from the dialogical process among fellow learning subjects, thus giving birth to critical thinking and communication.
6. The use of learning technology, in this case, teachers are required to have the ability to use and prepare learning meters in a computer network system that can be accessed by learners.
7. Evaluation of learning outcomes, conducted to determine the behavioral changes and the formation of competence of learners, which can be done with class assessment, basic skills tests, final assessment of educational units and certification, benchmarking, and assessment of the program.
8. The development of learners to actualize reviews their potentials, The development of learners can be done by the teacher through various ways, among others through extra-curricular activities, enrichment and remedial, and guidance and counseling.

According to Power in Kesuma (2016: 19) who say that a pedagogy may have part or all of the following components:

1. Educational purpose, prepare students for higher education, teach them to navigate social interactions with peers from different backgrounds, and to help them become tax paying members of society. It is to provide them with the building blocks to figure out

what they want to do with their lives and to spark their curiosity to learn more and to build on the skills that they already have.

2. The place of students, teachers should pay attention to good learning places for students, so that students are able to understand the lesson well.
3. The role of teachers, teachers have an important role in shaping the students in obtaining good grades and characters during the learning process as well as outside the learning process.
4. Curriculum, designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.
5. Method, a systematic plan followed in presenting material for instruction.
6. Social education, a process cultivated by adults against children, deliberately in the community to educate, nurture, build individuals in the social environment in the midst of the community someday children are able to mingle and behave well toward others. Certainly always adheres to a solid creed and faith.
7. Liberal education, Liberal education is part of the 'liberal' globalization of capitalism. In the local context, the liberal educational paradigm has become part of the system of developmentalism, where it is enforced on the assumption that the root is 'underdevelopment' because the people can not engage in the

system of capitalism. Education should help learners to enter into the system of developmentalism, so that society has the ability in competition in the capitalist system.

8. Teaching of religion, efforts made by an educator in fostering and directing students to the teachings of religion. Not only understand the material presented, but learners are expected to apply the teachings in life.
9. Indoctrination, giving in-depth teaching (without criticism) or coaching on a particular doctrine or doctrine by looking at a truth from a particular direction
10. Partisan teaching, teaching that follows certain classes to gain better learning.
11. Scientific humanitarianism. Humanitarianism stems from a humanistic concept that upholds human dignity. Humans are considered dignified and high potential.

In addition, Brubacher in Kesuma (2016: 22) encompasses ideas about pedagogy with the following concepts:

1. The school and society, has a close relationship in shaping the student's personality that includes attitudes and behavior in the wider community.

- a. The school and social change, education as an agent of reform / social change and at the same time determine the direction of social change called community development.
 - b. The economic order and education, Education contributes significantly to economic development has become an axiomatic truth.
 - c. The politic and education, the relationship between education and politics is not merely a relationship of influence, but also a functional relationship. Educational institutions and processes run a number of significant political functions. Various educational institutions that exist in society can serve as a tool of power in an effort to form the desired political attitudes and beliefs. Various aspects of learning, especially curriculum and reading materials, are often directed to certain political interests.
 - d. The state and education, the state government is obliged to undertake and organize a national education system for all citizens.
2. Educational aims, it is the intellectual life of the nation and develops the whole Indonesian man who is a believer and devoted to God, possessing knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of community responsibility and nationality.

- a. Aims and human nature, The relationship between the nature of human nature and the need for education is the nature of human beings giving a place in human beings in such a way that the degree is higher than the animals and at the same time controlling the animals. One of the special features of human nature is the ability to appreciate happiness in humans. All human nature can and should be developed through education, thanks to education, the nature of human nature can be grown in harmony and balance so that it becomes a whole human.
 - b. Aims and cosmology. Humans are part of the universe which is also the subject of education and educational objects. culturally mature human beings are the subject of education which means responsible for conducting education. they are morally obligated to the personal development of their children, which is their generation of rumors. culturally grown adults, especially those with teacher professions (education) are formally responsible for carrying out educational missions in accordance with the goals and values desired by the nation's people.
3. Curriculum, the curriculum is the subject matter and educational program provided by an education provider institution containing the lesson plans that will be provided to the participants in a period of education.

4. Religious education, education that provides knowledge and shapes the attitudes, personality, and skills of learners in the practice of religious teachings, carried out at least through the subjects / lectures on all paths, levels, and types of education.
5. Moral education, Moral education is education to make human children moral or human. This means that moral education is education that is not teaching about academic, but non academic, especially about the attitude and how good everyday behavior.
6. Method, a manner or mode of procedure, especially an orderly, logical, or systematic way of instruction, inquiry, investigation, experiment, presentation.
 - a. Epistemological aspects of the method, intuitive (when coming up with an initial idea for research), authoritative (when reviewing the professional literature), logical (when reasoning from findings to conclusions) and empirical (when engaging in procedures that lead to these findings).
 - b. Axiological aspects of method.

Axiology is engaged with assessment of the role of researcher's own value on all stages of the research process.
7. Professional right and duty

Significant emphasis is placed on their responsibilities, professional rights of dentists also deserve particular interest

because they are intimately related with these responsibilities. It is involving:

- a. Academic freedom and civil liberty,
- b. Professional ethic.

According to Djohar (2006: 10) teachers should be able to carry out the task:

1. Teaching,
2. Educate,
3. Train Reviews their students.

These three activities should be used as teacher work habits. Teachers should be able to read the curriculum and teaching materials into real objects and issues that match the student experience. Teachers not only give meaning to teaching, educating, and training students as the teacher has understood in the past.

McCloskey in Kesuma (2016: 23) tries to relate pedagogical values to principles to guide the development of Augustinian educational programs, as well as evaluation of the effectiveness of the programs described in the threads. The threads are:

1. Learning through student-centered, transformative experiences,
2. Learning to find the truth,
3. Learning wholeheartedly towards learning, and
4. Learning dialogue in unity amid elections.

Banks and Banks in Kesuma (2016: 28 -29) in his writings, *Equity Pedagogy: An Essential Component of Multicultural Education*, did not address directly the concept of pedagogy. However, the objective formula consists of three components:

1. Objectives to be achieved individuals, namely individuals who can enable certain knowledge, attitudes, and skills in a particular society. Not only that, but also individuals who help and create a particular society,
2. Knowledge, attitudes and specific skills, namely that learning is not just reading, writing and arithmetic in the teachings of the dominant (dominant cannon) without learning also questioned assumptions, paradigms and hegemonic characteristics. This is an unconventional type of educational content,
3. Certain social ideals, that is a just society, humane and democratic. Individuals are educated to be functional and contributive in a particular society.

Watkins and Mortimore in Kesuma (2016: 31) occupies an inclusive position in understanding what pedagogy is. In other words, Watkins and Mortimore in Kesuma (2016: 41) tried to answer the question of:

1. Curriculum,
2. Benefit or value of knowledge,
3. Methods of teaching and

4. Social considerations such as the need for equal opportunity, freedom, authority and democracy in education.

Kesume (2016: 51) states that the general structure of pedagogy can be summarized as follows:

1. Ground-floor pedagogy activities, educator-educated activities, involve:
 - a. The purpose of education,
 - b. The content of education or curriculum,
 - c. Method,
 - d. Socio-cultural context.
2. Learning activities, involving:
 - a. The activities of pedagogical conceptualization,
 - b. Descriptive general theory: social science theory or descriptive sociology,
 - c. Limited prescriptive theory: theory of teaching or pedagogy theory,
 - d. General prescriptive theory: the theory of educational philosophy,
 - e. Analytic philosophy.
3. Practical learning activities pedagogy, involving:
 - a. Art, art in teaching is needed. this can be done by looking at the needs of students and existing facilities

- b. Craft, to develop students' creativity, teachers need to teach about making crafts.
- c. Habittus, it is a system of embodied dispositions, tendencies that organize the ways in which individuals perceive the social world around them and react to it.

Based on the nine opinions above can be concluded that competence is an initial pedagogic competence that must be owned by a teacher. Because pedagogic competence gives an idea of how a teacher should do or be in the process of teaching and learning in the classroom. Teachers are required in addition to having the competence of teaching in their respective field of duty, the teacher must also be skilled in carrying out their daily duties. Considerations that require teachers to have insight, abilities, habits, and skills in processing and using the subject matter as an educational tool. So Pedagogic competence is the ability of English teachers in the management of learning that least include:

- a. Understanding of knowledge or educational platform,
- b. Understanding of students,
- c. Understanding of curriculum and syllabus development,
- d. Understanding of the lesson plan,
- e. Understanding of educational learning and dialogical,
- f. Using of learning technology,
- g. Understanding of the evaluation of learning outcomes,
- h. Understanding of students development to actualize their potentials.

B. Aspects of Pedagogic Competence

1. Understanding of knowledge or educational platform

Teachers have a scientific education background so that they have academic and intellectual skills. Referring to the system in the subject-based learning management system (subject), teachers should have knowledge and experience in the organization of learning in the classroom. Authentically these two things can be proved by academic certificate and certificate of expertise (deed of teaching) from educational institutions that are accredited by the government.

According to Kunandar (2007: 87) there are two categories of teachers in understanding the insights or educational foundation that are:

- a. Studying the concepts and issues of education with the angle of sociological, philosophical, historical, and psychological reviews. Sociologically, teachers are expected to be able to give an opinion on the issue of education now by taking into account from the social side, social impact in society. Philosophically, teachers are expected to think reflectively by analyzing, understanding, and assessing the present educational problem. Historically, teachers are expected to be able to look at current problems with historical or historical linkage. Psychologically, teachers should be able to see the problems that exist in terms of psychological students.

- b. Recognize the function of schools as social institutions that potentially can promote society in the broad sense as well as the mutual influence between school and community.

2. Understanding of Students

The teacher has an understanding of the students' developmental psychology, so as to know correctly the correct approach done to the students. Teachers can guide children through tough times in the child's age. In addition, the teacher has knowledge and understanding of the student's personal background, so as to identify the problems faced by the child and determine the appropriate solutions and approaches.

According to Mulyasa (2007: 79) there are at least five indicators of teachers in understanding students, namely:

- a. Level of Intelligence

According to Mulyasa (2007: 80) the level of intelligence is the mental age divided by chronological age multiplied by 100. Efforts to determine the level of intelligence has been done by psychologists, among others in 1890 by Catteel with the term Mental Test. Meanwhile in 1905, Alfref Binet developed a widely used intelligence test, and managed to find a way to determine a person's mental age. Mental age in each individual may vary, may be lower, higher, or equal to age of chronology (age from the time

of birth). Since Binet worked with Simon, the test they developed was known as the Binet-Simon Test.

The level of intelligence in each child must be different, according to Tiu in Mulyasa (2007: 81) the level of intelligence can be classified as follows:

- 1) The lowest group is those whose IQ is between 0-50 or can be called as a limitation Mental, weak mind or mental disability or idiot and imbecile. They are only able to learn no more than two years and can be trained to take care of simple routine activities or take care of their physical needs,
- 2) Groups that have IQs between 50-70 and are known as the Moran group, ie mental limitations or delays. They can be educated, able to learn to read, write, simple numeracy, and can develop a limited working ability,
- 3) A group called IQ 70-90 called the "slow child" or "stupid" group. This group of children can be assisted by appropriate methods, materials and tools, in addition to the teacher's patience,
- 4) The IQ group 90-110 is the largest number. Approximately 45-50%. They can learn normally,
- 5) The group IQ 110-130 is called Superior, and
- 6) Groups IQ 140 and up are called Genius.

b. Creativity

Creativity can be developed by creating processes that enable learners to develop their creativity. Discussed in Mulyasa (2007: 88), creativity can be developed by giving confidence, free communication, self-direction and less strict supervision. The results of the study can be applied in the learning process, so that learners will be more creative if:

- 1) Developed trust and no fear,
- 2) Given the opportunity to communicate scientifically free and directed,
- 3) Involved in determining goals and evaluation of learning,
- 4) Given less rigorous and non-authoritarian supervision, and
- 5) Being actively and creatively involved in the learning process as a whole.

Still according to Mulyasa (2007: 88-89), several alternatives that teachers can do to develop the creativity of learners are as follows:

- 1) Do not limit too much learners' learning space and develop new knowledge,
- 2) Help learners Thinking about something incomplete, exploring questions and putting forward original ideas,
- 3) Helping learners develop certain principles into new situations,
- 4) Assigning tasks independently,

- 5) Reducing restraints and creating activities that can Stimulate the brain,
 - 6) Give the learner the opportunity to reflect on each problem,
 - 7) Respect individual learners' differences, loosen the rules and class norms,
 - 8) Do not impose the will on the learners,
 - 9) Show new behaviors in learning,
 - 10) Develop tasks that can stimulate the growth of creativity,
 - 11) Develop Learners' self-esteem by helping them develop their self-awareness positively, without admiring and dictating to them,
 - 12) Developing interesting activities, such as exchange rates and puzzles, and singing that can spur optimum potential,
 - 13) Involve students optimally in the learning process, so that the mental process can be more mature in finding concepts and scientific principles.
- c. Physical condition

Physical conditions related to vision, hearing, speech, limp and paralysis due to stroke damage. Students with physical disorders require different attitudes and services in order to foster their personal development. For example, teachers should be more patient and tolerant. Differences in services, among others, in the

form of educational media, as well as helping and manage the sitting position.

d. Growth and Development of Students

The view of cognitive growth and development conveyed by Jean Piaget in Mulyasa (2007: 96), is a detailed theory of intellectual development from birth to adulthood. Piaget describes the cognitive development of several stages:

- 1) The different stages form a pesky sequence, the order of progressive mental operations,
- 2) They are a hierarchical sequence, forming a mental operation order,
- 3) Although the sequence of the steps is constant, the achievement stages vary with respect to certain limitations that combine the innate influence with the environment,
- 4) Although many factors increase or decrease cognitive development, it does not alter the sequence.

The four main stages of mental development proposed by Piaget in Mulyasa (2007: 97) are as follows:

- 1) The sensorymotor stage (from birth to two years of age).
Individuals begin to realize that the objects around them have existence, can be rediscovered and begin to make simple relationships between objects that have similarities,

- 2) Preoperational stage (2-7 years), this year objects And events begin to receive symbolic meaning,
- 3) Real Operation stage (7-11 years). The child begins to organize data into logical relationships and establishes ease in manipulating data in problem-solving situations,
- 4) Formal Operation stage (age 11 onwards).

This stage is characterized by the development of activities (operations) formal and abstract thinking. Individuals are able to analyze the ideas, understanding of space and relationships are temporary.

3. Understanding of Curriculum and Syllabus Development

Masnur (2007: 23), citing Salim, provides a definition syllabus as outline, summary, overview or the main points of the content or subject matter. While Mulyasa (2007: 190), expressed understanding of the syllabus as a lesson plan on a group of subjects with a specific name that includes standards of competence, basic competence, learning materials, indicators, assessment, allocation of time and learning resources developed by each educational unit. Syllabus in Curriculum 2013 is the elaboration of standards of competence and core competencies into their teaching, learning activities and competence exposure indicator for assessment of learning.

Syllabus by Susilo (2007: 114) is as a learning subsystem consisting of components that relate to one another in order to achieve the goal.

Masnur (2007: 28), revealed that the technical steps syllabus development include the following stages:

- a. Assessing the standard of competence and basic competences,
- b. Identify the subject matter,
- c. Developing a learning experience,
- d. To establish indicators success in learning,
- e. The determination of the type of assessment,
- f. The allocation of time and determining the learning resources.

Based on the above it can be concluded that the syllabus is a translation standards and basic competencies in the subject matter, learning activities and indicators of achievement of competencies, for assessment, allocation of time and resources to learn. And in its implementation, the syllabus described in the lesson plan, implemented, evaluated and acted on by each teacher. Syllabus continuously studied and developed in a sustainable and formulation meet the steps correctly and with regard to input the results of evaluation of learning outcomes, evaluation process (implementation of learning), and evaluation of the lesson plan.

4. Understanding of The Lesson Plan

Teachers must be able to plan a learning system that utilizes existing resources. All learning activities from beginning to end has been able to strategically planned, including the anticipation of problems that are likely to arise from the planned scenario.

Masnur (2007: 45) gives the definition of lesson plan as a plan for studying the subject per unit which will be applied in the classroom teacher.

Lesson plan according Mulyasa (2007: 213) is essentially a short-term planning for estimating or projecting what will be done in learning. lesson plan is an attempt to predict the actions to be taken in the learning activities. According Mulyasa lesson plan includes at least three activities, namely the identification of needs, formulation of basic competence, and preparation of learning programs.

The two opinions above it can be seen that the lesson plan drawn up teachers to estimate all the activities that will be carried out both by the teachers themselves and the students, especially in relation to the formation of competence in the lesson plan must be clear basic competencies to be owned by the learner, what to do, what to learn, how to learn, and how teachers know that learners master or have specific competence.

There are two functions of a lesson plan according Mulyasa (2007: 217), namely:

- a. The planning function; is that the lesson plan should be to encourage teachers better prepared to do learning activities with careful planning,
- b. The implementation of the function; lesson plan should be drawn up systemically and systematically, comprehensively, with some possible adjustments in actual learning situations.

Technically, according to Masnur (2007: 53), lesson plans cover at least the following components: competence standard, basic competence, and indicators of achievement of learning outcomes, learning objectives, learning materials, approaches and methods, measures of learning activities, tools and learning resources and learning evaluation.

Lesson plan prepared by the teacher, and the steps that teachers in preparing lesson plans according to Masnur (2007: 46) is as follows:

- a. Take one unit of learning that will be applied to learning,
- b. Write the standards of competence and competence base contained in the unit,
- c. Specify the indicators to achieve basic competence that,
- d. Determine time allocate required to achieve these indicators,
- e. Formulate learning objectives to be achieved in the learning process,
- f. Choose the method of learning to support the nature of matter and learning objectives,

- g. Prepare measures of learning activities in each unit formulation of learning objectives, which can be grouped into the initial activities, core activities, and the activities of the cover,
- h. If the allocation of time to achieve basic competence over two hours of learning, divide the lesson into more than one meeting,
- i. Identify the source or learning media to be used in concrete learning and for each or unit meetings,
- j. Determine the valuation techniques, forms and sample assessment instrument that will be used to measure the achievement of basic competencies or learning objectives have been formulated.

From the above it can be seen that in order to develop a lesson plan, teachers must go through the steps with systematic preparation of lesson plan, lesson plan in order to produce a complete and comprehensive and structured lesson plan that must meet the components of a lesson plan in full.

5. Understanding of Educational Learning and Dialogical,

According Masnur (2007: 72), technically the implementation of learning activities appeared on several things: the management of places of learning / classroom, teaching materials management, and time management activities, student management, management of learning resources and teaching behavior management.

a. Managing the Learning / Teaching Space

A place of learning such as classroom space is very attractive suggested in an active learning approach, creative, effective and fun. A place of learning management involves managing a few things / objects that are in classrooms such as tables, chairs, display as student work, school furniture or other learning resources in the classroom. Study rooms should be so arranged that meet the following criteria:

- 1) Facilitating students interest
- 2) Facilitating mobility between student and teachers
- 3) Facilitating interaction between teacher and students
- 4) Facilitating access to resources / learning aids
- 5) Facilitating the activities were mixed

b. Teaching Material Management

In managing the teaching materials, teachers need to plan tasks and challenging learning tool, providing feedback, and the provision of assessment programs that allow all students were able to show the ability / demonstrate the performance (*performance*) as a result of learning. In the management of teaching materials teachers need to have the ability to design a productive question and able to present the question so as to enable all involved, both mentally and physically.

Masnur (2007: 57) states there are some things that need to be controlled by the teacher in the management of teaching materials, namely:

1) Stating questions that encourage students to think and Produce

One purpose of teaching is to develop students' potential to think. Stimulate students to think in terms of stimulating students to use their own ideas in the answer, not repeat ideas put forward legitimate teachers. Questions should be formulated in such a way that students do activity to predict, observe (observation), assessing self / work itself (introspection), or find patterns / relationships.

2) Providing Meaningful Feedback

Meaningful feedback is the response / reaction to the behavior of teachers, the process or the work of students. The feedback is sentenced to make students dependent on the teacher, so that they can't or do not dare to decide / judge for yourself what it does. While feedback is not denounce them make students feel valued, can think and be responsible for assessing the quality of their own ideas.

3) Provision Assessment Program That Encourages all Students

Assessing is to collect information about students' progress, about what is controlled and not overpowered the rest. The information is needed so that teachers can determine

the outcome of events or what assistance should be provided next to the students to understanding the ability and attitude they grow even more.

4) Management Activity and Time

Applied learning activities teachers will need to be handled such that in accordance with the level of student ability. According Masnur (2007: 74), ideally intelligent learning activities for students should be different with students who have the ability to moderate or less, although to understand the kind of the same concept. In the management of learning activities, questioning techniques, providing meaningful feedback, which supports student performance assessment that determines the success of learning.

Time also need to be managed, because according to Masnur (2007: 61) on an average of the first 10 minutes (time prime-1) students tend to remember the information received. Similarly, information received on an average of the last 10 minutes and a learning episode (prime-time 2). While the information in between it tends to be forgotten. Therefore, the minutes in the middle of the student must undertake direct activities.

5) Student Management

In order to develop individual abilities and social setting for students to learn should be changed switch between learning individually, in pairs and in groups. This setting is of course adapted to the characteristics of teaching materials studied.

6) Management of Learning Resources

In managing the learning resource teachers should consider existing resources in schools and involve the people who are in the school system. Use of learning resources from around circles necessary in order to make the school as an integral part of the local community. The environment is not only acts as a medium of learning but also as an object of study (learning resource). The use of the environment as a learning resource will make children feel happy in learning.

7) Behavior Management Teaching

Feeling offended, insulted, threatened, feeling neglected is an example of a feeling that will affect the students' brains. Masnur (2007: 63) revealed the results of an international study which states that the child's needs include five things, which is understood, appreciated, loved, to feel valued and feel safe. In line with the five things, Masnur (2007: 63) also revealed some of the behavior of teachers, such as refreshing the students,

appreciated the students, develop self-confidence of students, challenging them and create an atmosphere of fear either / fail on students.

From the above it can be seen that in conducting learning activities, teachers should conduct the management of learning so that learning activities in the classroom is going well. Managed by the teacher in the learning activities include the management of places of learning / classroom, teaching materials management, and time management activities, student management, management of learning resources and teaching behavior management.

6. Using of Learning Technology

In organizing the learning, teachers are using technology as a medium. Providing learning materials and administer the use of information technology. Familiarize children to interact with technology.

According Mulyasa (2007: 107) the use of technology in education and learning (*e-learning*) is intended to facilitate or make effective learning activities. In this case, teachers are required to have the ability to use and prepare learning materials in a computer network system that can be accessed by learners. Therefore, teachers and prospective teachers equipped with the competences related to the use

of information and communication technology as a learning technology.

7. Understanding of The Evaluation of Learning Outcomes

Evaluation by Arikunto (2002: 56) is an effort to conduct an assessment of what has been done, ranging from planning to implementation is completed. According to him, the evaluation was conducted to determine which parts of a series of such events that have not yet reached the target and gather information about the causes and the evaluation expected can attempt to fix the steps to come.

Mulyasa (2007: 163) argues that the evaluation aims to ensure that the performance achieved in accordance with the plans and objectives that have been applied. Evaluation of learning not only serves to see the success of students in the learning process, but also serves as a feedback to teachers on their performance in the management of learning. Through the evaluation can be seen shortcomings in the utilization of the various components of the learning system.

Based on some of the above opinion can be concluded that the evaluation is one important aspect of the learning process so that the teacher can see the success of the learning process. Learning evaluation was also conducted on an ongoing basis, to determine and monitor the changes and progress of learners, as well as to give a

score, number or value that can be done in the assessment of learning outcomes and as feedback for teachers. In accordance with the existing curriculum today is the Curriculum 2013, the assessment or evaluation conducted to determine the ability of teachers to students is a character-based assessment.

The success of the evaluation exercise is determined by the success of teachers in stimulating and determining the evaluation process. The procedure in question is the fundamental steps that must be followed or pursued in the evaluation program.

As to activities evaluation by the teachers include:

a. Develop Tests

In preparing the test a teacher should load planning as a first step in an evaluation. Evaluation planning is important because it will affect also the effectiveness of the overall evaluation. In the planning, evaluation of teachers should set a goal to the preparation of the test. Furthermore, teachers must determine the forms of the test to be used.

According to Ary (1994: 84), forms of tests including tests form a subjective or objective description and test forms.

- 1) Test form description / Subjective is a test in the form of questions and answers that contain issues need to be discussed, description or explanation.

2) Test objective form is a test that includes questions are structured approximately perfectly that the test taker does not need to bear ideas have supplied the answer because the answer choice. Test objective form is divided into two types: a test that requires the provision of answers to that form of short answers and complete the form and tests that require the selection test answers provided are completely wrong form, shape matching and multiple choice.

Based on the above opinion of the teachers in preparing the test can determine and define the forms of the test to be used either the test or tests in narrative form objective shape.

b. Conducting Tests

According to Arifin (1991: 78), execution of tests have meaning how to conduct a test of legitimate planned, both concerning the oral test, written test and test works, as for the execution of tests intended to infer data on all aspects of student learning outcomes either about aspects talents, interests, achievements as well as other general information

Based on the implementation of test types tests according to Uzer, at. al. (1993: 1371), is:

- 1) Formative evaluation is a test conducted at the end of each unit of lessons and works to improve the PBM or repair the unit lesson,
- 2) Sub Summative Evaluation and summative. Sub summative evaluation is done after a unit of speech over and done in a quarter of an hour or every quarterly. Summative evaluation is determining the increase in class who do each semester. After the learning process is completed.
- 3) EBTA / EBANAS, an evaluation exercise conducted at the end of the school year as evidence that the educational program that followed has been completed.

Thus the meaning of the evaluation of learning outcomes is to analyze the act of learning by using materials and a certain way in order to obtain results that subjectively and to obtain feedback from students.

c. Assessing Test Results

Basically giving teacher assessment of student work is, especially to test and complete the essay form. Because in these tests the students are free to express the answer so that teachers require specific expertise.

To test an objective form, scoring is done with an answer key in accordance with the provisions then all values summed up with the acquisition of the overall value of the test. Before performing

the assessment there are two approaches that can be done by teachers, assessment with reference to the nominative (PAN) with reference to the benchmark (PAP) (Ary, 1996: 81).

With the assessment of student learning outcomes will have an influence on students in their learning activities. In this case the teacher can provide assistance, guidance and direction to students who are considered less successful in learning.

8. Understanding of Students Development to Actualize Their Potentials

Teachers have the ability to guide the child, creating a forum for children to recognize their potential and train to actualize its potential. According Mulyasa (2007: 111), there are three activities that must be performed teachers in the development of learners in accordance with the interests and talents of students, namely:

a. Repair or Remedial Program

Teaching refinement is a special form of teaching that is given to a person or persons pupils who have learning difficulties. The specificity of this teaching lies in the students being served, teaching materials, methods and media delivery. Difficulties could include teaching materials are not controlled, mistakes to understand the concept and so on.

Implementation of this improvement program centered on basic competencies and learning materials that have not been well understood by students, by providing explanations as necessary, to conduct a discussion, demonstrations, exercises, assignments and variations. In this regard the Ministry of National Education in Majid (2006: 237) suggests two ways that can be taken, namely:

- 1) The provision of special and individual guidance for students who have not or have difficulty in mastering certain basic competencies.
- 2) Giving the task or execution (*treatment*) in particular the nature of the simplification of the implementation of regular learning. The form of simplification that can be teachers, among others through:
 - a) Simplifying content / learning materials for basic competency particular,
 - b) Simplifying the way the presentation (for example: using pictures, models, schemes, graphs, giving a summary of simple), and
 - c) Simplification question / questions provided.

b. Enrichment program

According to Majid in Mulyasa (2007: 240), teaching is a special form of teaching given to the students were very quick in learning. Majid in Mulyasa (2007: 240), described some form of

enrichment teaching that may be achieved is by the way gave the assignment to students:

- a. Read the principal / sub topics that others are expansion or deepening of the principal / sub subject that is being studied.
 - b. Carrying out practical work or experiments, and
 - c. Working practice questions.
- c. Guidance and Counseling Services

According to Ahmad in Syaiful (2000: 7) argues that the guidance is the process of assistance provided by the supervisor of one individual who experienced the program, in order to have the ability to solve the problem itself and can eventually reach the happiness of his life, both happy in individual and social life. Guidance is carried out with the aim to give individuals in an effort to achieve: the happiness of private life, which productive life in society, can live together with other individuals and harmony between the ideals of individuals with abilities are judged.

Wagito in Syaiful (2000: 8) argues that counseling is given to the individual assistance in solving the problems of life with interviews, in ways appropriate to individual circumstances faced to reach their welfare.

According Syaiful (2000: 17) in the presence of a wide range of problems faced by every human being, the guidance will vary also according to the problems facing humanity.

Based on the notion of guidance and counseling in the above, it can be concluded that guidance and counseling is a form of service provided by the supervisor in this case is guided namely the teacher to the students to be able to solve the problem in terms of lessons learned and methods used were interviews.

C. Conceptual Framework

The conceptual framework, it has to be the basic from the research visualize in figure bellow:

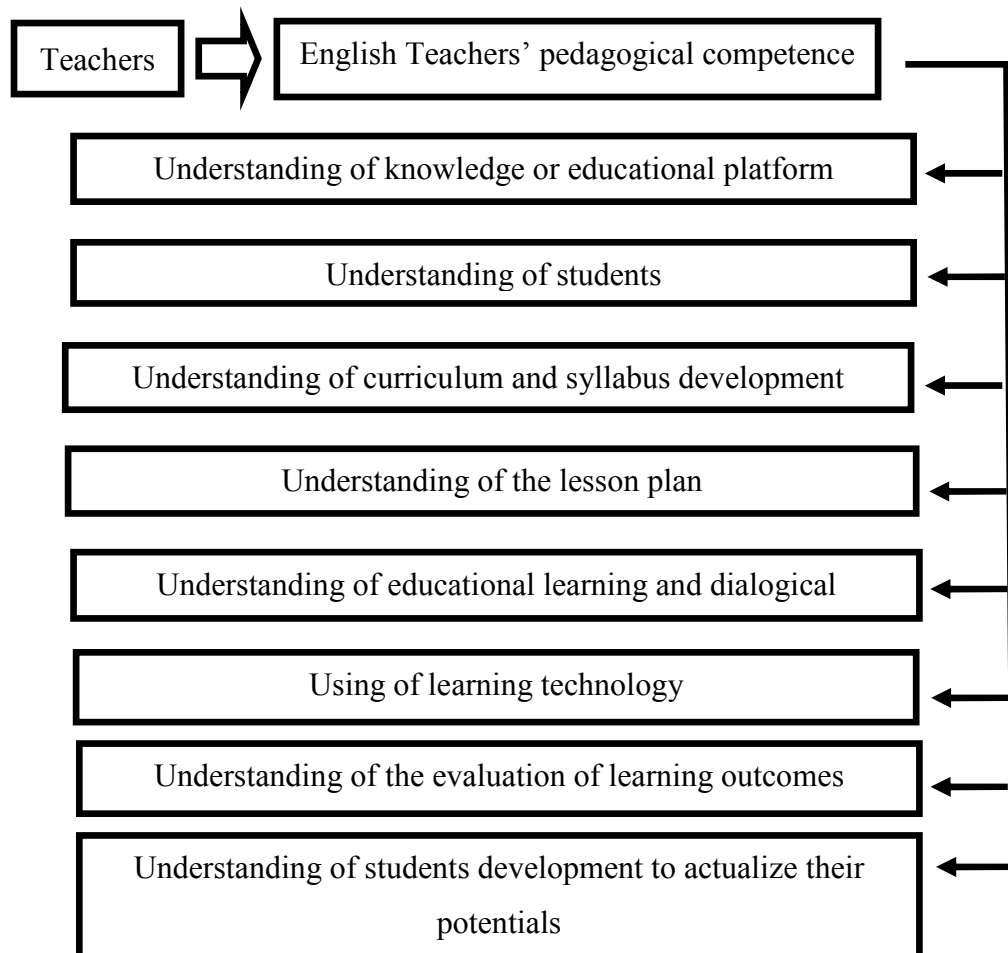


Figure 2.1. conceptual framework

Base on the framework above can to describe that research will begin from to know the English teachers base on the pedagogic competence of teachers who have some basic aspects. That aspects are Understanding of knowledge or educational platform, understanding of students, understanding of curriculum and syllabus development, understanding of the lesson plan, understanding of

educational learning and dialogical, using of learning technology, understanding of the evaluation of learning outcomes and understanding of students development to actualize their potentials. The result of analysis will get from questionnaire.

CHAPTER III

RESEARCH METHOD

A. Research Method

Research was basically a systematic activity or process solved problems that were done by applying scientific methods (Emzir, 3: 2007). The method used in this research was the qualitative decriptive method that describes the variables, symptoms or circumstances and information obtained from research subjects. Ali in Ratnawati (2012: 48) suggest that the research method was the whole way or activity that was conducted by researchers in conducting research starting from the formulation problems up to the conclusion.

In general, Descriptive research was done with the main purpose of describing the systematic facts and characteristics of the object or subject that was examined appropriately (Sukardi, 2014: 157). This research aimed to illustrate how the pedagogical competence of English teachers at MTs Muhammadiyah Tallo. Most of the information would utilised in the form of numbers.

B. Research Variabels and Indicators

Sugiyono (2013: 38) described the research variables were the object of research or what the point of attention of a study. Variable in this research was teacher pedagogic competence. Variable information would be obtained

through the observation of the subject of research that was teachers pedagogic competence at MTs Muhammadiyah Tallo Makassar.

Pedagogic competence was the ability of teachers in management lessons that at least include:

1. Understanding of knowledge or educational platform,, reviewed include:
(a) studying educational issues, and (b) recognizing school functions;
2. Understanding of students, reviewed among others: (a) level Intelligence, (b) creativity, (c) physical, (d) student cognitive growth, (e) students' cognitive development;
3. Understanding of curriculum and syllabus development, reviewed among others: (a) assessment standard of competence, (b) assessment of basic competency standards, (c) formulation (d) identification of subject matter, (e) determination of assessment type, (f) determination of time allocation, (g) source determination learn;
4. Understanding of the lesson plan, which was reviewed, among others: (a) standard competence, (b) basic competence, (c) indicators of achievement of learning outcomes, (d) learning materials, (e) learning methods, (f) steps learning, (g) learning tools, (h) learning evaluation, (i) objectives learning;
5. Understanding of educational learning and dialogical, (a) managing the learning and teaching space, (b) teaching material management.

6. Using of learning technology, reviewed among others: (a) audio, (b) visual, (c) audio visual, (d) newspapers / magazines, (e) computers / internet;
7. Understanding of the evaluation of learning outcomes, reviewed among others: (a) preparing the test, (b) the test formative, (c) sub summative tests, (d) summative tests, (e) returns test results students;
8. Understanding of students development to actualize their potentials, reviewed, among others: (a) enrichment, (b) remedial, (c) educational guidance and counseling.

C. Research Instrument

Research instrument was a tool used to measure natural and social phenomena observed, specifically all these phenomena were called research variables (Sugiyono, 2014: 102). According Arikunto in Ratnawati (2012, 54) instrument was a tool or facilities used by researchers in collecting data to work easier and the results were better in the sense of being meticulous, complete and systematic so that more easily processed.

In accordance with data collection methods used in this research was questionnaires. Then the instrument of data collection were also questionnaires guides. In preparing the research instrument, according to Hadi in Ratnawati (2012, 54), Steps or procedures are defined the concept changes that want to be measured, described factors and indicators and arranged the items.

The questionnaire used in this study is a questionnaire that has been validated by previous researchers namely Ratnawati (2012) with validation evidence contained in his research thesis. There are several ways to use questionnaire which is giving questionnaire to English teacher as respondent in this research. After that, they will select the answer by checking the provided fields. they will choose according to the actual circumstances they both feel and observe during the learning process in and out of the classroom.

D. Procedure of Data Collection

In collecting the data, the researcher presents some procedure, as follows:

1. The researcher went to school to survey and delivering a research letter to the principal,
2. Requested approval from principals and teachers of English to be able to conduct research,
3. After being approved, the researcher gives a research questionnaire to the both of the English teachers concerned,
4. Retrieve the questionnaire from an English teacher who has filled out, then start doing data analysis.

E. Technique of Data Analysis

This study aimed to measure, then this research would used in line with Likert's opinion cited by Arikunto (2000: 142) and was known by the name of

the Likert scale. One example of an alternative answer was always, very often, often, rarely and very rarely.

Analyzed the data, the researcher employed the formula as follows:

1. The Likert scale and scoring

Tabel 3.1. Likert Scale

No.	Items	Score
1.	Always	5
2.	Very often	4
3.	Often	3
4.	Rarely	2
5.	Very rarely	1

(Sugiyono, 2012: 135)

2. After the researcher administrating fullfilled the questionnaire, the researcher counted the frequency for each answer category with exist in each aspect.
3. Then, the formulas used in this study judging from the opinion put forward Sugiyono (2012: 137) was as follows:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percent

F = the frequency of each quetionnaire answer

N = total ideal score

4. The analytical process of the teachers' pedagogic competence will classified into:

Tabel 3.2. Interpretation Score

No.	Category	Interpretation Score
1.	Excellent	81 % - 100 %
2.	Good	61 % - 80 %
3.	Fair	41 % - 60 %
4.	Poor	21 % - 40 %
5.	Very poor	≤ 20 %

(Riduwan: 2009)

Used of interpretation score above was to measure how would the teachers' pedagogic competence did eight aspects: (a) understanding of knowledge or educational platform (b) understanding of students, (c) understanding of curriculum and syllabus development, (d) understanding of the lesson plan , (e) understanding of educational learning and dialogical (f) using of learning technology, (g) understanding of the evaluation of learning outcomes, (h) Understanding of students development to actualize their potentials. For instance, if the interpretations score of understanding of knowledge was in the range 81% - 100 % means that the teacher's understanding of knowledge was excellent. Moreover, if the teacher's understanding of learners was in the range 61 % - 80 %, it means that good. On the contrary, if the curriculum or syllabus development was in the range 21 % - 40 % the teacher's curriculum or syllabus development was poor.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussions of the findings.

A. Findings

This research covers eight aspects of teachers' pedagogic competence which consist of understanding of knowledge or educational platform, understanding of students, curriculum or syllabus development, the planning of learning, the implementation of learning and the dialogue, the use of learning technology, evaluation of learning outcomes and the development of students to actualize their potentials.

In this study there are two teachers studied, the researchers referred to as teacher A and teacher B. Teacher A has qualified as civil servant, permanent teacher and taught in class VIII using curriculum 2013 in place of research, while teacher B has qualification as foundation teacher, holds a master's degree and teaches classes VII and IX using the KTSP curriculum at the research site.

In addition, in this study also the pedagogic competence of teachers analyzed each teacher. then given a percentage in accordance with the results of data analysis from questionnaires, interviews and teaching plan.

Following the elaboration of the results of the analysis of teacher pedagogical competence based on several aspects:

1. Teachers' Pedagogical Competence

a. Understanding of knowledge or educational platform

The pedagogical competence of teachers in understanding of knowledge or educational platform, which can be seen the description in the following table:

Table 4.1. Teachers' pedagogical competence in understanding of knowledge or educational platform

Teacher	%	Category
A	90	Excellent
B	60	Fair

Based on the table, has shown that teacher A has a percentage of 90 and entered the category excellent. While teacher B only has 60 percentage and enter fair category.

The pedagogical competence of the English teachers in understanding knowledge or educational platform, if it made a pie chart can be seen below:

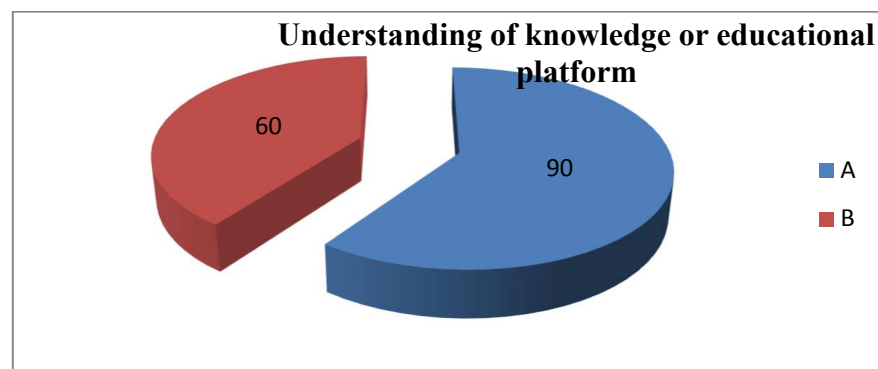


Figure 4.1. Teachers understanding of knowledge or educational platform

b. Understanding of Students

The pedagogical competence of teachers in understanding of students, which can be seen the description in the following table:

Table 4.2. Teachers' pedagogical competence in understanding of students

Teacher	%	Category
A	75,5	good
B	60	fair

Based on the table, has shown that teacher A has a percentage of 75,5 and entered the category good. While teacher B only has 60 percentage and entered fair category.

The pedagogical competence of the English teachers in understanding students, if it made a pie chart can be seen below:

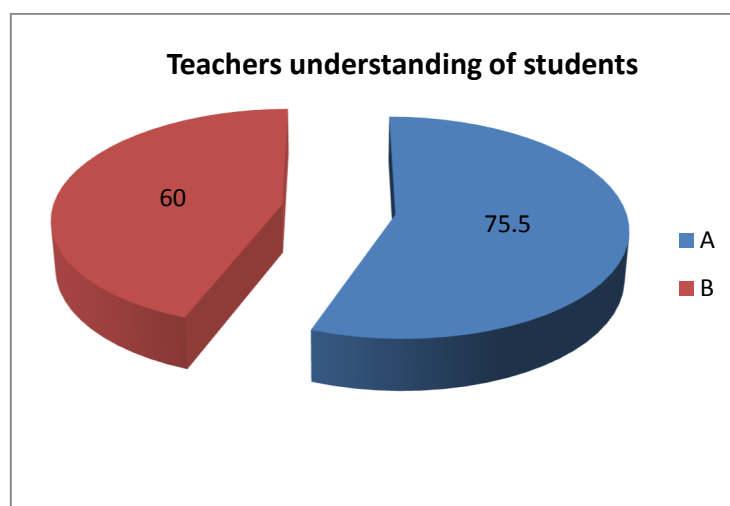


Figure 4.2. Teachers' understanding of students

c. Understanding of curriculum and syllabus development

The pedagogical competence of teachers in curriculum or syllabus development, which can be seen the description in the following table:

Table 4.3. Teachers' pedagogical competence in curriculum or syllabus development

Teacher	%	Category
A	86,6	Excellent
B	76	Good

Based on the table, has shown that teacher A has a percentage of 86,6 and entered the category excellent. While teacher B only has 76 percentage and entered good category.

The pedagogical competence of the English teachers in curriculum or syllabus development, if it made a pie chart can be seen below:

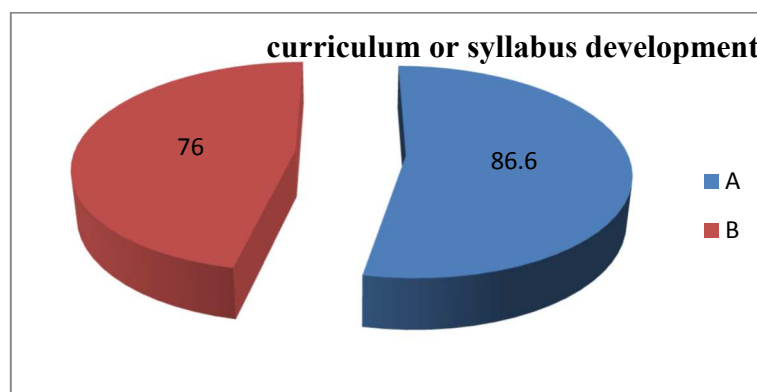


Figure 4.3. Curriculum or syllabus development

d. Understanding of the lesson plan

The pedagogical competence of teachers in the planning of learning, which can be seen the description in the following table:

Table 4.4. Teachers' pedagogical competence in planning of learning

Teacher	%	Category
A	91,2	Excellent
B	85,6	Excellent

Based on the table, has shown that teacher A has a percentage of 91,2 and entered the category excellent. While teacher B has 85,6 percentage and entered the category excellent also.

The pedagogical competence of the English teachers in the planning of learning, if it made a pie chart can be seen below:

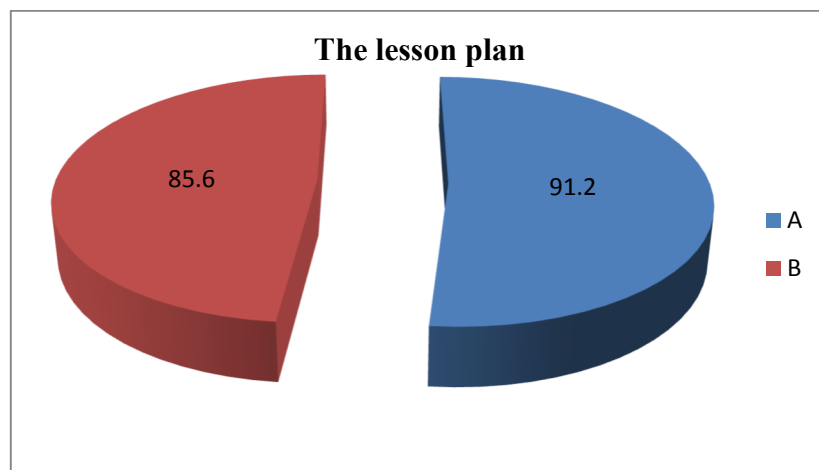


Figure 4.4. The lesson plan

e. Understanding of educational learning and dialogical

The pedagogical competence of teachers in the implementation of learning and the dialogue, which can be seen the description in the following table:

Table 4.5. Teachers' pedagogical competence in understanding of educational learning and dialogical

Teacher	%	Category
A	86,6	Excellent
B	69,3	Good

Based on the table, has shown that teacher A has a percentage of 86,6 and entered the category excellent. While teacher B has 69,3 percentage and entered the category good.

The pedagogical competence of the English teachers the implementation of learning and the dialogue, if it made a pie chart can be seen below:

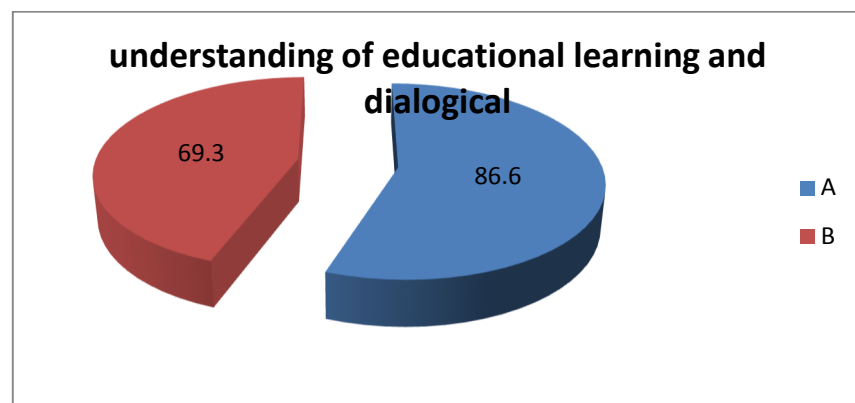


Figure 4.5. The Implementation of Learning and The Dialogue

f. Using of learning technology

The pedagogical competence of teachers in the use of learning technology, which can be seen the description in the following table:

Table 4.6. Teachers' pedagogical competence in the use of learning technology

Teacher	%	Category
A	84	Excellent
B	36	Poor

Based on the table, has shown that teacher A has a percentage of 84 and entered the category excellent. While teacher B has 36 percentage and entered the category poor.

The pedagogical competence of the English teachers in the use of learning technology, if it made a pie chart can be seen below:

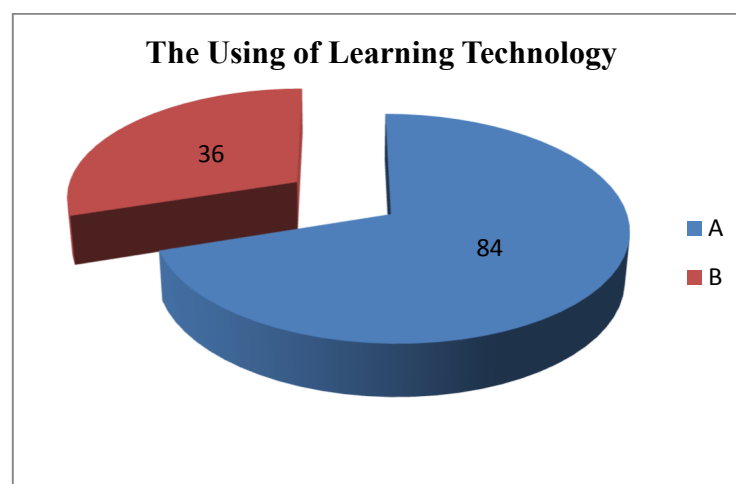


Figure 4.6. The Using of Learning Technology

g. Understanding of the evaluation of learning outcomes

The pedagogical competence of teachers in evaluation of learning outcomes, which can be seen the description in the following table:

Table 4.7. Teachers' pedagogical competence in evaluation of learning outcomes

Teacher	%	Category
A	100	Excellent
B	84	Excellent

Based on the table, has shown that teacher A has a percentage of 100 and entered the category excellent. While teacher B has 84 percentage and entered the category excellent also.

The pedagogical competence of the English teachers in evaluation of learning outcomes, if it made a pie chart can be seen below:

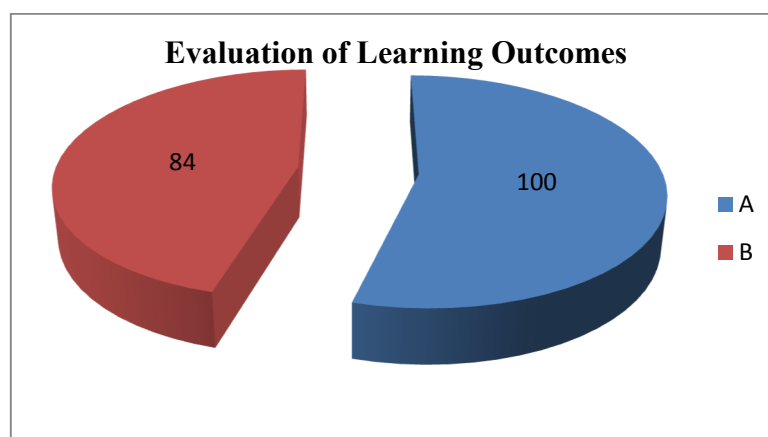


Figure 4.7. Evaluation of Learning Outcomes

h. Understanding of students development to actualize their potentials

The pedagogical competence of teachers in the development of students to actualize their potentials, which can be seen the description in the following table:

Table 4.8. Teachers' pedagogical competence in the development of students to actualize their potentials

Teacher	%	Category
A	96	Excellent
B	56	Fair

Based on the table, has shown that teacher A has a percentage of 96 and entered the category excellent. While teacher B has 56 percentage and entered the category fair.

The pedagogical competence of the English teachers in the development of students to actualize their potentials, if it made a pie chart can be seen below:

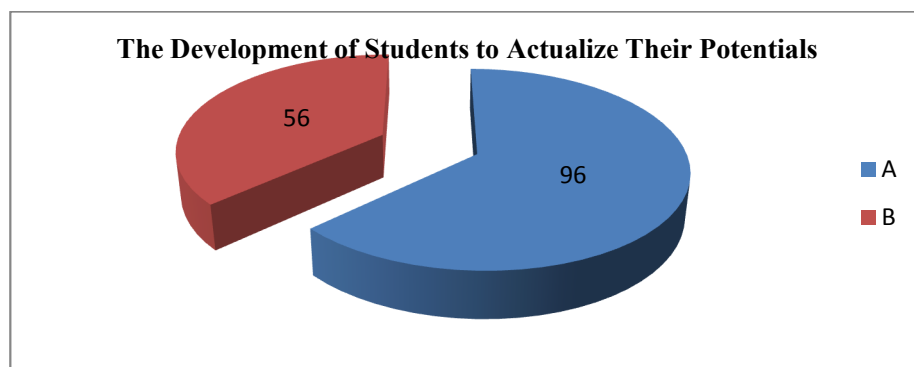


Figure 4.8. The Development of Students to Actualize Their Potentials

2. Recapitulation of Teachers Pedagogical Competence

After the researchers analyzed the percentage of each aspect of teachers' pedagogic competence at MTs Muhammadiyah Tallo, then it can be seen the recapitulation of all aspects. as can be seen in the table below:

Table 4. 9. Recapitulation of Pedagogical Competence of The English Teachers at MTs Muhammadiyah Tallo

Teacher	Aspects (%)								Everage (%)	Category
	1	2	3	4	5	6	7	8		
A	90	75.5	87	91	87	84	100	96	91	Excellent
B	60	60	76	86	69	36	84	56	66	Good

Note:

1 = Understanding of knowledge or educational platform

2 = Understanding of students

3 = Curriculum or syllabus development

4 = The Planning of Learning

5 = The implementation of learning and the dialogue

6 = The use of learning technology

7 = Evaluation of learning outcomes

8 = The development of students to actualize their potentials

Based on the table, has shown that teacher A has a percentage of understanding of knowledge or educational platform shows 90 %, understanding of students shows 75,5 %, curriculum or syllabus

development shows 86,6 %, understanding of the lesson plan shows 91,2 %, Understanding of educational learning and dialogical shows 86,6 %, the using of learning technology shows 84 %, evaluation of learning outcomes shows 100 % and the development of students to actualize their potentials shows 96%. So as produced an average value shows 91 % and entered the category excellent.

Different from teacher A, teacher B has a percentage of understanding of knowledge or educational platform shows 60 %, understanding of students shows 60 %, curriculum or syllabus development shows 76 %, understanding of lesson plan shows 85,6 %, the implementation of learning and the dialogue shows 69,3 %, the use of learning technology shows 36 %, evaluation of learning outcomes shows 84 % and the development of students to actualize their potentials shows 56 %. So as produced an average value shows 66 % and entered the category good.

The recapitulation of the English teachers' pedagogical competence at MT Muhammadiyah Tallo, if it made a diagram chart can be seen below:

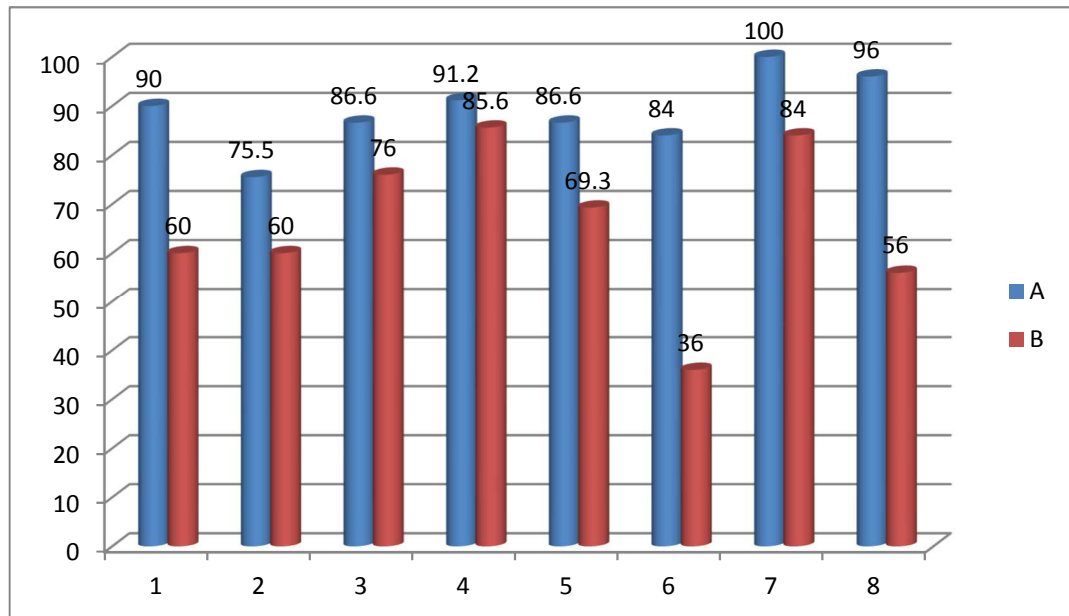


Figure 4.9. The recapitulation of the English teachers' pedagogical competence at MT Muhammadiyah Tallo

B. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of pedagogical competence of the English teachers in classroom. The previous research finding showed that according to Balqis, et. al. (2014) conducted a research "Pedagogic Competence Teachers to Improve Student Motivation at SMPN 3 Ingin Jaya district of Aceh Besar." Result of this study, the pedagogical competence in lesson planning, learning process, and in improving students motivation showed that: (1) the teachers' pedagogic competence in lesson planning was done by preparing a lesson plan draft, but some teachers did not bring the lesson plan during the learning process so that the learning objectives were not maximally achieved; (2) the teachers' pedagogic

competence in the learning process was done by comprehending and solidifying the understanding on a number of learning materials contained in textbooks. Where as in the learning process, there were for classroom management and undisciplined use done by providing opportunities for students to be actively involved in the use of information and technology communication facilities in the achievement of learning goals, effectively reflective action to improving the quality of learning.

Furthermore, Rahman (2014) conducted the research “Professional Competence, Pedagogic Competence and the performance of Junior High School of science Teachers.” The results of this study concluded that professional and pedagogic competence give positive effect on the performance of Junior High School science teacher in Ternate, the efforts that need to be done include educating and training on a regular basis, activating the teachers forum, preparing textbooks science, continuing education, optimizing the supervision of principals, training in the use of various science teaching strategies, using of laboratory science training tool, training of IT-based media design and conducting action research.

In this research, teachers pedagogical competence of the English teachers include two teachers with a description of the analysis that teacher A has a percentage of understanding of knowledge or educational platform shows 90 %, understanding of students shows 75,5 %, curriculum or syllabus development shows 86,6 %, the planning of learning shows 91,2 %, the implementation of

learning and the dialogue shows 86,6 %, the use of learning technology shows 84 %, evaluation of learning outcomes shows 100 % and the development of students to actualize their potentials shows 96%. So as produced an average value shows 91 % and entered the category excellent.

Different from teacher A, teacher B has a percentage of understanding of knowledge or educational platform shows 60 %, understanding of students shows 60 %, curriculum or syllabus development shows 76 %, the planning of learning shows 85,6 %, the implementation of learning and the dialogue shows 69,3 %, the use of learning technology shows 36 %, evaluation of learning outcomes shows 84 % and the development of students to actualize their potentials shows 56 %. So as produced an average value shows 66 % and entered the category good. The explanation about the result of this research can be seen clearly below:

1. Understanding of knowledge or educational platform

Teachers have a scientific education background so that they have academic and intellectual skills. Referring to the system in the subject-based learning management system (subject), teachers should have knowledge and experience in the organization of learning in the classroom. Authentically these two things can be proved by academic certificate and certificate of expertise (deed of teaching) from educational institutions that are accredited by the government. Furthermore, teachers consider aspects: sociological,

philosophical, historical, and psychological and function of the school that teacher A shows 90 % and teacher B shows 60 %.

According to Kunandar (2007: 87) there are two categories of teachers in understanding the insights or educational foundation that are:

- a. Studying the concepts and issues of education with the angle of sociological, philosophical, historical, and psychological reviews. Sociologically, teachers are expected to be able to give an opinion on the issue of education now by taking into account from the social side, social impact in society. Philosophically, teachers are expected to think reflectively by analyzing, understanding, and assessing the present educational problem. Historically, teachers are expected to be able to look at current problems with historical or historical linkage. Psychologically, teachers should be able to see the problems that exist in terms of psychological students.
- b. Recognize the function of schools as social institutions that potentially can promote society in the broad sense as well as the mutual influence between school and community.

2. Understanding of students

Teachers pedagogical in understanding of students that teacher A shows 75,5 % and teacher B shows 60 %. The teacher has an understanding of the students' developmental psychology, so as to know correctly the correct

approach done to the students. Teachers can guide children through tough times in the child's age. In addition, the teachers has knowledge and understanding of the student's personal background, so as to identify the problems faced by the child and determine the appropriate solutions and approaches.

According to Mulyasa (2007: 79) there are at least five indicators of teachers in understanding students, namely:

- a. Level of Intelligence
- b. Creativity
- c. Physical condition
- d. Growth and Development of Students

3. Understanding of Curriculum or syllabus development

The syllabus is a translation standards and basic competencies in the subject matter, learning activities and indicators of achievement of competencies, for assessment, allocation of time and resources to learn. And in its implementation, the syllabus described in the lesson plan, implemented, evaluated and acted on by each teacher.

Teachers pedagogical competence in curriculum or syllabus development that teacher A shows 86,6 % and teacher B shows 76 %. Syllabus continuously studied and developed in a sustainable and formulation meet the steps correctly and with regard to input the results of evaluation of learning

outcomes, evaluation process (implementation of learning), and evaluation of the lesson plan.

Masnur (2007: 28), revealed that the technical steps syllabus development include the following stages:

- a. Assessing the standard of competence and basic competences,
- b. Identify the subject matter,
- c. Developing a learning experience,
- d. To establish indicators success in learning,
- e. The determination of the type of assessment,
- f. The allocation of time,
- g. Determining the learning resources.

4. Understanding of the lesson plan

Teachers pedagogical competence in curriculum or syllabus development that teacher A shows 91,2 % and teacher B shows 85,6 %.The lesson plan drawn up teachers to estimate all the activities that will be carried out both by the teachers themselves and the students, especially in relation to the formation of competence in the lesson plan must be clear basic competencies to be owned by the learner, what to do, what to learn, how to learn, and how teachers know that learners master or have specific competence.

There are two functions of a lesson plan according Mulyasa (2007: 217), namely:

- a. The planning function; is that the lesson plan should be to encourage teachers better prepared to do learning activities with careful planning,
- b. The implementation of the function; lesson plan should be drawn up systemically and systematically, comprehensively, with some possible adjustments in actual learning situations.

Technically, according to Masnur (2007: 53), lesson plans cover at least the following components: competence standard, basic competence, and indicators of achievement of learning outcomes, learning objectives, learning materials, approaches and methods, measures of learning activities, tools and learning resources and learning evaluation.

5. Understanding of educational learning and dialogical

According Masnur (2007: 72), technically the implementation of learning activities appeared on several things: the management of places of learning / classroom, teaching materials management, and time management activities, student management, management of learning resources and teaching behavior management.

Teachers' pedagogical competence in the implementation of learning and dialogue that teacher A shows 86,6 % and teacher B shows 69,3 %. In conducting learning activities, teachers should conduct the management of learning so that learning activities in the classroom is going well. Managed by

the teacher in the learning activities include the management of places of learning / classroom, teaching materials management, and time management activities, student management, management of learning resources and teaching behavior management.

6. The using of learning technology

In organizing the learning, teachers are using technology as a medium. Providing learning materials and administer the use of information technology. Familiarize children to interact with technology. But, teachers' pedagogical competence in the use of learning technology that teacher A shows 84 % and teacher B shows 36 %. That to date are still minimal in the use of information technology.

According Mulyasa (2007: 107) the use of technology in education and learning (*e-learning*) is intended to facilitate or make effective learning activities. In this case, teachers are required to have the ability to use and prepare learning materials in a computer network system that can be accessed by learners. Therefore, teachers and prospective teachers equipped with the competences related to the use of information and communication technology as a learning technology.

6. Understanding of the evaluation of learning outcomes

The evaluation is one important aspect of the learning process so that the teacher can see the success of the learning process. Learning evaluation was also conducted on an ongoing basis, to determine and monitor the changes and progress of learners, as well as to give a score, number or value that can be done in the assessment of learning outcomes and as feedback for teachers. In accordance with the existing curriculum today is the Curriculum 2013, the assessment or evaluation conducted to determine the ability of teachers to students is a character-based assessment.

Teachers' pedagogical competence in evaluation of learning outcomes that teacher A shows 100 % and teacher B shows 84 %. The success of the evaluation exercise is determined by the success of teachers in stimulating and determining the evaluation process. The procedure in question is the fundamental steps that must be followed or pursued in the evaluation program.

7. The development of students to actualize their potentials

Teachers' pedagogical competence in the development of students to actualize their potentials that teacher A shows 96% and teacher B shows 56%. Teachers have the ability to guide the child, creating a forum for children to recognize their potential and train to actualize its potential. Teachers motivate and fix things that are less for students set. Guidance and counseling is a form

of service provided by the supervisor in this case is guided namely the teacher to the students to be able to solve the problem in terms of lessons learned and methods used were interviews.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result and the discussion of the findings previously, pedagogical competence of the English teachers at MTs Muhammadiyah Tallo generally that:

1. Teachers pedagogical in understanding of knowledge or educational platform that teacher A shows 90% in excellent category and teacher B shows 60% in fair category.
2. Teachers pedagogical in understanding of students that teacher A shows 75,5% in good category and teacher B shows 60% in fair category.
3. Teachers pedagogical competence in curriculum or syllabus development that teacher A shows 86,6% in excellent category and teacher B shows 76% in good category.
4. Teachers pedagogical competence in the planning of learning that teacher A shows 91,2% in excellent category and teacher B shows 85,6% in excellent category.
5. Teachers' pedagogical competence in the implementation of learning and dialogue that teacher A shows 86,6% in excellent category and teacher B shows 69,3% in excellent category.

6. Teachers' pedagogical competence in the use of learning technology that teacher A shows 84% in excellent category and teacher B shows 36% in poor category.
7. Teachers' pedagogical competence in evaluation of learning outcomes that teacher A shows 100% in excellent category and teacher B shows 84% in excellent category.
8. Teachers' pedagogical competence in the development of students to actualize their potentials that teacher A shows 96% in excellent category and teacher B shows 56% in fair category.

In the result that average value of pedagogical competence of the English teachers at MTs Muhammadiyah Tallo that teacher A shows 89% in excellent category and teacher B shows 66% in good category.

B. Suggestions

Based on the conclusions, the researcher gave same suggestions as follow:

1. For the stakeholder
 - a. It is important to stakeholder to improve the teachers' performance quality in teaching to create the students that are smart, creative, and innovative.
 - b. It is important to the stakeholder to give motivation to the teachers by giving reward. It will greatly motivate teachers in improving their performance.

2. For the teachers

- a. Always designing teaching plan well before coming to the class or before teaching. Using some teaching variation method in delivering the subject lesson. And use the suitable assessment for the lesson. Always assessing the students' assignment fairly and make sure the students get positive feedback.
- b. It is good for the teachers to ask for suggestion and criticism from the students related to the learning process.
- c. The teachers should be ready to evaluate by the students to improve their teaching quality.

3. For the next researcher

It is better if the next researcher took one teacher in each subject as representative to measure the quality of teachers.

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A P P E N D I C E S

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APPENDIX OF DATA ANALYSIS

1. Understanding insights or educational platform

Indicators	Teacher	
	A	B
1	4	2
2	5	4
Σ	9	6

$$A = \frac{9}{2 \times 5} \times 100\% = 90\%$$

$$B = \frac{6}{2 \times 5} \times 100\% = 60\%$$

2. Understanding of students

Indicators	Teacher	
	A	B
1	4	2
2	1	1
3	5	4
4	4	1
5	4	5
6	4	4
7	4	4

8	4	2
9	4	4
Σ	34	27

$$A = \frac{34}{9 \times 5} \times 100\% = 75,5 \%$$

$$B = \frac{27}{9 \times 5} \times 100\% = 60 \%$$

3. Curriculum or syllabus development

Indicators	Teacher	
	A	B
1	5	4
2	5	3
3	4	4
4	4	3
5	5	4
6	5	4
7	4	2
8	1	4
9	5	4
10	4	3
11	5	5
12	5	5

13	4	4
14	4	5
15	5	4
Σ	65	57

$$A = \frac{65}{15 \times 5} \times 100\% = 86,6 \%$$

$$B = \frac{57}{15 \times 5} \times 100\% = 76 \%$$

4. Planning of Learning

Indicators	Teacher	
	A	B
1	4	4
2	4	5
3	4	5
4	5	5
5	5	4
6	5	5
7	4	5
8	4	4
9	4	4
10	5	5
11	5	3

12	4	4
13	4	4
14	4	5
15	5	5
16	5	5
17	5	3
18	5	5
19	5	4
20	5	5
21	5	4
22	5	4
23	5	3
24	4	3
25	4	4
Σ	114	107

$$A = \frac{114}{25 \times 5} \times 100\% = 91,2 \%$$

$$B = \frac{107}{25 \times 5} \times 100\% = 85,6 \%$$

5. The implementation of learning and dialogue

Indicators	Teacher	
	A	B
1	5	4
2	1	4
3	4	4
4	4	4
5	5	4
6	5	1
7	5	3
8	5	3
9	4	4
10	4	5
11	4	4
12	5	4
13	5	4
14	5	3
15	4	1
Σ	65	52

$$A = \frac{65}{15 \times 5} \times 100\% = 86,6 \%$$

$$B = \frac{52}{15 \times 5} \times 100\% = 69,3 \%$$

6. The use of learning technology

Indicators	Teacher	
	A	B
1	4	1
2	4	1
3	4	4
4	4	1
5	5	2
Σ	21	9

$$A = \frac{21}{5 \times 5} \times 100\% = 84\%$$

$$B = \frac{9}{5 \times 5} \times 100\% = 36\%$$

7. Evaluation of learning outcomes

Indicators	Teacher	
	A	B
1	5	1
2	5	1
3	5	4
4	5	1
5	5	2
Σ	25	21

$$A = \frac{25}{5 \times 5} \times 100\% = 100\%$$

$$B = \frac{21}{5 \times 5} \times 100\% = 84\%$$

8. The development of students to actualize their potentials

Indicators	Teacher	
	A	B
1	5	4
2	4	3
3	5	2
4	5	3
5	5	2
Σ	24	14

$$A = \frac{24}{5 \times 5} \times 100\% = 96\%$$

$$B = \frac{14}{5 \times 5} \times 100\% = 56\%$$

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PETUNJUK PENGISIAN ANGKET

Bapak / ibu guru dapat memberi tanda centang (V) pada kolom yang telah disediakan. Dalam kolom tersebut ada beberapa angka kriteria dari nomor 1 sampai nomor 5. Maksud dari nomor tersebut adalah

1. Apabila bapak / ibu merasa dalam pelaksanaan kompetensi pedagogic tidak paham atau tidak sesuai dengan apa yang bapak / ibu lakukan.
2. Apabila bapak / ibu merasa dalam pelaksanaan kompetensi pedagogic kurang paham atau kurang sesuai dengan apa yang bapak / ibu lakukan.
3. Apabila bapak / ibu merasa dalam pelaksanaan kompetensi pedagogic ragu dengan apa yang bapak / ibu lakukan.
4. Apabila bapak / ibu merasa dalam pelaksanaan kompetensi pedagogic paham atau sesuai dengan apa yang bapak / ibu lakukan.
5. Apabila bapak / ibu merasa dalam pelaksanaan kompetensi pedagogic sangat paham atau sangat sesuai dengan apa yang bapak / ibu lakukan.

Dengan adanya kriteria tersebut bapak / ibu guru dapat memilih kriteria mana yang sesuai dengan keadaan bapak / ibu sekalian.

ANGKET PENELITIAN UNTUK GURU

Nama guru :

Nama sekolah :

Jabatan guru : pegawai negeri sipil / guru tidak tetap / yayasan.

A. Pemahaman guru dalam wawasan atau landasan kependidikan

No	Pertanyaan	1	2	3	4	5
1.	Dalam mempelajari masalah masalah pendidikan, apakah bapak / ibu mempertimbangkan aspek: sosiologis,					

	filosofis, historis, dan psikologis?					
2.	Apakah bapak / ibu mengenal fungsi sekolah dengan baik?					

B. Pemahaman guru terhadap peserta didik

No	Pertanyaan	1	2	3	4	5
1.	Dalam meningkatkan kecerdasan siswa, bapak / ibu menerapkan system pembelajaran berbasis tehnologi informatika?					
2.	Dalam meningkatkan kecerdasan siswa, apakah bapak / ibu menciptakan system pembelajaran mencongak?					
3.	Dalam meningkatkan kecerdasan siswa, apakah bapak / ibu melaksanakan pembelajaran dengan latihan kerja?					
4.	Dalam meningkatkan kreativitas siswa, apakah bapak / ibu membuat majalah dinding?					
5.	Apakah bapak / ibu memberikan motivasi untuk meningkatkan prestasi belajar siswa?					
6.	Apakah bapak / ibu bersikap objektif dalam melakukan penilaian terhadap siswa?					
7.	Apakah bapak / ibu menggunakan banyak variasi dalam dalam metode pembelajaran?					
8.	Apakah bapak / ibu melakuakn pembelajaran di luar kelas?					
9.	Apakah bapak / ibu melakukan pembelajaran dengan <i>roll playing</i> ?					

C. Pengembangan kurikulum dan silabus

No	Pertanyaan	1	2	3	4	5
1.	Standar kompetensi yang bapak / iu kaji sudah memuat kategori tingkat pemahaman siswa terhadap suatu materi pelajaran?					
2.	Dalam silabus yang bapak / ibu susun, kompetensi dasar yang disusun telah menunjukkan target kompetensi yang ingin dicapai?					
3.	Dalam silabus yang bapak / ibu susun, kompetensi dasar telah memuat hasil belajar yang diharapkan setelah peserta didik mengalami pembelajaran?					
4.	Dalam silabus yang bapak / ibu susun, indicator disusun menggunakan kata kerja operasional dengan tingkat berfikir menengah ke tinggi?					
5.	Dalam silabus yang bapak / ibu susun, indicator indicator digunakan untuk melihat karakteristik masing – masing siswa dalam menerima materi pelajaran?					
6.	Materi pokok dalam silabus yang bapak /ibu susun dapat berfungsi sebagai dasar dari setiap uraian materi yang diajarkan?					
7.	Materi pokok dalam silabus yang bapak / ibu susun disampaikan dengan metode diskusi agar terjadi interaksi antara guru dan siswa?					
8.	Penilaian dalam silabus yang bapak / ibu susun berfungsi sebagai alat untuk mengukur tinggi kecerdasan siswa?					

9.	Penilaian dalam silabus yang bapak / ibu susun didasarkan pada kriteria yang telah ditentukan?					
10.	Penilaian dalam silabus yang bapak / ibu susun berfungsi sebagai alat untuk mengukur pengalaman belajar siswa?					
11.	Alokasi waktu dalam silabus yang bapak / ibu susun digunakan secara efektif?					
12.	Sumber belajar dalam silabus yang bapak / ibu susun berfungsi sebagai alat untuk memperlancar proses belajar mengajar?					
13.	Sumber belajar dalam silabus yang bapak / ibu susun disesuaikan dengan pengalaman belajar siswa?					
14.	Sumber belajar dalam silabus yang bapak / ibu susun berasal dari majalah / Koran atau media yang lainnya?					
15.	Sumber belajar dalam silabus yang bapak / ibu susun berfungsi untuk memperkaya wawasan siswa?					

D. Perencanaan pembelajaran

No	Pertanyaan	1	2	3	4	5
1.	Dalam rencana proses pembelajaran yang bapak / ibu susun, standar kompetensi digunakan untuk melihat bagaimana pemahaman siswa terhadap materi?					
2.	Dalam rencana proses pembelajaran yang bapak / ibu susun, kompetensi dasar yang					

	disusun telah menunjukkan target kompetensi yang dicapai?					
3.	Dalam rencana proses pembelajaran yang bapak / ibu susun, kompetensi dasar telah memuat hasil belajar yang diharapkan setelah peserta didik mengalami pembelajaran?					
4.	Dalam rencana proses pembelajaran yang bapak / ibu susun, indicator digunakan untuk mengklasifikasikan siswa (dari yang rendah sampai yang tinggi)?					
5.	Dalam rencana proses pembelajaran yang bapak / ibu susun, standar kompetensi digunakan untuk melihat bagaimana pemahaman siswa terhadap materi?					
6.	Dalam rencana proses pembelajaran yang bapak / ibu susun, indicator digunakan mengidentifikasi hal yang berkaitan dengan materi pembelajaran?					
7.	Dalam rencana proses pembelajaran yang bapak / ibu susun, materi pokok disampaikan dengan runtut?					
8.	Dalam rencana proses pembelajaran yang bapak / ibu susun, penyampaian materi pokok dikaitkan dengan kehidupan sehari – hari siswa?					
9.	Dalam rencana proses pembelajaran yang bapak / ibu susun, apakah dalam menyampaikan materi dengan metode yang bervariasi?					
10.	Dalam rencana proses pembelajaran yang					

	bapak / ibu susun, penyampaian materi pokok disertai dengan contoh yang mudah dipahami siswa?					
11.	Dalam rencana proses pembelajaran yang bapak / ibu susun, penyampaian materi pokok dengan lebih ringan agar siswa tidak merasa takut atau malu untuk bertanya?					
12.	Metode pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk mengetahui kemampuan siswa dalam memahami materi?					
13.	Pendekatan metode pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk mengetahui kreativitas siswa?					
14.	Pendekatan metode pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk mengetahui tingkat kecerdasan siswa?					
15.	Dalam mengawali pembelajaran, apakah bapak / ibu melakukan apersepsi?					
16.	Dalam melaksanakan pembelajaran, apakah terjadi interaksi yang positif antara guru dan siswa?					
17.	Dalam mengakhiri pembelajaran, apakah bapak / ibu memberikan tugas baik itu individu atau kelompok?					
18.	Alat dan sumber belajar yang bapak / ibu gunakan untuk memudahkan dalam kegiatan pembelajaran?					

19.	Alat dan sumber belajar yang bapak / ibu susun disesuaikan dengan materi yang akan diajarkan?					
20.	Evaluasi pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun berfungsi sebagai tolak ukur penilaian bagi siswa?					
21.	Evaluasi pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk memperbaiki proses pembelajaran berikutnya?					
22.	Evaluasi pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk mengetahui kemampuan siswa dalam memahami materi?					
23.	Evaluasi pembelajaran dalam rencana proses pembelajaran yang bapak / ibu susun digunakan untuk menyusun strategi pembelajaran bagi siswa yang belum memahami materi dengan baik?					
24.	Dalam rencana proses pembelajaran yang bapak / ibu susun, tujuan pembelajaran berfungsi agar siswa dapat menjelaskan dengan baik materi yang diajarkan?					
25.	Dalam rencana proses pembelajaran yang bapak / ibu susun, tujuan pembelajaran berfungsi agar siswa dapat mengaitkan materi pembelajaran dengan kehidupan sehari hari?					

E. Pelaksanaan pembelajaran yang mendidik dan dialogis

No	Pertanyaan	1	2	3	4	5
1.	Dalam melaksanakan pembelajaran, bapak / ibu mengatur susunan meja dan kursi siswa?					
2.	Dalam melaksanakan pembelajaran, bapak / ibu mengatur posisi duduk siswa?					
3.	Dalam melaksanakan pembelajaran, bapak / ibu telah menyesuaikan bahan ajar dengan strategi pembelajaran agar siswa lebih paham tentang materi yang diajarkan?					
4.	Dalam melaksanakan pembelajaran, bapak / ibu telah menyesuaikan bahan ajar dengan metode pembelajaran yang akan digunakan saat proses belajar mengajar?					
5.	Kegiatan belajar mengajar berlangsung aktif antara guru dan siswa?					
6.	Kegiatan belajar mengajar, bapak / ibu telah menempatkan siswa sebagai subjek belajar?					
7.	Kegiatan belajar mengajar, bapak / ibu mampu menumbuhkan rasa ingin tahu siswa terhadap materi?					
8.	Kegiatan belajar mengajar, bapak / ibu mampu mengembangkan rasa percaya diri siswa?					
9.	Kegiatan belajar mengajar, bapak / ibu menggunakan manajemen waktu yang baik?					
10.	Dalam mengelola siswa, bapak / ibu mempertimbangkan karakteristik anak?					
11.	Dalam mengelola siswa, bapak / ibu mempertimbangkan daya tangkap / serap					

	siswa terhadap materi?					
12.	Dalam mengelola sumber belajar, bapak / ibu mempertimbangkan sarana dan prasarana yang akan digunakan?					
13.	Dalam mengelola sumber belajar, bapak / ibu mempertimbangkan kesiapan belajar siswa?					
14.	Dalam pelaksanaan pembelajaran, bapak / ibu tidak mudah terbawa emosi dalam menghadapi siswa yang beragam?					
15.	Dalam pelaksanaan pembelajaran, bapak / ibu bersikap objektif terhadap semua siswa dalam segala hal?					

F. Pemanfaatan teknologi pembelajaran

No	Pertanyaan	1	2	3	4	5
1.	Dalam pembelajaran, bapak / ibu memanfaatkan radio sebagai media belajar?					
2.	Dalam pembelajaran, bapak / ibu memanfaatkan TV / DVD akademik sebagai media belajar?					
3.	Dalam pembelajaran, bapak / ibu memanfaatkan surat kabar / majalah pendidikan untuk memperluas wawasan siswa?					
4.	Dalam pembelajaran, bapak / ibu memanfaatkan computer sebagai media belajar?					
5.	Dalam pembelajaran, bapak / ibu					

	memanfaatkan internet sebagai alat untuk memperoleh informasi / materi yang lebih luas?					
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G. Evaluasi hasil belajar

No	Pertanyaan	1	2	3	4	5
1.	Dalam pelaksanaan evaluasi hasil belajar siswa, apakah bapak / ibu menyusun tes sebagai alat untuk evaluasi?					
2.	Dalam pelaksanaan evaluasi hasil belajar siswa, apakah bapak / ibu melakukan tes formatif (tes yang dilakukan di akhir pelajaran)?					
3.	Dalam pelaksanaan evaluasi hasil belajar siswa, apakah bapak / ibu melakukan tes sub sumatif (tes semester) ?					
4.	Dalam pelaksanaan evaluasi hasil belajar siswa, apakah bapak / ibu melakukan tes sumatif?					
5.	Dalam pelaksanaan evaluasi hasil belajar siswa, apakah bapak / ibu mengembalikan hasil tes kepada siswa setelah dilakukan penilaian?					

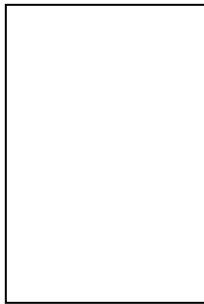
H. Pengembangan peserta didik

No	Pertanyaan	1	2	3	4	5
1.	Apakah bapak / ibu mampu menyelenggarakan dan mengelola kegiatan					

	remedial melalui pemberian tugas dan pembelajaran ulang?					
2.	Apakah bapak / ibu menyelenggarakan kegiatan remedial dengan belajar kelompok?					
3.	Apakah bapak / ibu menyelenggarakan kegiatan pengayaan melalui pemberian tugas mencatat dan tutor teman sebaya?					
4.	Apakah bapak / ibu menyelenggarakan kegiatan pengayaan melalui diskusi dan mengerjakan soal?					
5.	Apakah bapak / ibu menyelenggarakan bimbingan dan konseling secara berkala?					

(Sumber: Ratnawati, 2012: 95-100)

CURRICULUM VITAE



Mery Anggriani was born in Bima on January 4th, 1995. By her beloved mother named Saodah and her dearest father named Abidin. The researcher usually took formal education starting from primary education at MIN Sumi-Rato in 2001 and graduated in 2006, after that, the researcher continued his junior high school education at SMPN 1 Lambu in 2006 and graduated in 2009, then continued his secondary education at SMAN 1 Lambu and graduated in 2012, and continue study of first strata (S1) at Muhammadiyah University of Makassar in 2013.

The researcher's organization experience started from OSIS (2010-2011) as a member of Spiritual Section, REMOS (2011-2012) as a member of Section Assessment and Da'wah, FORMAL (2013-2015) as a coordinator of the Women Empowerment Division. In addition, the researcher also joined in Student Activity Unit of Student Creativity Scientific Research and Reasoning Institute (LKIM-PENA) Muhammadiyah University of Makassar (2014-2016) as a member of the field of entrepreneurship and network, the researcher continue to take part and develop herself in Forum Study Nurul 'Ilmi (2013-2018) as Treasurer of the Regeneration Department. Not only that, the researcher also join and develop their creativity at the Bima-Dompu Muslim Student Brotherhood Forum (F-UMA IMBI) as the head of the Women Department (2017-2018).

Scientific works ever made include *"Implementation Of Cyber Extension Based on Social Media as an Effort to Maintain Agricultural Productivity Towards Food Security 2020"* in 2013, *"Moringa Oleivera Ice Cream"* in 2013, *Creative Orphans Training (COT) -Based Entrepreneurship Solution Creates Orphans Independent, Intelligent and Innovative in to Eliminate Asean Economic Community 2015"* in 2014, *"Creative Economic Training (CET) -Based Entrepreneurship in Increasing Independence and Competitive to Marginal Economy Towards Asean Economic Community 2015 "* in 2014, and *"Analysis of Educational Value in Akeelah and the Bee film by Dought Atchison "* in 2015, etc. Now, the researcher works as a teacher of holy Qur'an, trainer women creativity, English mentor and supervisor.