



# Pedagogical Competence of EFL Teachers: Teachers' and Students' Perspectives

K.N. Kusumayasa<sup>1\*</sup> 

<sup>1</sup> Jurusan, Universitas, Kota, Negara

\*Corresponding author: [kusumayasa@undikha.ac.id](mailto:kusumayasa@undikha.ac.id)

## Abstrak

Kompetensi pedagogik guru bahasa Inggris memegang peranan penting dalam mengembangkan potensi siswa dalam menguasai bahasa Inggris. Persepsi siswa diperlukan untuk mengetahui kompetensi pedagogik guru dalam melaksanakan pembelajaran, siswa dapat dijadikan sebagai sumber informasi untuk refleksi karena siswa sering berinteraksi langsung dengan guru dalam proses pembelajaran. Selain itu, persepsi guru itu juga diperlukan untuk mengetahui kompetensi pedagogiknya sebagai seorang guru dalam melaksanakan proses pembelajaran guna mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk menganalisis persepsi guru dan siswa terhadap kompetensi pedagogik guru bahasa Inggris dan menganalisis perbedaan persepsi siswa dan guru terkait kompetensi pedagogik dalam mengajar bahasa Inggris. Penelitian ini merupakan penelitian metode campuran (mix method). Pengumpulan data dalam penelitian ini menggunakan instrumen berupa kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa persepsi siswa tentang kompetensi pedagogik guru bahasa Inggris mereka dikategorikan positif karena rata-rata dari semua tanggapan siswa adalah 4,3547. Persepsi guru bahasa Inggris terhadap kompetensi pedagogiknya dikategorikan positif karena rata-rata dari tanggapan guru adalah 4,4222. Siswa dan guru memiliki perbedaan persepsi tentang kompetensi pedagogik guru dalam mengajar bahasa Inggris, yaitu dalam hal memahami karakteristik dan potensi siswa.

**Kata Kunci:** kompetensi pedagogik, persepsi, guru EFL

## Abstract

The pedagogic competence of English teachers plays an important role in developing students' potential in mastering English. Students' perceptions are needed to find out how the teacher's pedagogic competence is in carrying out learning, students can be used as sources of information for reflection because students often interact directly with teachers in the learning process. In addition, the perception of the teacher itself is also needed to find out how his pedagogical competence as a teacher is in carrying out the learning process in order to achieve learning objectives. This study aims to analyze teacher and student perceptions of the pedagogical competence of English teachers and analyze differences in student and teacher perceptions related to pedagogical competence in teaching English. This research is a mixed method research. Data collection in this study used instruments in the form of questionnaires and interviews. The results showed that students' perceptions of their English teacher's pedagogic competence were categorized as positive because the average of all student responses was 4.3547. The English teacher's perception of his pedagogical competence is categorized as positive because the average of all teacher responses is 4.4222. Students and teachers have different perceptions about the teacher's pedagogic competence in teaching English, namely in terms of understanding the characteristics and potential of students.

**Keywords:** Pedagogical Competence, Perception, EFL Teacher

## 1. INTRODUCTION

Education is a basic fundamental that must be owned by every human being. Education is a person's main path in achieving progress and producing quality human resources in the future (Atalay, 2015; Morze et al., 2021). Teachers always play an important role in the formation of human resource potential (Fuad et al., 2020; Irmawati et al., 2017). To produce quality human resources in the field of English, teachers must have good teacher

### History:

Received : April 08, 2022

Revised : April 12, 2022

Accepted : May 11, 2022

Published : May 25, 2022

**Publisher:** Undiksha Press

**Licensed:** This work is licensed under  
a Creative Commons Attribution 4.0 License



competence. In education, the teacher is one of the most important elements that can have a major influence on student development through the learning process carried out in schools (Çepni et al., 2017; Tondeur et al., 2017). The quality of students is very dependent on the quality or competence of the teacher himself. Teacher competence is a set of mastery of teaching skills that must be possessed by teachers so that they can realize their performance effectively (Sert & Boynueğri, 2017; Szócs, 2017). Therefore, teacher professionalism is needed in improving the quality of learning by mastering these competencies so that they can improve students' abilities and achievements in particular and create quality human resources in general (Haidari et al., 2019; Machaba, 2018).

Pedagogical competence is the ability of a teacher in conveying knowledge to students related to the subjects being taught (He et al., 2017; Irmawati et al., 2017). Pedagogical competence is one of the most important competencies and must be mastered by teachers. In this competition, teachers are expected or required to have a good knowledge base in managing the learning process as a whole to obtain maximum results and achievements (Falloon, 2020; König et al., 2020). In pedagogic competence, the teacher is expected to master several factors contained therein, such as: mastering educational theories and principles of learning, being able to understand the character of students, being able to communicate or interact with students, being able to develop the potential of students, and able to carry out assessments (Fauth et al., 2019; Zedko et al., 2017).

SMA N 1 Tejakula is one of the schools located in the Tejakula sub-district. This school has become a favorite school in Tejakula, as evidenced by the number of students that continues to increase from year to year. Because judging from the existing facilities in this school are quite adequate and the school conditions are good. Currently, SMA Negeri 1 Tejakula has 782 students, and this number is the highest compared to the number of students in other schools in Tejakula sub-district. The era of tourism that continues to develop rapidly to date has triggered many students from SMA Negeri 1 Tejakula to enter the world of tourism after they graduate. This can be seen from the number of students who choose the language program (IBB) intending to study foreign languages, one of which is English. It can be seen that most students at SMA Negeri 1 Tejakula have considerable potential and interest in learning foreign languages, one of which is English. Therefore, in studying English many things must be considered both in the learning system and the pedagogic competence of teachers when teaching. Because if the teacher's pedagogical competence is good, it will indirectly affect the student's competence as well. Thus, researchers can conclude that the pedagogical competence of English teachers plays an important role in developing students' potential in mastering English.

Students' perceptions are needed to know how the teacher's pedagogic competence in implementing learning, students can serve as a source of information for reflection because students often interact directly with teachers in the learning process (Petrovska & Veselinovska, 2013; Pöntinen & Rätty-Záborszky, 2020). And indirectly students can observe and know the teaching process carried out by the teacher in the classroom (Aimah et al., 2017; Kleickmann et al., 2013). In addition, the perception of the teacher itself is also needed to find out how their pedagogic competence as a teacher is in carrying out the learning process in order to achieve the learning objectives (Wilujeng et al., 2020; Zainuddin & Perera, 2019). Therefore, the perceptions of teachers and students were analyzed and compared so that researchers can conclude how the pedagogic competence of English teachers in implementing learning at SMA Negeri 1 Tejakula.

The findings of previous research reveal that teacher pedagogic competence is very important for a teacher to have in order to create maximum learning activities (Aimah et al., 2017; Fauth et al., 2019; Zedko et al., 2017). A similar study showed that the teacher's pedagogic competence was very good in teaching English to the second grade students of

MTsN Binamu Jeneponto and there were several aspects that were still lacking so that they had to be improved, such as using appropriate media and learning methods (Syahrul, 2016). The difference between this research and the research above is in the research subject and research objectives. The subjects of this study were students of class X, XI, and XII of the language programs at SMA Negeri 1 Tejakula. The purpose of this study is to examine the teacher's perception and the student's perception of the pedagogic competence of the English teacher in carrying out learning. So, the perception of English teachers and students in grades X, XI, and XII of the language programs will be input for developing the learning process in the classroom so that learning objectives are achieved and can create quality human resources.

## **2. METHODS**

This study was designed by the researcher using a mixed-method that emphasizes an investigation of information as research data by using both quantitative and qualitative to answer research questions. The researcher uses this method because in the research that has been done the researcher only tries to describe the results of the analysis of the data obtained about how the pedagogic competence of English teachers in carrying out learning at SMA Negeri 1 Tejakula. The subject of this research was the person who provided various information related to the research conducted. In this study, the research subjects were students of class X, XI, XII of the language programs (IBB) totalling 282 people, and English teachers at SMA Negeri 1 Tejakula, totalling 3 people

This study's data collection procedures include preliminary research, delivering the questionnaire, and conducting an interview. To conduct preliminary research, the researcher first gathers information in SMA Negeri 1 Tejakula related to the research objectives. Second, the researcher selects the subjects based on the information gathered during the preliminary research. Finally, the questionnaires were distributed to the subject in SMA Negeri 1 Tejakula. The final questionnaires are followed by an interview to gather more information about how are students and teachers different in perceiving about the pedagogical competence of the teachers in teaching English in SMAN 1 Tejakula. The data is ready to be analyzed once it has been collected using the instrument.

In this study, the researcher used two instruments to collect data they were a questionnaire and an interview guide. This study employs two types of data analysis to collect quantitative data and then interpret it qualitatively. As a result, the researchers employed two techniques: quantitative and qualitative analysis. The questionnaire can be completed by determining the subject of 3 teachers and 282 students. The perceptions of teachers and students were then quantified and categorized based on the provided qualifications from Koyan qualification criteria (2012). The Ideal Mean (Mi) and Standard Deviation (SDi) were also calculated to determine the perceived qualifications of teachers and students. The qualitative data has been analyzed using analytical methods, such as data reduction, data presentation, and drawing conclusions or verification (Miles et al., 2014)..

## **3. RESULT AND DISCUSSION**

### **Result**

This study aimed to 1) analyze student's perceptions of their English Teacher's pedagogical competence in SMA N 1 Tejakula 2) analyze the English teachers' perceptions of their pedagogical competence, and 3) identify students and teachers different in perceiving about the pedagogical competence of the teachers in teaching English in SMAN 1 Tejakula. Based on Koyan's theory about perception qualification, it can be seen that teachers and

students responses are very positive, showed in [Table 1](#).

**Table 1. Summary of teacher's Perception**

No	Subsection	Average score	Category
1	Mastering learning theory and teaching principles of learning and being able to carry out educational learning	4.42	Very High
2	Recognize the characteristics of students	4.08	Very High
3	Proficiency in communicating with students	4.83	Very High
4	Capable of developing students' potential	4.5	Very High
5	Capable of carrying out assessments	4.33	Very High

Based on Koyan's theory about perception qualification, it can be seen that teachers responses are very positive regarding to the pedagogical skill of the teacher in SMAN 1 Tejakula because the mean is exceed  $Mi + 3.0 Sdi$  which is 3. Next is the following summary of student's perception in [Table 2](#).

**Table 2. Summary of Student's Perception**

No	Subsection	Average score	Category
1	Mastering learning theory and teaching principles of learning and being able to carry out educational learning	4.57	Very High
2	Recognize the characteristics of students	4.75	Very High
3	Proficiency in communicating with students	4.66	Very High
4	Capable of developing students' potential	4.63	Very High
5	Capable of carrying out assessments	4.61	Very High

Based on Koyan's theory of perceptual qualifications, it can be seen that student responses are very positive towards the pedagogical skills of teachers at SMAN 1 Tejakula because the average exceeds  $Mi + 3.0 Sdi$  which is also 3. The results of this study indicate that pedagogical competence is good. Based on the result of the questionnaire, it can be seen there are some differences between students and teacher in perceiving about teachers pedagogical competence in which the teachers responses are mostly agree and very agree about the questions from questionnaire and no one disagree or even response very disagree which means in the perspective of the teachers, their pedagogical competence, while some students response disagree and very disagree about them eventhough is just a little.

The statement which shows different perspective between teacher and students is statement 17 in which some of the students disagree with statement no.17 which stated that English teachers can understand the learning characteristics of each student in the class, while the teachers mostly agree. The reason why the teachers think that they understand the learning characteristics of each student in the class is because the teacher has a strategy to recognize students characteristics. The 10th grade teacher used question to know their characteristics based on their ability, the 11th grade teacher used discussion to know the students characteristic based on their participation while the 12th grade teacher used observation to know the students characteristics based on their behavior and interaction in the class. In terms of students' perspective, the students felt that the teacher only focused on the students who are active in the class which make them felt abandoned and having hard time to understand the material. Then, some of the students disagree with statement no.25 which

stated that English teachers are capable of understanding students' learning potential, while the teachers mostly agree.

## **Discussion**

The first step to assist students in achieving goals, teachers must have superior competencies in their fields. The four competencies teachers must master based on the Teacher Competency Standards and Regulation of the Minister of National Education Number 16 of 2007: pedagogic competence, professional competence, social competence, and personality (Hapwiyah et al., 2015; Sartika et al., 2018). Based on the four competencies possessed by teachers, all of these competencies are very important and influence each other in the learning process that will take place (Dirgantoro, 2018; Sum & Taran, 2020). By mastering these four competencies, teachers can improve the quality of education (Hafid, 2017; Sihotang et al., 2020). Among these competencies, pedagogic competence is an essential component that teachers must master to carry out their duties effectively (Supriyono, 2017; Winarsih, 2013). Pedagogic competence is the most observed competence by students in the learning process compared to other competencies (Hapwiyah et al., 2015; Sum & Taran, 2020; Supriyono, 2017). Because the interaction between teachers and students is more intense in the ongoing learning process, pedagogic competence is the most essential and plays a role in it (Meilia & Murdiana, 2019; Supriyono, 2017). Good pedagogic competence can affect students' interest in learning and lead to increased achievement (Indriani, 2016; Sappaile, 2017). Therefore, pedagogic competence is a highly demanded skill to be mastered and applied by teachers in the learning process.

In addition, teachers must be able to understand the learning potential of students. If the teacher already knows the student's learning potential, the teacher will choose the right learning strategy for the student (Sidiq & Najuah, 2020; Warif, 2019). Grade 10 teachers use questions to discover their potential. Grade 11 teachers use a personal approach to identify students' potential and guide them to understand their potential. In contrast, Grade 12 teachers use HOTS (Higher Order Thinking Skills) to develop students' potential in learning. The use strategies in learning need to be used to facilitate the learning process to achieve optimal results (Lusidawaty et al., 2020; Rahmayani & Amalia, 2020). Without a clear strategy, the learning process will not be directed so that the learning objectives that have been set are challenging to achieve optimally. In other words, learning cannot take place effectively (Fadlilah, 2020; Sirait & Apriyani, 2020). Learning strategies are beneficial for teachers and students. Teachers can use strategies as guidelines and references for systematic action in implementing learning (Novariana, 2021; Vera, 2020). For students, using learning strategies can simplify the learning process (simplify and accelerate understanding of learning content).

## **4. CONCLUSION**

Based on the results of the discussion in this study, it can be concluded that students' perceptions of the pedagogical competence of the English teacher at SMA N 1 Tejakula are categorized as positive. The English teacher's perception of his pedagogical competence is categorized as positive. Students and teachers have different perceptions about teachers' pedagogic competence in teaching English. In terms of understanding the characteristics and potential of students, teachers have a higher perception.

## **5. REFERENCES**

Aimah, S., Ifadah, M., & Bharati, D. (2017). Building Teacher's Pedagogical Competence

- and Teaching Improvement through Lesson Study. *Arab World English Journal*, 8(1), 66–78. <https://doi.org/10.24093/awej/vol8no1.6>.
- Atalay, R. (2015). The Education and the Human Capital to Get Rid of the Middle-income Trap and to Provide the Economic Development. *Procedia - Social and Behavioral Sciences*, 174, 969–976. <https://doi.org/10.1016/j.sbspro.2015.01.720>.
- Çepni, S., Ülger, B. B., & Ormanci, Ü. (2017). Pre-Service Science Teachers' Views towards The Process of Associating Science Concepts with Everyday Life. *Journal of Turkish Science Education*, 14(4), 1–15. <https://doi.org/10.12973/tused.10208>.
- Dirgantoro, K. P. S. (2018). Kompetensi Guru Matematika dalam Mengembangkan Kompetensi Matematis Siswa. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 8(2), 157–166. <https://doi.org/10.24246/j.js.2018.v8.i2.p157-166>.
- Fadlilah, A. N. (2020). Strategi Menghidupkan Motivasi Belajar Anak Usia Dini Selama Pandemi COVID-19 melalui Publikasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 373. <https://doi.org/10.31004/obsesi.v5i1.548>.
- Falloon, G. (2020). From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework. *Educational Technology Research and Development*, 68(5), 2449–2472. <https://doi.org/10.1007/s11423-020-09767-4>.
- Fauth, B., Decristan, J., Decker, A. T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The Effects of Teacher Competence on Student Outcomes in Elementary Science Education: The Mediating Role of Teaching Quality. *Teaching and Teacher Education*, 86, 102882. <https://doi.org/10.1016/j.tate.2019.102882>.
- Fuad, M., Ariyani, F., Suyanto, E., & Shidiq, A. S. (2020). Exploring Teachers' TPCCK: Are Indonesian Language Teachers Ready for Online Learning During The Covid-19 Outbreak? *Universal Journal of Educational Research*, 8(11B), 6091–6102. <https://doi.org/10.13189/ujer.2020.082245>.
- Hafid, M. (2017). Pengaruh Motivasi dan Kompetensi Guru terhadap Kinerja Guru Sekolah dan Madrasah di Lingkungan Pondok Pesantren Salafiyah Syafi'iyah Sukorejo. *Jurnal Pendidikan Islam Indonesia*, 1(2), 293–314. <https://doi.org/10.35316/jpii.v1i2.55>.
- Haidari, S. M., Yelken, T. Y., & Akay, C. (2019). Technology-Enhanced Self-Directed Language Learning Behaviors of EFL Student Teachers. *Contemporary Educational Technology/Educational Technology*. <https://doi.org/10.30935/cet.590003>.
- Hapwiyah, H. A., Cahyani, D., & Azmi, N. (2015). Analisis Kompetensi Pedagogik Guru IPA dalam Menggunakan Penilaian Proyek pada Konsep Pencemaran Lingkungan di Kelas VII MTs N Cirebon II. *Scientia Horticulturae*, 5(1), 53–69. <https://doi.org/10.24235/sc.educatia.v4i1.271>.
- He, Y., Lundgren, K., & Pynes, P. (2017). Impact of Short-Term Study Abroad Program: Inservice Teachers' Development of Intercultural Competence and Pedagogical Beliefs. *Teaching and Teacher Education*, 66, 147–157. <https://doi.org/10.1016/j.tate.2017.04.012>.
- Indriani, F. (2016). Kompetensi Pedagogik Mahasiswa dalam Mengelola Pembelajaran Tematik Integratif Kurikulum 2013 pada Pengajaran Micro di PGSD UAD Yogyakarta. *Journal of Elementary School*, 3(1), 1–12. <https://doi.org/10.1002/j.0022-0337.2015.79.12.tb06048.x>.
- Irmawati, D., Widiati, U., & Cahyono, B. (2017). How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation? *Arab World English Journal*, 8(2), 293–307. <https://doi.org/10.24093/awej/vol8no2.21>.
- Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' Content Knowledge and Pedagogical Content Knowledge: The Role of Structural Differences in Teacher Education. *Journal of Teacher Education*, 64(1), 90–106. <https://doi.org/10.1177/0022487112460398>.

- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to Online Teaching During COVID-19 School Closure: Teacher Education and Teacher Competence Effects Among Early Career Teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>.
- Lusidawaty, V., Fitria, Y., Miaz, Y., & Zikri, A. (2020). Pembelajaran IPA dengan Strategi Pembelajaran Inkuiri untuk Meningkatkan Keterampilan Proses Sains dan Motivasi Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 4(1), 168–174. <https://doi.org/10.31004/basicedu.v4i1.333>.
- Machaba, F. M. (2018). Pedagogical Demands in Mathematics and Mathematical Literacy: A Case of Mathematics and Mathematical Literacy Teachers and Facilitators. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(1), 95–108. <https://doi.org/10.12973/ejmste/78243>.
- Meilia, M., & Murdiana, M. (2019). Pendidik Harus Melek Kompetensi dalam Menghadapi Pendidikan Abad ke-21. *Al Amin: Jurnal Kajian Ilmu dan Budaya Islam*, 2(1), 88–104. <https://doi.org/10.36670/alamin.v2i1.19>.
- Miles, Huberman, & Saldana. (2014). *Qualitative Data Analysis. In A Methods Sourcebooks, Edition 3*. SAGE Publication, Inc.
- Morze, N., Varchenko-Trotsenko, L., Terletska, T., & Smyrnova-Trybulska, E. (2021). Implementation of Adaptive Learning at Higher Education Institutions by Means of Moodle LMS. *Journal of Physics: Conference Series*, 1840(1). <https://doi.org/10.1088/1742-6596/1840/1/012062>.
- Novariana, M. (2021). Interaksi Edukatif Guru Kunjung sebagai Strategi Alternatif Meningkatkan Motivasi Belajar dalam Pembelajaran Masa Pandemi Covid-19. *Indonesian Journal of Educational Development*, 1(4). <https://doi.org/10.5281/zenodo.4562072>.
- Petrovska, S., & Veselinovska, S. S. (2013). Contemporary Pedagogical Approaches for Developing Higher Level Thinking on Science Classes. *Procedia - Social and Behavioral Sciences*, 92(April), 702–710. <https://doi.org/10.1016/j.sbspro.2013.08.742>.
- Pöntinen, S., & Rätty-Záborszky, S. (2020). Pedagogical Aspects to Support Students' Evolving Digital Competence at School. *European Early Childhood Education Research Journal*, 28(2), 182–196. <https://doi.org/10.1080/1350293X.2020.1735736>.
- Rahmayani, V., & Amalia, R. (2020). Strategi Peningkatan Motivasi Siswa dalam Pembelajaran Matematika di Kelas. *Journal on Teacher Education*, 2(1), 18–24. <https://doi.org/10.31004/jote.v2i1.901>.
- Sappaile, N. (2017). Pengaruh Kompetensi Pedagogik, Kompetensi Profesional, dan Sikap Profesi Guru terhadap Kinerja Penilaian Guru di Sekolah Dasar. *Jurnal Teknologi Pendidikan*, 19(1). <https://doi.org/10.21009/jtp.v19i1.5334>.
- Sartika, S. H., Dahlan, D., & Waspada, I. (2018). Kompetensi Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Melalui Kebiasaan Belajar Siswa. *Manajerial: Jurnal Manajemen dan Sistem Informasi*, 17(1), 39–51. <https://doi.org/10.17509/manajerial.v17i1.9760>.
- Sert, N., & Boynuegri, E. (2017). Digital Technology Use by The Students and English Teachers and Self-Directed Language Learning. *World Journal on Educational Technology: Current Issues*, 9(1), 24. <https://doi.org/10.18844/wjet.v9i1.993>.
- Sidiq, R., & Najuah. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/JPS.091.01>.
- Sihotang, N., Silaban, P. J., & Mahulae, S. (2020). Pengaruh Kompetensi Profesional Guru Terhadap Kinerja Guru Sekolah Dasar di Kecamatan Medan Kota. *Jurnal Educatio*,

- 6(2). <https://doi.org/10.31949/educatio.v6i2.432>.
- Sirait, & Apriyani. (2020). Pengaruh Penggunaan Strategi Pembelajaran Aktif ICM (Index Card Match) terhadap Hasil Belajar Matematika. *Jurnal Pendidikan Matematika Indonesia*, 5(1), 46–48. <https://doi.org/10.26737/jpmi.v5i1.1710>.
- Sum, T. A., & Taran, E. G. M. (2020). Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 543. <https://doi.org/10.31004/obsesi.v4i2.287>.
- Supriyono, A. (2017). Pengaruh Kompetensi Pedagogik, Profesional, dan Motivasi Kerja terhadap Kinerja Guru Sekolah Dasar. *Jurnal Pendidikan*, 18(2), 1–12. <https://doi.org/10.33830/jp.v18i2.269.2017>.
- Syahrul, M. (2016). *The Analysis of Pedagogical Competence of The English Teachers' of The Second Grade Students at MTs Negeri 1 Jeneponto in Teaching English*. UIN ALLAUDIN Makasar.
- Szöcs, K. (2017). Teachers' and Learners' Beliefs about Language Learning Autonomy and Its Implications in The Classroom: A Mixed Method Study. *Apples - Journal of Applied Language Studies*, 11(2), 125–145. <https://doi.org/10.17011/apples/urn.201708233542>.
- Tondeur, J., Pareja Roblin, N., van Braak, J., Voogt, J., & Prestridge, S. (2017). Preparing Beginning tTachers for Technology Integration in Education: Ready for Take-Off? *Technology, Pedagogy and Education*, 26(2), 157–177. <https://doi.org/10.1080/1475939X.2016.1193556>.
- Vera, N. (2020). Strategi Komunikasi Dosen dan Mahasiswa dalam Meningkatkan Kualitas Pembelajaran Daring Selama Pandemic Covid-19. *Avant Garde*, 8(2), 165. <https://doi.org/10.36080/ag.v8i2.1134>.
- Warif, M. (2019). Strategi Guru Kelas dalam Menghadapi Peserta Didik yang Malas Belajar. *TARBAWI: Jurnal Pendidikan Agama Islam*, 4(01), 38–55. <https://doi.org/10.26618/jtw.v4i01.2130>.
- Wilujeng, InsihWilujeng, I., Tadeko, N., & Dwandaru, W. S. B. (2020). Website-Based Technological Pedagogical and Content Knowledge for Learning Preparation of Science Teachers. *Cakrawala Pendidikan*, 39(3), 545–559. <https://doi.org/10.21831/cp.v39i3.31228>.
- Winarsih, M. (2013). Kompetensi Guru Reguler di Sekolah Inklusif dalam Pembelajaran bagi Siswa Tunarungu. *Perspektif Ilmu Pendidikan*, 27(2), 97–103. <https://doi.org/10.21009/PIP.272.3>.
- Zainuddin, Z., & Perera, C. J. (2019). Exploring Students' Competence, Autonomy and Relatedness in The Flipped Classroom Pedagogical Model. *Journal of Further and Higher Education*, 43(1), 115–126. <https://doi.org/10.1080/0309877X.2017.1356916>.
- Zedko, M., Ali, I., Evaluation, M., Lq, R., Journal, X., Zedko, M., & Sumual, I. (2017). Evaluation of Primary School Teachers' Pedagogical Competence in Implementing Curriculum. *Journal of Education and Learning*, 11(3), 343–350. <https://doi.org/10.11591/edulearn.v11i3.6429>.