



## Perception of Primary School English Teacher with Non-English Educational Background towards Pedagogical Content Knowledge

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### ARTICLE INFO

#### Article history:

Received July 06, 2023

Accepted October 13, 2023

Available online December 25, 2023

#### Kata Kunci:

Persepsi Guru, Konsistensi, Pengetahuan Konten Pedagogi

#### Keywords:

Teachers' Perception, Consistency, Pedagogical Content Knowledge

#### DOI:

<https://doi.org/10.23887/jpbi.v11i3.65437>

### ABSTRAK

Keterampilan dan pengetahuan dasar yang harus dimiliki seorang guru adalah pengetahuan konten pedagogi. Pengetahuan konten pedagogis adalah segala aspek yang berkaitan dengan kegiatan belajar mengajar di kelas, misalnya perencanaan pembelajaran, desain pembelajaran, pemahaman kurikulum, penilaian, dan penguasaan pengetahuan materi pelajaran yang diajarkan. Penelitian ini bertujuan untuk menganalisis persepsi guru bahasa Inggris non-pendidikan terhadap pengetahuan konten pedagogis, dan menentukan konsistensi antara persepsi dan implementasi. Penelitian ini melibatkan tiga guru bahasa Inggris non-kependidikan yang mengajar di sekolah dasar. Metode yang digunakan adalah *embedded mix-method* dimana data kualitatif merupakan data primer dan data kualitatif merupakan data sekunder. Instrumen yang digunakan dalam penelitian ini ada tiga, antara lain angket, lembar observasi, dan pedoman wawancara. Berdasarkan hasil angket diperoleh persepsi guru terhadap pengetahuan konten pedagogi adalah tinggi. Kemudian hasil observasi menunjukkan data yang sangat rendah. Untuk memastikan data yang diperoleh, dilakukan wawancara terhadap guru dan hasilnya menunjukkan tidak adanya konsistensi antara persepsi dan pelaksanaan. Ketidakkonsistenan antara persepsi dan pelaksanaan disebabkan oleh keterbatasan guru dalam mengembangkan desain pembelajaran, karakteristik dan kebutuhan siswa yang beragam, serta penggunaan bahasa Inggris secara umum oleh guru dan siswa karena bahasa Inggris merupakan mata pelajaran konten. Oleh karena itu, implikasi penelitian ini adalah guru dapat memanfaatkan teknologi untuk mengakses sumber belajar, contoh RPP dan desain, serta memanfaatkan lingkungan sekitar siswa.

### ABSTRACT

Basic skills and knowledge that must be owned by a teacher is pedagogical content knowledge. Pedagogical content knowledge is all aspects related to teaching and learning activities in class, for example lesson planning, learning design, understanding of the curriculum, assessment, and mastery of knowledge of the subject matter being taught. This study aims to analyze non-educational English teachers perceive of pedagogical content knowledge, and determine the consistency between perception and implementation. This research involved three non-educational English teachers who teach in elementary schools. The method used is *embedded mix-method* where qualitative data is primary data and qualitative data is secondary data. There are three instruments used in the study, including questionnaires, observation sheets, and interview guides. Based on the results of the questionnaire obtained teachers' perceptions of pedagogical content knowledge is high. Then the results of the observations show very low data. To ensure the data obtained, interviews were conducted with teachers and the results showed that there was no consistency between perception and implementation. The inconsistency between perception and implementation is caused by the teacher's limitations in developing learning designs, the various characteristics and needs of students, and the general use of English by teachers and students because English is a content subject. Therefore, the implication of this research is that teachers can use technology to access learning resources, examples of lesson plans and designs, as well as take advantage of the environment around students.

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## 1. INTRODUCTION

Primary school English teachers play a crucial role in laying the foundation for a child's linguistic and cognitive development. These educators are instrumental in shaping the language skills of young learners, helping them build a strong command of English from the early stages of their education (Das, 2019; Dewi, 2021). The importance of a primary school English teacher extends beyond mere language acquisition; these professionals foster a love for reading, writing, and effective communication. By creating engaging and interactive lessons, they instill not only language proficiency but also critical thinking and problem-solving skills (Udayani et al., 2022;

Yusuf, 2022). Moreover, primary school English teachers serve as positive role models, nurturing a positive attitude towards learning and fostering a supportive classroom environment. Their impact goes beyond the classroom, influencing students to become effective communicators, lifelong learners, and contributing members of society (Büyükkarci, 2014; Cole & Feng, 2015). In essence, the role of a primary school English teacher is pivotal in shaping the academic and personal development of young minds.

Teacher is the basic and main element that influences good quality of education. The abilities that must be possessed by the teacher include knowledge they have and how to implement learning, which means that the understanding and implementation of pedagogical content knowledge must be aligned (Le et al., 2018; Öz, 2014; Safitri et al., 2019). Pedagogical content knowledge consists of pedagogical knowledge and content knowledge, pedagogical knowledge includes aspects of curriculum development, student characteristics and learning objectives, while content knowledge is the knowledge that teachers have about the subjects taught (Lyublinskaya & Kaplon-Schilis, 2022; Muslimin et al., 2023; Sintawati & Abdurrahman, 2020). According to previous study content knowledge in English consists of 2 important points, namely language awareness which includes how the teacher pays attention to the importance of correcting errors that occur in the use of English and language proficiency which includes the teacher's knowledge of grammar, tenses and verbal delivery and non-verbal (Muslimin et al., 2023). According to other study pedagogical knowledge consists of 5 important points, namely knowledge about curriculum development, knowledge about the characteristics of young learners, knowledge about lesson plans, the use of learning strategies for young learners, and knowledge about assessment (Rahmadi, 2019).

To find out how pedagogical content knowledge is understood, the thing that forms the basis of understanding is perception. According to previous study perception is a process of how a person interprets an object, idea, or a phenomenon to form a meaningful new understanding for that person (Akdamar et al., 2021; Alrwele, 2017; Irving, 2006). Perception is closely related to implementation because what is interpreted may be different from the application. According to other study implementation is an action taken by someone to realize what they believe based on a system that has been considered (Lyublinskaya & Kaplon-Schilis, 2022). Based on this definition, it can be concluded that perception is how the teacher interprets pedagogical content knowledge and implementation is how the teacher attempts to realize his belief in pedagogical content knowledge. What needs to be considered is the consistency of the teacher's perception and implementation of pedagogical content knowledge because this consistency is a sign that the teacher really understands pedagogical content knowledge theoretically and practically (Camović, 2019; Ituma, 2011).

Previously there have been several studies on how the perception and implementation of English teachers in elementary schools related to pedagogical content knowledge. According to previous study elementary school teachers in Buleleng regency have a high perception of pedagogical content knowledge, while their implementation is low regarding pedagogical content knowledge (Sintawati & Abdurrahman, 2020). After that, other study stated that the perception of elementary school teachers in Bangli regency was very high, while the results from teachers' implementation of pedagogical content knowledge were very low (Irving, 2006). The last is, according to other study non-English educational teachers' have a high perception of pedagogical content knowledge but they even have difficulty communicating using English fluently (Demirbaş & Şahin, 2022).

Based on research related to pedagogical content knowledge, until now there has been no research in Klungkung regency that has analyzed the perceptions, implementation, and consistency of non-qualified English teachers. This research was developed from previous research to get credible results, therefore this research is important to do. This study aims to analyze non-educational English teachers perceive of pedagogical content knowledge, and determine the consistency between perception and implementation.

## 2. METHOD

The method used in this study is mix-method with qualitative dominant. This study used an embedded mixed method where researchers combine one data set with other data sets to produce mutually supportive data (Creswell, 2021). There are two types of data, the first is qualitative as the primary data, and the second is quantitative as the secondary data. Contains how data is collected, data sources and ways of data analysis. To see how the perception, implementation and consistency of pedagogical content knowledge by non-educational English teachers, the subjects of this study were three elementary school teachers in Klungkung regency. The selected teachers are non-educational English teachers where they are not graduates of English Language Education who teach three different elementary schools. There are three instruments used in the study, including questionnaire to describe teachers' perceptions of pedagogical content knowledge, observation sheets to observe teachers' implementation of pedagogical content knowledge, and interview guide to determine consistency between perceptions and teachers' implementation of pedagogical content knowledge.

To find out the level of perception of non-qualified English teachers towards pedagogical content knowledge, there is a categorization and the perceived level of qualification is presented in Table 1. Then to find

out the level of implementation of non-qualified English teachers towards pedagogical content knowledge, there is also a categorization level guidance which is presented in [Table 2](#).

To determine the level of consistency between perception and implementation, the data from questionnaires and observations were analyzed and compared. The differences in the results obtained were determined from the following parameters, then the findings were confirmed again through interviews. The parameters used set by previous researchers is show in [Table 3](#).

**Table 1. Categorization Guidelines and Perceived Level of Qualification**

No.	Criteria	Interval	Categorization
1	$Mi + 1.5 SDi < M < Mi + 3.0 SDi$	$4.0005 \leq M \leq 5.001$	Very High
2	$Mi + 0.5 SDi < M < Mi + 1.5 SDi$	$3.3335 \leq M \leq 4.0005$	High
3	$Mi - 0.5 SDi < M < Mi + 0.5 SDi$	$2.6665 \leq M \leq 3.3335$	Moderate
4	$Mi - 1.5 SDi < M < Mi - 0.5 SDi$	$1.9995 \leq M \leq 2.6665$	Low
5	$Mi - 3.0 SDi < M < Mi - 1.5 SDi$	$0.999 \leq M \leq 1.9995$	Very Low

**Table 2. Categorization Level Guidelines for Implementation**

No.	Criteria	Interval	Categorization
1	$Mi + 1.5 SDi < M < Mi + 3.0 SDi$	$13.875 < M < 18.30$	Very High
2	$Mi + 0.5 SDi < M < Mi + 1.5 SDi$	$10.925 < M < 13.875$	High
3	$Mi - 0.5 SDi < M < Mi + 0.5 SDi$	$7.975 < M < 10.925$	Moderate
4	$Mi - 1.5 SDi < M < Mi - 0.5 SDi$	$5.025 < M < 7.925$	Low
5	$Mi - 3.0 SDi < M < Mi - 1.5 SDi$	$0.6 < M < 5.025$	Very Low

**Table 3. Parameter of the Gap Analysis**

No.	Relation	Level of Gap
1	Consistent	Similar Level
2	Slightly Consistent	Having 1 Level Gap
3	Lack of Consistent	Having 2 Level Gap
4	No Consistency	Having More Than 3 Level Gap

### 3. RESULT AND DISCUSSION

#### Result

The research results show perception of pedagogical content knowledge, implementation of pedagogical content knowledge, and consistency between perception and implementation of pedagogical content knowledge. Here are the result of questionnaire, observation, and interview showed in [Table 4](#).

**Table 4. The Result of Questionnaire, Observation, and Interview**

Data Collection Method	PCK Being Analyzed	Result	Categorisation
Questionnaire	Perception of pedagogical content knowledge	3.76	High
Observation	Implementation of pedagogical content knowledge	4.15	Very Low
Interview	Consistency between perception and implementation of pedagogical content knowledge	Having 3 Level Gap	No Consistency

Based on [Table 4](#), the results of the questionnaire obtained, the teacher's perception of pedagogical content knowledge obtained an average score of 3.76 which can be categorized as high. Elementary school teachers who teach English in Klungkung regency believe that language awareness and language proficiency can optimally improve students' English language skills. Teachers also believe that reviewing the curriculum, knowing the characteristics of students well, planning learning optimally, developing appropriate learning strategies, and providing the required assessments are important.

Then, for the results of teacher implementation through observation, the mean score obtained was 4.15 for pedagogical content knowledge which was categorized as very low. In practice, teachers have limited knowledge of English, especially speaking fluently. Teachers also did not plan the learning activities, choose

learning strategies that accordance with student characteristics, and teachers also do not review the curriculum to meet student learning needs.

After being interviewed, the teachers still believed that pedagogical content knowledge was important to be applied in learning English in the class, but based on the observations data obtained, it was found that there was an inconsistency between perception and implementation. Therefore, there is "no consistency" between perception and implementation because there are three levels of gap.

## Discussion

Based on the results of the questionnaire which shows that the teacher's perception of pedagogical content knowledge, it can be seen that the teacher understands the concept of pedagogical content knowledge well. Teachers realize that lesson plans, curriculum, and learning strategies are important (Hudson & Nguyen, 2009; Nagro et al., 2019). Teachers also realize that the importance of using English intensely in class can help students develop their skills quickly (Fatimah & Santiana, 2017; Sharma & Puri, 2020). According to other study perception is an interpretation process carried out by someone to build knowledge, so elementary school teachers in Klungkung regency interpret pedagogical content knowledge well (Alrwele, 2017; Baburajan et al., 2019).

The results of the analysis of teacher implementation towards pedagogical content knowledge taken from observations show that teachers cannot implement pedagogical content knowledge properly. According to previous study implementation is an effort made by a person to realize his thoughts (Ibrahim & Alamro, 2020; Schmidt et al., 2014). In this context it appears that teachers do not realize their belief in pedagogical content knowledge. Therefore, teachers are unable to implement pedagogical content knowledge properly. Factors that influence include teachers not designing lesson plans, teachers not adapting learning strategies to student characteristics, not conducting curriculum reviews to suit student needs, and a lack of knowledge of English itself (Ball et al., 2008; Muslimin et al., 2023).

The results obtained from the analysis of perceptions using questionnaire instrument, observations using observation sheets, and also found no consistency between perceptions and implementation, in line with previous research which state that the teacher's perception is high while the implementation is low which makes it inconsistent (Fatimah & Santiana, 2017; Jawas, 2019). The data obtained has been developed from previous research, so it can be seen that teachers have high believe in pedagogical content knowledge, but have not been able to implement it, so there is no consistency between perception and implementation (Lyublinskaya & Kaplon-Schilis, 2022; Tondeur et al., 2020).

The research results can be used to design special training for English teachers in elementary schools who have a non-English educational background. This training can focus on developing their Pedagogical Content Knowledge (PCK). The research findings can provide valuable input for adapting or developing English teacher education curricula at the elementary level by considering the special needs of non-English language teachers. However, this research has research limitations which refer to the fact that the educational context is always changing, and research findings may not be relevant or applicable to future conditions. Based on the results obtained from this study, suggestions that can be given by researchers to readers are, first, teachers can attend training or seminars to increase insight into pedagogical content knowledge even though they do not have the same educational background. The second is to provide adequate teaching and learning facilities for the continuity of learning in the future. And the last is to improve the quality of human resources and choose teachers who are truly able to teach English well.

## 4. CONCLUSION

The conclusions that can be drawn from this study are first, non-qualified English teachers who teach elementary schools in Klungkung regency have high perceptions of pedagogical content knowledge. Second, the implementation of non-qualified English teachers on pedagogical content knowledge is low. And the last is, there was no consistency between perception and implementation. There are several influencing factors, including lack of knowledge of English, lack of learning media development, no syllabus guidelines, and low teacher motivation in preparing lesson plans.

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