

EFL Teachers' Pedagogical Practices based on Their Perception During Covid-19 Pandemic

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Abstract

The objectives of this research were to explore the English teacher's pedagogical practices in teaching English to the students and to find how great the influence of the English teacher's pedagogical practices to the students learning achievement. In addition, this research was conducted through qualitative approach. The data of this research were taken from 7 EFL Teachers of Tinombo District. In collecting the data of this research, the researcher used interview and document analysis instrument to the students. The interviews are aimed at getting information directly about everything that relation with teacher competence and teacher in teaching learning process. Thus, the document analysis are aimed to complete information obtained through interview. Then, after analyzing the data obtained, it was concluded that the EFL teachers' pedagogical practices of Tinombo district during pandemic Covid 19 as a whole were using teaching methods and strategies that were tailored to the needs and abilities of students, giving various kinds of tests and assignments to students to find out the extent of student understanding, understanding students' conditions by adjusting the teaching and learning process based on the developing situation in this case COVID-19, using media supporting the teaching process, assisting students in developing their potential and creativity, making good communication with students in the classroom, conducting assessments and evaluations using various techniques that are in accordance with learning materials and learning objectives, utilizing information on student learning outcomes as a reference for preparing learning designs, and using applications that support appropriate teaching strategies during the COVID-19 situation. In addition, The main problems of teachers in apply Pedagogical Practices to the Students during Covid 19 Pandemic were the unstable internet network connection in that area and the concentration of students in learning decreases.

Keywords: Teachers pedagogical practices, pandemic covid 19, online learning

1. INTRODUCTION

Improving the quality of education always became a big agenda in Indonesia and in order to realize it certainly inseparable from the role of various parties, one of the most important is the role of education staff especially teacher because one of the success provisions in improving the quality of education depends on the implementation of teaching and learning process carried out by a teacher or educator in a professional manner and has good influence in the process. However, to be a teacher who able implementing the teaching and learning process in a professional manner and has good influence is not enough to just rely on known theories, knowledge or skills in a field but the teacher also must have other skill that called teaching skill or competence in teaching.

In an education system, the teacher acts as the main agent of change. This is in line with Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers (article 8) that, "Teacher must have an academic qualification, competence, educator certificate, physical and spiritual health, and have the ability to realize National education goals". Teachers are often used as the foundation of everyone's hope to be able make students successful in the field of formal education and the behavior of the students themselves. It requires the teacher to do improvement and adjustment of mastery of competence. Teachers must be dynamic and creative in developing the learning process in students. However, the high expectations of society for teachers as a natural thing. Therefore, teachers must strive hard to exert energy to meet those expectations one of them is to have basic competence in educating.

Competencies that must be owned by a teacher following their respective fields of expertise to become a professional teacher, and continue to improve mastery of these competencies so that in the future English teachers will not be awkward facing students with all kinds of problems. This is because competent teachers will be better able to create an effective, fun learning environment and will be better able to process their classes, so students can learn optimally.

Be a professional teacher need an ability to manage students' learning activities in the class. To perform the task professionally, the teacher must have the competencies according to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers (article 10) that, "The competencies that must be mastered by teachers are at least pedagogic competence, personality competence, social competence and professional competence obtained through professional education". One of these competencies is pedagogical competence which has a strong influence on the quality of learning especially in teaching English.

2. REVIEW OF LITERATURE

2.1. Pedagogical Competence

According to Ermenc (2015), "Pedagogy was also borne out of practical interest as it responds to the needs of pedagogical professions (teachers, school counsellors, school administrators, etc.)". Another definition put forward by

Lengeverd in Iqram (2017: 1) said that the pedagogy mean as a science of education which emphasizes how to educate and guide children. Giroux (2001) explain that pedagogy is closely aligned with theories of constructivism and situated learning. He argues that pedagogy is more than the simple transmission of expertise. Students construct knowledge through careful personal reflection and collaboration with the instructor and their peers. In addition, individuals benefit from the opportunity to connect course content to their own experiences and social context. Then, Sadulloh (2010: 2) argues, "Pedagogy is a theory and study that carefully, critically, and objectively developing concept about the nature of human, the nature of child, the nature of the educational purpose educational and the nature of the educational process. Therefore, pedagogic can be interpreted as a knowledge used by teacher or educator to guide children or students with a proper process to become real human beings.

Pedagogical competence is a competence that will determine the success of teaching and learning process and also the students' learning outcomes. According to Qodriah (2016)," the pedagogic competence is the ability of teachers to manage all the education activity of students in classroom. Then expand by Rahman (2014)," teachers' pedagogical competence is the ability to manage learning, which includes planning, implementation and evaluation of learning outcomes of learners". Mulyasa (2009) states the pedagogic competence is the ability to manage the learning process of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and development of learners to actualize their potential.

Then, based on the Law of the Republic of Indonesia Number 14 of 2005 regarding Teachers and Lecturers that "competencies that must be mastered by teachers at least include pedagogical competence, personality competence, social competence and professional competence acquired through professional education".

In addition, pedagogical ability also shown in help, guide and leading students. According to the Minister of National Education's Regulation No. 16 of 2007, the pedagogical competence of subject teachers consist of 37 competencies which are summarized in 10 core competencies as presented below:

- 1) Mastering students' characteristics from physical, moral, spiritual aspects, social, cultural, emotional, and intellectual
- 2) Mastering learning theories and principles of learning that educate
- 3) Develop a curriculum that is bound to the subjects being taught
- 4) Organizing education learning
- 5) Utilizing information and communication technology for the benefit of learners
- 6) Facilitating the development of potential learners to actualize the various potentials they have
- 7) Communicate effectively, empathically, and politely with students
- 8) Organizing assessment and evaluation of learning processes and results
- 9) Utilizing the results of assessment and evaluation for the benefit of learning
- 10) Take reflective actions to improve the quality of education

From the description above it can be interpreted that pedagogical competence is the ability of a teacher in carrying out his obligations in a manner responsible and decent. This is because the teacher will be able to carry out education and teaching activities well, it's able to plan, and evaluate the teaching and learning process and be able to use evaluation results to improve the quality of teaching, which will ultimately able to improve performance.

Thus it can be said that, the better the teacher's pedagogical competence, the teacher's performance in carrying out tasks and the responsibility will be better. It appears that competency refers to the ability to carry out something obtained through education: teacher competency refers to rational performance and actions to meet certain specification in the implementation of educational tasks.

2.2. Online Learning

One of the learning models during the pandemic is online learning. Dabbagh and Ritland (2005:15) explain that online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. It means that online Learning is a learning process carried out using the internet network, with online learning can enable the delivery of information in the form of activities or applications such as websites using Information and Communication technology media in the form of internet and computer networks. Using online learning in the form of activity through the media can be done anytime, anywhere. Online learning has a characteristic that is superior that is not dependent on space, place and time.

Dabbagh and Ritland (2005:15) explain that online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

According to Naidu (2006:1), "Online learning is a teaching and learning system that uses information and communication technology". Online learning educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indrakusuma and Putri (2016:2) defined that Online Learning is "an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system".

Through Online learning, the material provided to students can be accessed anytime and from anywhere. Besides that getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20). From the explanation of the experts above, it can be concluded that Online Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out

anytime and anywhere.

3. THE STUDY

In the present study, we analyze the pedagogical practices of EFL teachers in teaching English during COVID-19 pandemic and find out how great the influence of the English teacher's pedagogical practices to the students learning achievement of Tinombo District. The goal to be achieved through this research is to analyze the pedagogical practices of teachers that have been owned and later the teachers pedagogical will follow the demands of the Minister of National Education Number 16 of 2007 concerning Teacher Competence which measures the indicators of pedagogical competence possessed. Therefore, the researcher conducted the research on the extent where is the pedagogical competence level of teacher at the school level junior high school and senior high school at Tinombo district for the advancement of education.

4. METHOD OF RESEARCH

The research method in this research was descriptive qualitative research. The reason why researcher used the method because in this research, the researcher only tried describe the result of data analysis obtained about how was the pedagogical competence of English teachers in teaching English as a research question that has been formulated in words form not number. Cohen (2005) stated that the research design is constructed by the idea of fitness for purpose. It means that the design of the research should match the purpose of the research. According to Creswell (2014) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems.

4.1. Participants

The English teachers of Tinombo district were selected as the participants of the study. The subjects of this research were the English teachers at SMAN 1 Tinombo that were 2 teachers, MA Alkhairaat that was 1 teacher, SMKN 1 Tinombo that was 1 teacher, SMPN 1 Tinombo that was 1 teacher, SMPN 3 Tinombo that was 1 teacher, and MTs Alkhairaat Tinombo that was 1 teacher at Tinombo District as respondents.

4.2. Data Collection

To collect the research data, based on the aim of the study, the researcher use interview, and document analysis instruments. Sutopo (2002) suggests that interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it is done by using the unstructured formally things in order to get the views of the subject observed about many things that bring advantages for gaining the detailed information. The interviews are aimed at getting information directly about everything that relation with teacher competence and teacher in teaching learning process. Sutopo (2002)

argues that written document are sources of research, which often have important role in qualitative research. Thus, the document is used in research because of some reasons: document is a source of research, which is stable, rich and supported. It is evidence to tasting and has natural characteristic, so it is appropriate to qualitative research. This instrument as used by researcher to support the data collection from observation and interview. The documentation data is found from the teachers' record and students' result or students' achievement. The aim is to complete information obtained through questioner and interview.

4.3. Data Analysis

The process of data analysis is undertaken when the research has been done, after that the researcher gathering the data and collecting data. According to Miles and Huberman (1994:18), there were two models in qualitative data analysis, flow model and interactive model. However, the researcher chose to apply interactive model in this study, they are data reduction, data display, and conclusion drawing & verification.

In the Interview questions were limited to 12 aspects as follows: Identifying the difficulties of student learning; Applying various strategies, methods, and learning techniques that educate creatively in the subjects taught; Developing Indicators and Assessment Instruments; Making Transactional Decisions in Learning based on the Situations; Utilizing Information and Communication Technology in Learning; Providing various learning activities to actualize the potential of students, including their creativity; Communicating effectively, empathically, and politely with students; Organizing assessment and evaluation of learning processes and outcomes; Utilizing information on the results of assessment and evaluation of learning to improve the quality of learning; Conducting classroom action research to improve the quality of learning in the subjects taught; Teaching strategies during the Covid pandemic; Teaching experience during the Covid pandemic.

5. FINDINGS AND DISCUSSION

5.1. Interview Result

The researcher did interview on 15th, 16th, 17th, 19th, 20nd, and 22th of November 2021. In this stage, that researcher interviewed was seventh teachers. The respondents answered the researcher questions related in indicator pedagogical competence. The researcher used audio recorder to record them. It was aimed to find out the data that was needed for this research and answer the research question interview based on indicator of pedagogical competence. The indicator of teachers' pedagogical competence in this research was adapted by Permendikbud Nomor 16 Tahun 2007. Then there were twelfth indicators of pedagogical practices chosen by the researcher. Based on the results of the teachers' interview, it is found that first, the difficulties of student learning due to the enactment of restrictions of learning activities and still lack of english vocabulary by the students. With the implementation of restriction on learning activities, teacher applied two ways of

teaching and learning, they were used online learning and gave textbook assignment to the students.

Second, the teaching strategies given by the teacher were varied. They were used the discovery learning, problem base learning, collaborative, classroom discussion, learning in group, lecture method, and interview methods as well as reading practice.

Third, the indicators and assessment instrument provided by the teacher were only gave test and assignments to students. The test and assignments who teachers gave to the students were various kinds such us written tests, oral tests, essay tests, and description tests.

Fourth, regarding transactional decisions in learning based on the situation. All teachers made different transactional decisions, such as divided the two points of the post for students who were near in their homes into one group due to the Covid situation, ordered them to be disciplined in doing assignments based on module assignments, determined the rules for assessing and selecting materials with students, made approaches with students to knowing the difficulties that students felt, identified student needs and interests, discussed with students about the online learning process, and made group assignments.

Fifth, the particular media used by teachers were used textbooks that have been provided, added audio to support listening lessons, used laptops, cellphones, projectors, type recorders and newspapers based on the subject matter that students would be receive.

Sixth, the learning activities implemented by the teacher in order to develop the potential and creativity of students were alphabet learning activities, used music and drawing for vocabulary learning, used group learning by giving group assignments and then presenting them, instruct reading to speak more fluently, gave speaking material, made a dialogue with students using English. And there were also those who only focus on learning the material.

Seventh, the way the teacher communicates with students varies, such as using language that is easy for students to understand, giving directions to students and giving examples of how to speak well, telling funny things so that the atmosphere in the classroom does not become tense, communicating according to needs. students and make the atmosphere in the class not bored, asking questions to students which for students who cannot answer indirectly will be punished but are given the spirit to continue learning, give examples how practice the vocabulary in everyday, then ask questions in the form of a command which makes students understand the command then respond in the form of a movement.

Eighth, the teacher did several things regarding the assessment and evaluation of student learning processes and outcomes such as assessed student test results, conducted assessments based on the assessment rubric at school, gave assignments and tests for mid and semester exams and made observations in the middle of the lesson which is students are given questions directly then students were asked to answered quickly after that evaluated the information data, assignments given and

observed the results of student work.

Ninth, regarding utilizing information on student learning outcomes, there are several ways that teachers do in utilizing information on student learning outcomes, namely trying to improve student abilities, trying to adapt to student circumstances, making student test results a benchmark for making further learning plans, doing remedial to students who do not achieve the standard value, and make information on student results as the basis for knowing the ability of students to understand the lesson.

Tenth, regarding classroom action research to improve the quality of learning for teachers, all teachers said that they had not conducted classroom action research to improve the quality of learning

Eleventh regarding appropriate strategies during Covid pandemic, all teachers recommend using the internet and supporting application applications such as Whatsapp, Fb, and using assistive devices such as cellphones that allow providing material in the form of video lectures or others, and narrowing the scope of the material accordingly with the developing situation

last, related to the experience of teachers teaching during the Covid 19 pandemic, all teachers said that there was difficulties in learning the material and they made some decisions such as online learning even though it was not optimal due to inadequate facilities and the provision of modules to students as a substitute for online learning.

5.2. The Problems of the Teachers Apply Pedagogical Practices to the Students Covid 19 Pandemic

The main problems faced by teachers of Tinombo district related to online learning were the unstable internet network connection in that area and the concentration of students in learning decreases. In line with the first problems, the teachers explain that the internet network connection was unstable. Slow internet connection in the students places which are in rural areas affect the students' learning process. In the interview, some of the teachers explained that they found problem in teaching the material because many students live in mountaniuos area or a place that is far from the internet access. . Also, the teachers explained that many of the students do not own hanphone to access the internet, so that they have to borrow their friends' or parents'handphone. Coman (2020) explain that as technical issues which include: poor internet connections, signal loss, lack of adequate digital devices, especially for students living in rural areas or students from families with low incomes. According to Yuzulia (2021), this problem is the one that is faced the most by Indonesian students because most of the students live in rural or remote areas. Also, Nambiar (2020) stated that the biggest difficulty they ran into during online classes was that students provided a variety of excuses for not being able to attend which happened because of network issues, disconnection disturbance, and poor audio and video quality. That is why, the teachers made decision to made distance teaching and learning process was devided several post which is near in the students home to make

them easier to collect the assignment. Also teachers only gave textbook to change online learning to the students.

In line with the second problem, the decrease of student learning concentration due to the material provided by the teacher is not optimal. With the limitation of learning, the provision of material is done once a week and students were only given a textbook and they were directed to study independently so that students become lazy to learn. Some teachers also explained that students did not understand the lessons without any direct explanation by the teacher itself. Meşe and Sevilen (2021) assumed that students' low motivation happened since a severance of ties with the learning group, the out of sync of expectations and learning material, the negative impact of students' environment during the teaching and learning process. Also Hedge (2001) assumed that the solution of the students' low motivation problem was that the several face-to-face activities could not be removed directly from online class.

Furthermore, it is concluded that online learning still facing many problems in its implementation of Tinombo district. It happens because natural condition of the students that they are not able yet to follow the online learning system. It is found to be important to expand the internet access in rural areas especially Tinombo district because this is the main problem there. Also the teachers does not provide the materials with any further explanation which makes the students more anxious and less motivated because they cannot understand the lesson well.

6. CONCLUSION

The EFL teachers' pedagogical practices of Tinombo district during Covid-19 pandemic as a whole were using teaching methods and strategies based on the needs and abilities of students, giving various kinds of tests and assignments to students to find out the extent of student understanding, understanding students' conditions by adjusting the teaching and learning process based on the developing situation in this case COVID-19 pandemic, using media supporting the teaching process, assisting students in developing their potential and creativity, making good communication with students in the classroom, conducting assessments and evaluations using various techniques that are in accordance with learning materials and learning objectives, utilizing information on student learning outcomes as a reference for preparing learning designs, and using applications that support appropriate teaching strategies during the COVID-19 pandemic.

In addition, The main problems of teachers in apply Pedagogical Practices to the Students during Covid 19 Pandemic were the unstable internet network connection in that area therefore it causes the concentration of students in learning English decreases.

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