

AN ANALYSIS OF EFL TEACHERS COMPETENCE / PROFESSIONAL KNOWLEDGE AT SMAN 1 SIDENRENG RAPPANG

BY

Muh. Isfar¹, Andi Sadapotto², Kamridah³, Syamsu T⁴, Nadirah⁵

^{1,2,3,4,5}Faculty of Teacher Training and Education, University of Muhammadiyah Sidenreng Rappang, Indonesia



Article History

Received: 05/07/2023

Accepted: 24/08/2023

Published: 26/08/2023

Corresponding author:

Muh. Isfar

Abstract

This research uses a descriptive qualitative method as a research methodology. This research was conducted to determine Teacher Competence/Professional Knowledge in English Language Learning based on the Directorate General of GTK, Ministry of Education and Culture Number 6565/B/GT/2020.

The population and sample in this study were all 3 teachers at Baranti Senior High School 1 SIDENRENG RAPPANG. Data collection methods used in this study were questionnaires and interviews.

The results showed that teachers' perceptions of Teacher Competence/Professional Knowledge in English Language Learning based on the Director General of GTK of the Ministry of Education and Culture Number 6565/B/GT/2020 at Senior High School 1 SIDENRENG RAPPANG received a response with the presentation results on indicators of analyze structure by safe and comfortable shows results of 3 teachers (100%) in the average category, describes of the stages of student competency mastery indicators shows results 3 teachers (100%) average category, indicators setting learning goal shows results 3 teachers (100%) in the average category.

Kata Kunci : Kompetensi Guru, Pengetahuan Profesional

INTRODUCTION

Teacher competence is a knowledge, skills, attitudes, and abilities that a teacher possesses, which enable them to effectively teach their subject matter and support student learning and development. Competent teachers have a deep understanding of their subject matter and pedagogy, are able to design and implement effective teaching strategies, and possess strong interpersonal skills to build positive relationships with their students.

Additionally the meaning of the teacher competence according to (Hassan & Shkak, 2020) Teacher competence refers to the knowledge, skills, attitudes, and abilities that a teacher possesses, which enable them to effectively teach their subject matter and support student learning and development. Some definition of teaching competence depends on the specific setting in which teaching occurs. Competent teachers create classroom conditions and a climate that are conducive to student learning. Over the past ten years, the importance of the internet has multiplied greatly. Its significance in the field of education cannot be overstated at this

point. The internet is a blessing for students, despite the dangers of fraud and other issues. The internet is a component of practically everything we use today. The internet is essentially available everywhere, including on our phones, game consoles, and televisions. Students that use the internet can find incredible convenience, as well as a variety of tutorials, helping materials, and other resources that can help them learn and succeed academically.

Additionally the meaning of the teacher competence according to (Hassan & Shkak, 2020) Teacher competence refers to the knowledge, skills, attitudes, and abilities that a teacher possesses, which enable them to effectively teach their subject matter and support student learning and development. Some definition of teaching competence depends on the specific setting in which teaching occurs. Competent teachers create classroom conditions and a climate that are conducive to student learning.

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 "Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah". Teachers and Lectures that Teacher must have an academic qualification, competence, educator certificate, physical and spiritual health, and have the ability to realize National education goals.

Teachers play a crucial role as agents of change in society. They have the power to inspire, educate, and shape the minds of young learners, and their influence extends far beyond the classroom. (Dranovska, 2019) defines teachers are also agents of change who determine the quality of future generations. Teachers and schools are fundamental components of forming a good quality education. This poses a real challenge for educational institutions as facilitators of education.

In addition to planning, educators are also responsible for implementing the learning process. They deliver lessons and facilitate activities that engage students in acquiring knowledge, developing skills, and fostering critical thinking. Educators utilize various instructional strategies and methods, such as lectures, discussions, group work, hands-on activities, and the integration of technology, to create an interactive and engaging learning environment. According to Law of the Republic of Indonesia, No.20 of 2003 on National Education System stated that educators are professionals in charge of planning and implementing learning process, assessing learning outcomes, coaching and training as well as conducting research and community service.

In the world of education, Teacher competence is a critical aspect of education that influences student learning outcomes and achievement. Competent teachers possess the necessary knowledge, skills, and attitudes to deliver quality instruction, manage classroom behavior, and foster a positive learning environment. In their own words, (Hakim, 2015) describes the quality of teaching competence plays an important role in the creation and establishment of the quality of the learning process for students, and also shows the level of professionalism of teachers according to their field and can contribute in improving learning performance.

To be considered competent, teachers should also possess a growth mindset, meaning that they are open to feedback, willing to learn from their experiences, and continuously strive to improve their teaching practices. They should also be reflective practitioners, regularly evaluating their own teaching and making adjustments to meet the needs of their students.

In addition, teachers are often seen as the bedrock of everyone's hope for student success in formal education and their behavior. This requires teachers to continuously improve and adjust their mastery of competencies. They must be dynamic and creative in developing students' learning processes. However, society's high expectations for teachers are natural, and therefore, they must work

hard to meet those expectations, including having a basic competence in educating. (Usman & Suriaman, 2022).

In this case, the competencies that teachers must have are standardized in Law No. 14 of 2005 concerning Teachers and Lecturers. Article 10 states that there are four competencies that teachers must possess, namely pedagogical competence, personality, social, and professional competencies. These four competencies must be mastered teacher well because in carrying out his duties the teacher does not dealing with inanimate objects, but facing a person who are growing and developing, individuals who have diverse abilities, traits, attitudes, and characters that require different treatments.

On the other, in the Perdirjen GTK Kemendikbud Research and Technology Number 6565 / B / GT / 2020 Concerning Competency Models in Teacher Professional Development, that the Competency Model consists of teacher competency models. The teacher competency model includes the categories: a) professional knowledge; b) professional learning practice; and c) professional development.

According to (Ohi, 2007), one of the teacher competence is professional knowledge which is the professional knowledge landscape illustrates that teachers' professionalism is multi-faceted, crucially incorporating the role and knowledge of the teacher as practitioner and as an active professional at the cutting edge of teaching knowledge and possibly research.

In the world of English language education. EFL is an abbreviation of English Foreign Language which means English as a foreign language. This English Foreign Language teaching applies in countries where the majority do not use English for daily communication but still study English in preparation for career prospects such as continuing studies at foreign universities or those who have good English language qualifications, job requirements, scholarship requirements, requirements to join the international community, etc. Indonesia is one of the countries that learns English Foreign Language. So students in Indonesia learn English based on the above needs. Likewise, English is rarely found in the daily communication of Indonesian people.

EFL is regarded as English as a Foreign Language, and ESL is called English as a Second Language. Before distinguishing EFL from ESL, it is important that there are differences between "foreign language" and "second language".(Si, 2019).

Research Methods.

The type of research used in this research is Qualitative methods. According to (Lewis, 2009) Qualitative researchers can enhance reliability by ensuring research worker reliability, variations in observations, and the use of various data collection techniques such as the test-retest method and split-half method. (Huang & Gunderman, 2022) Qualitative research explores people's subjective understandings of their everyday lives. Although the different social science disciplines use qualitative methods in slightly different ways, broadly speaking, the methods used in qualitative research include direct observation, interviews, the

analysis of texts or documents, and the analysis of recorded speech or behavior using audio or video tapes.

Instrument of research

A Research Instrument is a tool used to collect, measure, and analyze data related to your research interests. These tools are most commonly used in health sciences, social sciences, and education to assess patients, clients, students, teachers, staff, etc. A research instrument can include interviews, tests, surveys, or checklists. (Columbia University Teacher's College, 2021). Then, An instrument in research refers to a tool or device used to measure, collect, or analyze data. It can be a physical tool such as a survey questionnaire, a measuring tape, or a scale, or a digital tool such as a computer program or app that collects data. The purpose of an instrument in research is to obtain accurate and reliable data, and the type of instrument used will depend on the research question, method, and data type.

Furthermore, in terms of facilitating researcher in processing data collection and desired data. Researchers used instruments in form questionnaires and interview.

1. Questionnaires

Questionnaires are a research tool used to gather information and data from individuals or groups of people. They consist of a set of questions designed to collect specific information related to a particular topic or research objective. Questionnaires can be used in various fields, including psychology, sociology, market research, and education. The questionnaire is a set of questions that must be answered by the respondent. According to (Sugiyono, 2013:142) that a questionnaire or questionnaire is a method of collecting data that is done by giving a set of questions or written statements to respondents to answer.

In this study, Researcher collected data in the form of question items which were distributed to all respondents, namely the English teacher at SMAN 1 SIDENRENG RAPPANG.

2. Interview

An interview is a research method in which the researcher asks questions to an individual or a group of individuals in order to gather information. Interviews can be structured (with a set of standardized questions) or unstructured (with more open-ended questions) and can be conducted in person, over the phone, or online. Interviews can be qualitative (exploring experiences, opinions, and attitudes) or quantitative (focused on gathering numerical data). The purpose of an interview is to gather detailed information about a particular topic or issue, directly from the perspective of the individual being interviewed.

According to Sugiyono (2013: 138) suggests several types of interviews, namely structured, and unstructured interviews.

1) Structured Interview

Structured Interview are used as a data collection technique when Researcher or data collectors already know for sure about what information will be obtained. Therefore, in doing interviews, data collectors have prepared research instruments in the form written questions that have alternative answers prepared.

2). Unstructured Interview

Unstructured interview is a free interview in which the researcher does not use an interview guide that has been arranged in an orderly manner systematic and complete for data collection. interview guidelines that is used only in the form of an outline of the problem to be solved asked.

Techniques of Data Analysis

Data analysis is the process of evaluating, transforming, cleaning, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. It involves the use of statistical and computational techniques to extract insights and knowledge from structured and unstructured data.

Miles and Huberman (1984), suggested that activity in qualitative data analysis carried out interactively and takes place continuously until complete, so the data is saturated. The measure of data saturation is characterized by no more data being obtained or new information. Activities in the analysis include data reduction (data reduction), presentation data (display data) as well as drawing conclusions and verification (conclusion drawing/ verification). Miles and Huberman say that qualitative research makes it possible data analysis was carried out when the researcher was in the field and after returned from the field just carried out the analysis. In this study data analysis carried out simultaneously with the data collection process.

Techniques for analyzing questionnaire data about the application of teacher competence in the learning process in this study, the first step is to provide a score, where the maximum score is equal to 4 and the minimum score is equal to 1. The scoring of the questions or statements is as follows:

Table 3.2 Likert Scale

No.	Category	Code	Score
1	Mahir/Selalu	M	4
2	Cakap/Sering	C	3
3	Layak /Kadang-kadang	L	2
4	Berkembang/Tidak Pernah B	B	1

(PERDIRJEN 6565/B/GT/2020)

B = BERKEMBANG (Penguasaan konsep esensial dasar & Praktik sudah efektif tapi belum konsisten)

L = LAYAK (Penguasaan konsep esensial kompleks & praktik sudah efektif dan konsisten)

C = CAKAP (Melakukan perluasan dan penguasaan konsep & praktik efektif, konsisten dan melakukan perkembangan)

M = MAHIR (Mampu menggerakkan guru lain dalam penguasaan konsep pada konteks yang berbeda & praktik efektif ,konsisten dan adaptif)

In this research, researchers used descriptive analysis as well as technical data analysis. This analysis is a description or explanation using a data tabulation table.

1). The calculation method of data analysis is to find the magnitude of the relative frequency of the percentage. Arikunto (2010): $P = \frac{F}{N} \times 100$

Information:

P = Percentage value of respondents' answers
F = Frequency of answers to the questionnaire
N = The total of respondents
100 = Fixed percentage number

2). Furthermore, the data that has been presented is then recapitulated and given the following criteria:

Table 3.3 Questionnaire Classification Scoring

No.	Score	Category
1.	81%-100%	Excellent
2.	61%-80%	Very Good
3.	41%-60%	Good
4.	21%-40%	Average
5.	0%-20%	Poor

Descriptive analysis method will be used to analyze the data obtained from interviews. Descriptive statistical analysis methods are used to analyze data by describing the collected data without making generalizations or the like.

RESEARCH FINDING AND DISCUSSION.

a. Research Result.

In this study, researchers collected teacher competence/Professional knowledge in teaching English data at SMAN 1 Sidenreng Rappang using questionnaires and interviews.

1) Questionnaire

Summary of questionnaires on teacher competence /professional knowledge. In analyzing the questionnaire, the researcher counted in each statement the total number of respondents who answered each category divided by the number of respondents.

a. Analysis of the structure and flow of knowledge for learning

From the results of the researcher's calculations, which were measured by 8 questions to 3 English teachers. Based on the data above, 3 (100%) English teachers' are classified as average. No teachers were classified as Excellent, Very good, Good and poor

b. Describes the Stages of Students Competency Mastery.

From the results of the researcher's calculations, which were measured by 8 questions to 3 English teachers. Based on the data above, 3 (100%) English teachers' are classified as average. No teachers were classified as Excellent, Very good, Good, and Poor.

a. Setting Learning Goal

From the results of the researcher's calculations, which were measured by 8 questions to 3 English teacher. Based on the data above, 3 (100%) English teachers' are classified as average. No teachers were classified as Excellent, Very good, Good, and Poor.

2) Interview

During the interviews, the researcher asked the teachers four questions to assess their competences/ professional knowledge. Below, the interview conducted with the teachers.

TEACHER 1: N

1. Bagaimana Anda mendefinisikan pengetahuan profesional dalam konteks pendidikan?

(How do you define professional knowledge in education context?)

Menurut saya, pengetahuan profesional bagi seorang guru itu artinya dia sudah menguasai bidang sesuai dengan bidang keilmuannya yang akan diajarkan baik itu strategi, maupun metodenya.

According to me, professional knowledge for a teacher means that they have mastered their field of expertise, both in terms of strategies and methods, which they will teach.

2. Apa yang menjadi landasan pengetahuan profesional Anda sebagai seorang guru?

(What is the foundation of your professional knowledge as a teacher?)

Tentunya kita berlandaskan apa ilmu yang sudah dimiliki dan kemudian diterapkan dalam proses pembelajaran.

Of course, we are based on the knowledge we already have and then apply it in the learning process.

3. Bagaimana Anda mengintegrasikan pengetahuan teoritis dengan praktek pengajaran sehari-hari?

(How do you integrate theoretical knowledge with day-to-day teaching practice?)

Tentunya itu disesuaikan dengan keadaan atau kondisi siswa misalnya mengajarkan suatu materi seperti pengenalan diri dalam bahasa Inggris jadi sebelum kita mampu memperkenalkan diri itu kita harus mengetahui teori atau data yang kita butuhkan saat pengenalan diri kemudian dipraktikkan sesuai dengan apa sudah dipelajari.

Of course, that is adjusted to the student's situation or condition. For example, when teaching a topic like self-introduction in English, before we can introduce ourselves, we need to know the theory or data required for self-introduction and then practice it based on what has been learned.

4. Apa peran pengalaman pribadi dan refleksi dalam mengembangkan pengetahuan profesional Anda?

(What is the role of personal experience and reflection in developing your professional knowledge?)

Pengalaman tentu sangat dibutuhkan dalam meningkatkan pengetahuan profesional karena semakin banyak pengalaman yang kita miliki maka semakin banyak juga yang kita tahu dan inilah merupakan dasar kita untuk bisa mengembangkan diri untuk lebih baik, jadi untuk mendapatkan pengetahuan profesional memang kita harus menguasai dengan betul sesuai dengan bidang kita tekuni dan tentunya didasarkan pada pengalaman yang sudah kita miliki, kalau kurang pengalaman maka kurang juga pengetahuan.

Experience is certainly essential in enhancing professional knowledge because the more experience we have, the more we know. This serves as the foundation for self-improvement. So, to acquire professional knowledge, we must master the field we pursue correctly and, of course, based on the experience we have. If we lack experience, our knowledge will also be insufficient.

5. Bagaimana Anda mengikuti perkembangan terbaru dalam pendidikan dan menerapkannya dalam pengajaran Anda?

(How do you stay updated on the latest developments in education and apply them to your teaching?)

Kita harus pro aktif, untuk mengetahui perkembangan zaman, dari zaman sebelum IT, itu memang kita harus jeli dan mengikuti seperti melihat fenomena yang ada, membaca bnyak informasi yang sekarang ini terjadi,, tentunya pro aktif mencari tahu baik dri media sosial, lisan ataupun tertulis.

We need to be proactive in keeping up with the times. From the pre-IT era, we need to be observant and stay updated, such as observing current phenomena and reading abundant information. Being proactive means actively seeking information through social media, oral communication, or written sources.

6. Bagaimana Anda menggunakan pengetahuan profesional Anda untuk memahami kebutuhan individu siswa dan memfasilitasi pembelajaran yang efektif?

(How do you use your professional knowledge to understand individual students' needs and facilitate effective learning?)

Tentunya, kita harus lihat dlu dan menerapkan sebuah metode kemudian menerapkan metode itu kepada siswa, dari situ dilihat kondisi siswa tentunya metode itu cocok, kemudian apabila tidak sesuai atau kurang pencapaian maka kita harus ubah metode yang lain, pokoknya kita sesuaikan situasi kondisi dan tempat beserta fasilitas untuk menerapkan sebuah metode yang cocok.

Certainly, we need to assess and apply a method first, then implement that method with the students. From there, we observe the students' conditions to determine if the method is suitable. If it doesn't work or doesn't achieve the desired results, we need to change to another method. In short, we adjust the method based on the situation, condition, place, and available resources.

7. Apa peran penelitian dalam mengembangkan pengetahuan profesional Anda sebagai guru?

(What is the role of research in developing your professional knowledge as a teacher?)

Peran penelitian tentu sangat karena kita tahu karena hasil penelitian itu adalah sesuatu yang bisa dipertanggungjawabkan dan hasilnya akan digunakan dalam pengembangan proses pembelajaran contohnya bagaimana cara menjadi guru yang memiliki pengetahuan profesional, dengan ada penelitian tersebut maka bisa jadi pedoman dri hasil penelitian untuk menjadi guru profesional.

Research plays a significant role because we know that research results are something that can be accounted for, and they are used in the development of the learning process. For example, how to become a teacher with professional knowledge. With research, it can serve as a guideline based on the research findings to become a professional teacher.

8. Bagaimana Anda berkolaborasi dengan rekan kerja dalam memperluas pengetahuan profesional Anda?

(How do you collaborate with colleagues to expand your professional knowledge?)

Secara pribadi, saya pro aktif, selalu berdiskusi dengan teman baik di dalam maupun diluar sekolah, dimana pun kemudian saya aktif dalam mengikuti pertemuan guru khususnya guru bahasa inggris, seperti ada kelompok guru mata pelajaran bahasa Inggris yang istilahnya itu MGMP bahasa Inggris, disinilah menjadi wadah berbagai pengalaman tentunya pengalaman menjadi seorang guru, bagaimana menghadapi siswa dalam belajar, saya pro aktif dalam kegiatan atau saling berinteraksi dengan teman teman.

Personally, I am proactive and always engage in discussions with friends, both inside and outside of school, wherever I am. I actively participate in teacher meetings, especially English language subject teacher meetings. For instance, there is a group called English Subject Teacher Study Group (MGMP Bahasa Inggris). It serves as a platform to share various experiences as a teacher, such as how to engage students in learning. I am proactive in activities and interacting with friends.

9. Apa strategi yang Anda gunakan untuk terus mengembangkan dan memperbarui pengetahuan profesional Anda?

(What strategies do you use to continually develop and update your professional knowledge?)

Berbicara strategi, saya tidak punya strategi khusus tetapi saya berusaha mencari tahu apa yang menjadi kekurangan dan kelebihan, saya lebih fokus kepada pengembangan siswa seperti membuat catatan khusus dari situ menjadi bahan evaluasi bagi saya.

Speaking of strategies, I don't have a specific strategy, but I try to find out the strengths and weaknesses. I focus more on student development, such as creating specific notes that serve as an evaluation material for me.

10. Bagaimana Anda memanfaatkan teknologi dan sumber daya digital dalam memperkaya pengetahuan profesional Anda?

(How do you leverage technology and digital resources to enrich your professional knowledge?)

Tentunya kita harus memanfaatkan teknologi contohnya pengembangan bahan ajar seperti kapur atau spidol dan papan tulis kemudian berkembang ke zaman IT dimana kita menggunakan fasilitas belajar seperti zoom, atau menjelaskan secara virtual kemudian saya memanfaatkan teknologi yang sudah ada.

Of course, we must make use of technology. For example, the development of teaching materials, starting from chalk or markers and a whiteboard, then advancing to the IT era where we utilize learning facilities like Zoom or virtual explanations. I utilize the available technology.

TEACHER 2: M B L

1. Bagaimana Anda mendefinisikan pengetahuan profesional dalam konteks pendidikan?

(How do you define professional knowledge in education context?)

Berbicara tentang tentang pengetahuan profesional Guru harus profesional, jadi harus berlatar belakang ilmu pengetahuan yang kita miliki.

Speaking of professional knowledge, a teacher must be professional, which means they should have a background in the knowledge they possess.

2. Apa yang menjadi landasan pengetahuan profesional Anda sebagai seorang guru?

(What is the foundation of your professional knowledge as a teacher?)

Harus lebih sering mengikuti kegiatan untuk menambah wawasan yang berkaitan dengan peningkatan pengetahuan profesional.

It is necessary to participate in activities more often to enhance professional knowledge.

3. Bagaimana Anda mengintegrasikan pengetahuan teoritis dengan praktek pengajaran sehari-hari?

(How do you integrate theoretical knowledge with day-to-day teaching practice?)

Harus melihat dulu situasi sesuai dengan kebutuhan dan kemampuan siswa.

It is important to assess the situation according to the student's needs and abilities.

4. Apa peran pengalaman pribadi dan refleksi dalam mengembangkan pengetahuan profesional Anda?

(What is the role of personal experience and reflection in developing your professional knowledge?)

Secara pribadi, saya biasanya mencari dari banyak sumber bukan satu sumber saja misalnya dari teknologi yang ada seperti google, Facebook, harus juga mengikuti pelatihan pelatihan untuk menambah wawasan.

Personally, I usually seek information from multiple sources, not just one. For example, from available technology like Google, Facebook, and attending various training sessions to broaden my knowledge.

5. Bagaimana Anda mengikuti perkembangan terbaru dalam pendidikan dan menerapkannya dalam pengajaran Anda?

(How do you stay updated on the latest developments in education and apply them to your teaching?)

Tantangan terbesar bagi guru yaitu harus selalu siap dan mengikuti perkembangan teknologi yang ada.

The biggest challenge for teachers is to always be prepared and keep up with technological advancements.

6. Bagaimana Anda menggunakan pengetahuan profesional Anda untuk memahami kebutuhan individu siswa dan memfasilitasi pembelajaran yang efektif?

(How do you use your professional knowledge to understand individual students' needs and facilitate effective learning?)

Tentunya kita harus menghubungkan apa yang menjadi kebutuhan siswa dengan minat atau dunia yang diminati siswa sehingga bisa berkembang sesuai apa yang kita pelajari.

We must connect the students' needs with their interests or the fields they are passionate about so that they can develop based on what they learn.

7. Apa peran penelitian dalam mengembangkan pengetahuan profesional Anda sebagai guru?

(What is the role of research in developing your professional knowledge as a teacher?)

Setidaknya, apabila ada penelitian tertentu misalnya pada penelitian KBM seperti penelitian kepada pengajar itu mengembangkan diri, kita mengetahui titik lemah nya dan apa yang bisa kita perbaiki.

At least, if there is a specific research, such as research on teaching and learning methods, it helps us identify our weaknesses and areas that can be improved.

8. Bagaimana Anda berkolaborasi dengan rekan kerja dalam memperluas pengetahuan profesional Anda?

(How do you collaborate with colleagues to expand your professional knowledge?)

Sudah menjadi kebiasaan guru, biasa kita ajak guru sesuai dengan bidang keilmuannya kita ajak ke kelas saling berbagi pengalaman untuk menjadi bahan evaluasi dalam memperbaiki metode yang mau kita kembangkan.

It has become a habit for teachers to invite other teachers with expertise in their respective fields to share experiences in the classroom. This serves as an evaluation tool to enhance the methods we are developing.

9. Apa strategi yang Anda gunakan untuk terus mengembangkan dan memperbarui pengetahuan profesional Anda?

(What strategies do you use to continually develop and update your professional knowledge?)

Strategi yang saya gunakan yaitu mempelajari tiap karakter siswa, apa yang mereka butuh kemudian kita berikan wadah sesuai dengan kemampuan mereka.

The strategy I use is to study each student's character, understand their needs, and provide suitable opportunities based on their abilities.

10. Bagaimana Anda memanfaatkan teknologi dan sumber daya digital dalam memperkaya pengetahuan profesional Anda?

(How do you leverage technology and digital resources to enrich your professional knowledge?)

Teknologi yang ada harus kita manfaatkan sedemikian rupa.

We should make the most of the available technology.

TEACHER 3: M

1. Bagaimana Anda mendefinisikan pengetahuan profesional dalam konteks pendidikan?

(How do you define professional knowledge in education context?)

Pengetahuan profesional dalam konteks pendidikan adalah pemahaman mendalam tentang prinsip-prinsip, teori, dan praktik terbaik yang relevan dengan profesi pengajaran.

Professional knowledge in the context of education is a deep understanding of the principles, theories, and best practices relevant to the teaching profession.

2. Apa yang menjadi landasan pengetahuan profesional Anda sebagai seorang guru?

(What is the foundation of your professional knowledge as a teacher?)

Landasan pengetahuan profesional saya sebagai seorang guru meliputi pendidikan formal, pengalaman pengajaran, pelatihan lanjutan, dan berbagai sumber bacaan dan riset terkait.

The foundation of my professional knowledge as a teacher includes formal education, teaching experience, advanced training, and various sources of reading and related research.

3. Bagaimana Anda mengintegrasikan pengetahuan teoritis dengan praktek pengajaran sehari-hari?

(How do you integrate theoretical knowledge with day-to-day teaching practice?)

Saya mengintegrasikan pengetahuan teoritis dengan praktek pengajaran sehari-hari dengan merencanakan pembelajaran yang didasarkan pada teori yang valid dan menerapkan strategi pembelajaran yang terbukti efektif.

I integrate theoretical knowledge with everyday teaching practice by planning learning activities based on valid theories and implementing proven effective teaching strategies.

4. Apa peran pengalaman pribadi dan refleksi dalam mengembangkan pengetahuan profesional Anda?

(What is the role of personal experience and reflection in developing your professional knowledge?)

Pengalaman pribadi dan refleksi berperan penting dalam mengembangkan pengetahuan profesional saya. Saya mengambil

waktu untuk merenungkan praktik pengajaran saya, menganalisis keberhasilan dan tantangan, dan belajar dari pengalaman tersebut.

Personal experience and reflection play a crucial role in developing my professional knowledge. I take time to reflect on my teaching practices, analyze successes and challenges, and learn from those experiences.

5. Bagaimana Anda mengikuti perkembangan terbaru dalam pendidikan dan menerapkannya dalam pengajaran Anda?

(How do you stay updated on the latest developments in education and apply them to your teaching?)

Saya secara teratur mengikuti perkembangan terbaru dalam pendidikan melalui bacaan, seminar, konferensi, dan kursus profesional. Saya berusaha untuk menerapkan temuan terbaru tersebut dalam pengajaran saya.

Keep up with the latest developments in education through readings, seminars, conferences, and professional courses. I strive to implement these latest findings in my teaching.

6. Bagaimana Anda menggunakan pengetahuan profesional Anda untuk memahami kebutuhan individu siswa dan memfasilitasi pembelajaran yang efektif?

(How do you use your professional knowledge to understand individual students' needs and facilitate effective learning?)

Saya menggunakan pengetahuan profesional saya untuk menganalisis kebutuhan individu siswa, mengadaptasi metode pengajaran sesuai kebutuhan mereka, dan menciptakan lingkungan pembelajaran yang inklusif dan responsif.

I utilize my professional knowledge to analyze the individual needs of students, adapt teaching methods to meet their needs and create an inclusive and responsive learning environment.

7. Apa peran penelitian dalam mengembangkan pengetahuan profesional Anda sebagai guru?

(What is the role of research in developing your professional knowledge as a teacher?)

Penelitian berperan penting dalam mengembangkan pengetahuan profesional saya sebagai guru. Saya mengikuti penelitian terkini di bidang pendidikan dan menggunakan hasil penelitian tersebut untuk meningkatkan praktik pengajaran saya.

Research plays a crucial role in developing my professional knowledge as a teacher. I stay updated with current research in the field of education and use the findings to enhance my teaching practices.

8. Bagaimana Anda berkolaborasi dengan rekan kerja dalam memperluas pengetahuan profesional Anda?

(How do you collaborate with colleagues to expand your professional knowledge?)

Saya berkolaborasi dengan rekan kerja dalam diskusi, pertukaran ide, dan berbagi pengalaman. Kolaborasi ini membantu saya memperluas wawasan dan pengetahuan profesional saya.

I collaborate with colleagues through discussions, idea exchanges, and sharing experiences. This collaboration helps me expand my insights and professional knowledge.

9. Apa strategi yang Anda gunakan untuk terus mengembangkan dan memperbarui' pengetahuan profesional Anda?

(What strategies do you use to continually develop and update your professional knowledge?)

Strategi yang saya gunakan untuk terus mengembangkan dan memperbarui pengetahuan profesional saya meliputi mengikuti pelatihan dan kursus lanjutan, membaca buku dan artikel terkait, dan mengikuti jaringan profesional.

The strategies I use to continually develop and update my professional knowledge include attending training and advanced courses, reading relevant books and articles, and participating in professional networks.

10. Bagaimana Anda memanfaatkan teknologi dan sumber daya digital dalam memperkaya pengetahuan profesional Anda?

(How do you leverage technology and digital resources to enrich your professional knowledge?)

Saya memanfaatkan teknologi dan sumber daya digital untuk mengakses informasi terbaru, berbagi materi pembelajaran dengan siswa, dan mencari metode pengajaran yang inovatif.

I utilize technology and digital resources to access up-to-date information, share learning materials with students, and search for innovative teaching methods.

DISCUSSION.

The following is a discussion of the results of the questionnaire and interviews with English teachers that describe how the teachers' competence /professional knowledge in teaching English at SMA Negeri 1 SIDENRENG RAPPANG.

1. Analysis of the Structure and Flow of Knowledge for Learning

The results of the questionnaire show that the 3 English teachers have an average ability in Analysis of the Structure and Flow of Knowledge for Learning. Then, based on the results of interviews with the English teacher at SMA Negeri 1 SIDENRENG RAPPANG, . Then, based on the results of interviews with the English teacher at SMA Negeri 1 SIDENRENG RAPPANG they first made an analyzing the structure and flow of knowledge, should be professional in their field of expertise, knowledgeable about theories in analyzing the flow of knowledge for learning according to students' abilities. The analysis of the structure and flow of knowledge for learning involves examining how knowledge is organized and conveyed to facilitate effective learning processes. It entails exploring the underlying structure of knowledge, the relationships between different concepts or ideas, and how information is presented and delivered to learners.

2. Describes the Stages of Students Competency Mastery.

The results of the questionnaire show that the 3 English teachers have an average ability in Describes the stages of student competency Mastery. According to the answer of respondents all about Describes of Stages of Students Competency Master, Each teacher typically divides students' mastery stages according to their respective abilities, so teachers usually employ several suitable methods or techniques based on students' needs to develop their mastery levels. Teachers should actively engage in developing student mastery through teaching, such as utilizing continuously evolving technologies. Describing the stages of students' competency mastery involves outlining the different levels of proficiency or expertise that students can achieve in a particular subject or skill. These stages represent the progression of learning and the development of knowledge, understanding, and proficiency over time.

3. Setting Learning Goal

The results of the questionnaire show that the 1 out of 3 English teachers have an average ability in Setting Learning Goal. Then, based on the results of interviews with the English teacher at SMA Negeri 1 SIDENRENG RAPPANG, teachers formulate learning objectives by studying each student's character, understanding their strengths and weaknesses. With this information, the teacher can become a facilitator for students to learn and develop themselves according to their abilities. Additionally, teachers consistently share experiences with fellow teachers to discuss their teaching methods and serve as an evaluation resource in formulating learning objectives. Setting learning goals involves establishing clear and specific objectives that define what students are expected to achieve or learn within a given period of time. These goals provide direction and focus for both teachers and students, guiding the learning process and helping to measure progress and success.

CONCLUSION.

Based on the results of data analysis and discussion above on the teachers' competence /professional knowledge in teaching English at SMA Negeri 1 SIDENRENG RAPPANG, the researchers conclude as follows:

1. At SMA Negeri 1 SIDENRENG RAPPANG, the teachers' competence /professional knowledge based on the regulations of the directorate general of the Ministry of Education and Culture number 6565/B/GT/ 2020 skill in teaching English was average. The teachers' interview response revealed that the teacher has implemented the principle of teacher's competence / professional knowledge in the learning process.
2. The average category in teaching English is found in the results of the questionnaire. Based on the Director General of the Ministry of Education and Culture number 6565/B/GT/2020, the indicator for Analysis of the structure and flow of knowledge for learning shows results of 3 (100%) in the average category, on the Describes the Stages of Students Competency Mastery, shows results (100%) the average category, the indicators for Setting Learning Goal show results 1 of 3 (100%) in the average category

SUGGESTION

1. For schools, especially employees and teaching staff to maintain and further improve their teachers's competence / professional knowledge to help students to be able and more accomplished in learning.
2. For further researchers, it is recommended to expand the scope of research by looking at other factors that are thought to play a role in the teaching and learning process, education development, and of course improving the quality of human resources, especially for students who are taught in schools.

BIBLIOGRAPHY

1. Acarli, D. S., & Yaman Kasap, M. (2022). A Study on Teacher Competencies of Pre-service e Science Teachers. *Jurnal Penelitian Dan Pembelajaran IPA*, 8(2), 153. <https://doi.org/10.30870/jppi.v8i2.15995>
2. Agusta, E. (2022). *TEACHER COMPETENCIES NEEDED BY THE PRINCIPAL IN THE DIGITAL*. 3, 890–897.
3. Columbia University Teacher's College. (2021). Research Instrument Examples. *Columbia University*, Seminar Paper PSM I (AP180002)(MUHAMMAD ADIB HARMI. https://www.tc.columbia.edu/media/administration/institutional-review-board-/irb-submission---documents/Published_Study-Material-Examples.pdf
4. Darling-Hammond, L. (2017). *Effective Teacher Professional Development*. June, 1–2.
5. Dickson, B., & Dickson, B. (2007). *Defining and Interpreting Professional Knowledge in an Age of Performativity: a Scottish Case-Study*. 32(4).
6. Dranovska, S. (2019). The development of professional competence of the teacher: a theoretical aspect. *Pedagogy of the Formation of a Creative Person in Higher and Secondary Schools*, 64(2), 56–60. <https://doi.org/10.32840/1992-5786.2019.64-2.10>
7. El Islami, R. A. Z., Anantanukulwong, R., & Faikhamta, C. (2022). Trends of Teacher Professional Development Strategies: A Systematic Review. *Shanlax International Journal of Education*, 10(2), 1–8. <https://doi.org/10.34293/education.v10i2.4628>
8. 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. <https://doi.org/10.1016/j.tate.2019.102882>
9. Fauzi, I., Ubaidillah, U., Indrianto, N., Aminulloh, A., & Asshuwafiyah, U. (2022). The Pattern of Development of Competence, Commitment, and Motivation of Teachers in Pesantren. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(4), 1175–1189. <https://doi.org/10.33650/al-tanzim.v6i4.3703>
10. French, N. (2007). Professional Knowledge, Professional Education, and Journalism. *IAMCR Conference*.
11. Goe, L., Ph, D., Bell, C., Ph, D., & Little, O. (2008). *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*. June.
12. Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence, and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*, 4(2), 1–12. www.theijes.com
13. Hassan, H. G., & Shkak, J. (2020). *Lebanese French University Centre for Pedagogical Training and Academic Development Competence Based Education Hewa Hassan Jwan Shkak*. November. <https://doi.org/10.13140/RG.2.2.26969.95848>
14. Huang, A. J., & Gunderman, R. B. (2022). Qualitative Methods in Radiology Research. *Academic Radiology*, 29(10), 1608–1609. <https://doi.org/10.1016/j.acra.2022.07.002>
15. Korth, B. B., Erickson, L., & Hall, K. M. (2009). Defining Teacher Educator Through the Eyes of Classroom Teachers. *The Professional Educator*, 33(1), 1–12. http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/194687907?accountid=14771%5Cnhttp://bf4dv7zn3u.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ProQ:educationalumni&rft_val_fmt=info
16. Lewis, J. (2009). Redefining Qualitative Methods: Believability in the Fifth Moment. *International Journal of Qualitative Methods*, 8(2), 1–14. <https://doi.org/10.1177/160940690900800201>
17. Mathematics, A. (2016). 濟無No Title No Title No Title. 9(3), 1–23.
18. Matheson, D. (2014). What is education? *An Introduction to the Study of Education, Fourth Edition*, 1–18. <https://doi.org/10.1017/s0034670500025936>
19. OECD Observer. (2009). The professional development of teachers. In *OECD Observer*. <https://www.oecd.org/berlin/43541636.pdf>
20. Ohi, S. (2007). Teachers Professional Knowledge and the Teaching of Reading in the Early Years. *Australian Journal of Teacher Education*, 32(2). <https://doi.org/10.14221/ajte.2007v32n2.5>
21. Parahita, B. N. (2022). The Relationship of Teacher Competency With Student Development Resilience: Reflection of 21st Century Learning During Pandemic. *IJECA (International Journal of Education and Curriculum Application)*, 5(1), 41. <https://doi.org/10.31764/ijeca.v5i1.7757>
22. Pauknerova, D., & Prof, A. (2013). *Acquisition of Professional Knowledge: How Do Today 's Postgraduates Learn?* 9(34), 125–137.
23. Peklaj, C. (2015). *Teacher Competencies through the Prism of Educational Research*. Center for Educational Policy Studies Journal. <https://doi.org/10.26529/cepsj.134>

24. Podungge, R., Rahayu, M., Setiawan, M., & Sudiro, A. (2020). *Teacher Competence and Student Academic Achievement*. 144(16), 69–74. <https://doi.org/10.2991/aebmr.k.200606.011>
25. Profesjologii, P., & Bratland, E. (2017). *Professional Knowledge in Education: What Kind of Organizational Principles Are Behind the Knowledge Practices, and What Are the Conditions for Developing This Knowledge? Squires 2005*.
26. Reinhardt, E., & Beu, F. A. (2015). An introduction to education. *An Introduction to Education*. <https://doi.org/10.1037/14681-000>
27. Sartika, R., Hadijaya, Y., Negeri, I., & Utara, S. (2019). *Teacher ' S Leadership in Implementing Learning To Increase Students Learning Effectiveness During Covid-19 Pandemic. 2*.
28. Si, P. (2019). A Study of the Differences between EFL and ESL for English Classroom Teaching in China. *IRA International Journal of Education and Multidisciplinary Studies*, 15(1), 32. <https://doi.org/10.21013/jems.v15.n1.p4>
29. Tsai, T.-J., & Shih, Y.-C. (2016). Teacher Professional Development. *Leadership and Personnel Management, I(1)*, 1803–1832. <https://doi.org/10.4018/978-1-4666-9624-2.ch080>
30. Usman, S., & Suriaman, A. (2022). *EFL teachers ' pedagogical practices during covid -19 pandemic. 8(2)*, 406–415. <https://doi.org/10.53565/pssa.v8i2.535>
31. Westbrook, J., Brown, R., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practices, and teacher education in developing countries. Education rigorous literature review. (Issue December)*.