



Identifying the Characteristics of the Student: An Evaluation for English Teachers Pedagogical Competence

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Abstract

This research aims to identify the pedagogical competences of the English Teachers based on identifying the characteristics of the student. This is one of the sub-competence that must be mastered as one indicator of pedagogical competence mastery. Where one of the competence is identifying students' characteristics. it is explained as identifying the learner characteristics related with the competence of instructors to know the condition of the students. This research was conducted by using Descriptive Evaluation method. Whereas evaluative research is the systematic collection and analysis of data about the quality, effectiveness, merit, or value of programs, products, or practices. The result of the research showed All four teachers could understand or identify their students' cognitive ability. They understand their students, not only the good students, but also the poor students. Besides identifying the students' cognitive ability, it is also very important for the teacher to know about the learners' personality in order that he/she can apply appropriate way in teaching the students with the different personality.

Keywords:

Identifying Characteristics,
Pedagogical Competence,
English Teachers.

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INTRODUCTION

Since teachers are in charge of educating and passing on knowledge to learners, it is obvious that they must have what the students require. To put it another way, a teacher's primary responsibility is to promote education. As a result, in addition to imparting knowledge, teachers must be able to shape a student's nature or character by adhering to the curriculum's demands. Because the teacher's function is so important, it's important for them to be competent in order to set themselves apart from other professions. Furthermore, because the state of heterogeneous learners requires teachers to work harder, a teacher should pay close attention to a student's attitude, nature, customs, and habits, even up to the point of reprimanding him or her. Where Syaiful (2009:6) stated that Teacher as an educator is the figure most widely mingle and in comparison to other school professionals, interact with learners The teacher is responsible for designing and implementing the learning

process, assessing learning outcomes, providing advice and conducting training, conducting research and studies, and maintaining open contact with the community.

In classroom interaction, it is important for the teachers to show that they master their subject since if they do not know what they are talking about, the students soon see through them as stated in the words of an experienced EFL teachers. The teachers should have good ability in giving instruction and examples and as far as possible can answer the students' questions (Harmer 1991:6).

Therefore someone can be said as a professional teacher if he/she could meet the four competencies, based on Law (Undang-Undang) No. 14, 2005 on teachers and lecturers in which article 10, paragraph 1 states that Pedagogical competence, social competence, personal competence, and professional competence are all achieved through professional education by teachers.

The formulation of teachers that has been explained above is very important to the teacher. It becomes orientation in measuring their competence. This is something that should be owned and controlled by teachers who are directly involved in the learning process. Said to someone who has chosen his profession as a teacher, ought to be progressive with the competencies sought to know what is required by the community itself, the next teacher works at it and fixes deficiencies that it is still too far behind, with such a way however the competencies expected by society from the teacher is not difficult to fulfill. Besides, the teacher who was determined to choose the teacher as a profession, of course, he/she always tries to develop his/her career and passion to serve the profession.

Therefore one of the competencies that must be met by a teacher is pedagogical competence which is the first competency mentioned in the law in Indonesia. Besides that competence is thought to be most closely related to education in the school. Do not let a lot of teachers do not know what it is pedagogical, not just a teacher to come and attend class without knowing exactly what it is pedagogical competence which it is the duty of a teacher to know. Because if it is ignored by a teacher, it would be a bad sign considering it was included in the legislation. Logically teachers will violate the law and in violation of the law will be penalized by the state. As outlined in Article 28 paragraph 3 point (a) is argued that pedagogical learning capabilities of teachers to manage, Learning design and implementation, evaluation of learning results, and learner growth to reach their potential (Mulyasa: 2009).

Then from the previous explanations and facts, in the end there are things that come to the surface, how a teacher noticed them in the successful pedagogical learning process. By knowing the pedagogical competence of teachers, it can be indicated that there is something to be improved, enhanced and maintained by a teacher. Thus it can be an input for a prospective teacher (Lauermaann & König, 2016).

So one thing that makes it interesting to study is whether the teachers for both who have been certified or uncertified have applied all the competencies demanded by the laws of this state or this competence is simply a literature course. In line with that, the researcher challenged to conduct a research under the title: "Identifying the Characteristics of the Student as a part of Teacher's Pedagogical Competence Evaluation".

The term means Paedagogia association with children. Pedagogy is the practice of children's education, then later came the term " Pedagogy " which means the science of educating children ". According Marcelus R Payong (28-29 : 2011) etymologically, the word pedagogy comes from the Greek word that is Padeos and Agogos (Padeos = child and Agogos = organize/lead). Therefore pedagogy means guiding / manages child. Pedagogic clearly has its uses for training educators to understand the phenomenon systematically, giving hints about who should be recommended to educate, to avoid mistakes in the practice of educating children well for the event to get to know yourself and make corrections for the betterment for themselves (Meterbayeva, Karmenbayeva, Tleulinova, Auhadieva, & Egimberdieva, 2015).

Pedagogical is regarded a science. Where pedagogical science is the science that focuses on a topic or set of problems in education and educational activities, such as educational objectives, educational tools, how to deliver education, students, educators, and so on. Theoretical and practical aspects of pedagogical sciences. As a result, pedagogy has a lot in common with other sciences including social science, psychology, learning psychology, teaching technique, sociology, philosophy, and others (Klaassen, 2002)

Pedagogical competence refers to this research reflects the ability of understanding of learners in depth and organization of educational learning. According to Government Regulation of Teachers, Teacher pedagogical competence is teachers' capability in managing student learning.

Judging from the word, "pedagogical" seems to be a competence of the oldest and has even become an absolute human guidance throughout the ages, because these competencies are inherent in human dignity as an educator. The task is inherent in guiding an educators and parents. When the role of parents is replaced by a teacher at the school, then the teacher is not only teaching the transfer of knowledge and skills to students, but also educators and mentors who help students to develop its potential both academic and non-academic potential (Risan, 2021)

Teacher evaluations are carried out for teacher assigned the appropriate quality and professional (Soare, 2013). With the characteristics of an ideal teacher cannot be in a certain period of coaching or training alone, but requires a continuous effort and continuous. Through these efforts it is expected that continuous quality improvement as well (continuous quality improvement). In this framework the need for Teachers' Evaluation is in relation to teacher certification. Teachers' certification is an activity to foster and develop teachers professionally conducted by teachers and for teachers. This is especially important for mapping the competence and performance of all teachers in different levels and types of education. Simply put, that performance by Mulyasa (2013:88) is someone whose performance is shown in appearance, actions, and his performance as the accumulation of knowledge, skills, values and attitudes he had. Teacher evaluations can be done in an effort to gain an overview of the knowledge skills indicated in the ministerial regulation of Administrative Reform and bureaucratic number 16 in 2009 confirms that the assessment of teacher performance assessment of each item is the main task of the activities of teachers in order to develop a career, rank and position. So the teacher performance appraisal is done by highlighting 14 (fourteen)

competencies for teachers competencies and 17 (seventeen) competence for teachers / counselors. Which is also mention in the national education of ministry in number 16 of 2007 concerning standards of academic qualifications and competence of teachers. Where researchers focus on pedagogical competence which has 7 sub – competencies: 1) Identifying the characteristics of learners , 2) Mastering the learning theories and principles of learning that educates, 3) Developing curriculum, 4) Learning activities to educate, 5) Understanding and developing the potential of learners, 6) Communicating with students, 7) Evaluating the students learning. Where one of them is Identifying the characteristics of learners (Irina, 2011)

Profession or position as a teacher educator at the school actually cannot be viewed lightly because it involves various aspects of life as well as demanding a heavy moral responsibility. Some characteristics according to Raharjo in Janawi (2012:66) states the minimum professional teacher is, 1) Commitment to learners and their learning, 2) In-depth study or topic area mastery, 3) Be in charge of monitoring student learning outcomes using a range of evaluation methods, 4) Be able to think systematically about what they do and learn from their mistakes, and 5) Become active members of the learning community environment profession. Therefore teachers are required to meet various requirements. The requirements that are needed in the educational process in order to the teacher can do their job properly and ultimately will achieve maximum results as where the ultimate goal of education.

One of the components that must be mastered is pedagogical competence. Mastering the learner aspects that are linked to teachers' competence to comprehend the students' characteristics In today's environment, students are the subject of education in the learning process. Students are not considered as educational objects since they are individuals who require attention while also participating in the learning process. In terms of interests, talents, motivation, and absorptive capacity to learn, level of development, degree of intelligence, and social development, each student has its own unique characteristics (Baldiņš, 2016).

According to Conny R Semiawan, humans learn, grow and thrive from the experience gained. Every child is born with different abilities, talents and interests. These differences are the factors that influence children's learning achievement. The children are given the opportunity to get what they want so that children can develop optimally in accordance with the abilities, talents and interests of each. These differences must be considered (Semiawan in Janawi, 2012:67). To determine the characteristics of learners, educators must understand and master the psychological theories of learning and educational psychology.

In the learning process, students become the center of attention. The students wanted to be human like the goal of education itself. The purpose of the desired man as depicted in the purpose of education should be in accordance with the picture of the child. Is the nature of children as learners? How mental development of children as students so as to be well educated? Here is located a good teacher needs to study psychology educational psychology, developmental psychology and the psychology of learning.

The important thing to understand is how the teachers actually understand the world of children, child characteristics, and children's educational process. Each child has their similarities and differences. Children are an integral and inseparable. Each period of child development must be understood by the teacher. Development of preschool children (kindergarten age), in contrast with the stage of development of school-age children both primary and secondary levels of child development and the cyclical rhythm of its own development. Therefore, teachers need to explore the world of children, child incompetence, interests and talents of children, to motivate children to learn the world, and other issues related to children. The use of the method is also one of the most important perceived by teachers in order to understand the characteristics of the students (Dwi, Putri, & Rani, 2022).

METHOD

This research was conducted by using Descriptive Evaluation method. Gall (2005:179) acknowledged that the aim of descriptive research is to provide a clear, accurate description of individuals, events, or processes. while evaluative research is the systematic process of collecting and analyzing data related to the quality, effectiveness, merit, or value of programs, products or practices (Gay, 2006:7). In order to providing the analysis of English teachers and one of the part of pedagogical competence at Senior High School in Enrekang, the researcher used descriptive evaluation method.

The subjects of the research were the English teachers of SMAN 3 Enrekang, One of school in South-Sulawesi. The researcher chose English teachers with both certified and uncertified teachers. They were interviewed and observed in order to know their pedagogical competence through indentifying students' character. Where the teachers were asked about students personality and character. They were English teachers who teach English as a subject in school. There were two forms of data source, oral and written data. Oral data will be recording interview, while written data is the transcription of the interview and observational checklist.

RESULT AND DISCUSSION

The researcher observed the English teacher for five times. The English teachers' showed the pedagogical competence in identifying the characteristics of the students. The result of observation showed that the first English teacher's score is good. That score was gained by calculating all scores of indicators. It indicates that the first teacher has good competence in knowing the characteristics of the students.

In identifying the characteristics of the students, the researcher also used interview to clarify the observation. And the transcript of interview indicated that the teacher tried to understand their students either individual or group and the students also had good or poor ability in learning English as a subject. When the teacher taught the student in the classroom, he tried to care to the students.

1) Teacher I

Interviewer : "Apakah di kelas ada peserta didik yang mempunyai kelainan fisik tertentu? Bila ada, bagaimana cara memastikan bahwa peserta didik tersebut dapat belajar bahasa inggris dengan baik?"

(are the student in the classroom who have certain physical abnormalities ? If there is, how do you make sure that the learners can learn English well?)

Teacher :”Berdasarkan fakta yang ada setelah kita mengamati setiap peserta didik e.. pada dasarnya tidak ada, tapi terkait dengan pembelajaran bahasa inggris terutama pada bagian listening, itu kemampuan dalam mendengarkan itu berpengaruh sehingga siswa yang walupun secara apa namanya seperti yang saya katakan tadi pada dasarnya tidak ada eee **kita bisa mengatakan bahwa kemampuan mendengarkan yang rendah, itu kan merupakan kelainan fisik**, sehingga e... salah satu kiat atau cara adalah dengan memberikan latihan yang continue, ongoing, practice, sehingga kemampuan mendengarkan terutama untk listening, jadi saya anggap itu kelainan fisik pada pendengaran, jadi saya kira itu”. (Based on the facts as can be observed, each learner e..basically non-existent, but related to learning the English, especially in the listening, the ability to listen to the effect that even though students are what it's called as I say was essentially non, we can say that the low ability in listening, that is a physical abnormality, so e... one way is by providing training continually, on-going, practically, so the ability to listen, especially for listening skill, so I consider it a physical abnormality in listening, so I guess it).

It indicates that the teacher should know the characteristics of all the students. The teacher identified the characteristics of all students and tried to recognize it one by one even there were students who have certain physical abnormalities. From the transcript “kita bisa mengatakan bahwa kemampuan mendengarkan yang rendah, itu kan merupakan kelainan fisik “.The teacher argued that the difficulty in listening was one of physical abnormalities. But in the observation there is no physical abnormalities students. It indicated also that there were some factors could change the students’ characteristics. It could be seen from the interview.

Interviewer :”Apakah baru-baru ini ada kejadian luar biasa dalam keluarga peserta didik (kelahiran, kematian, sedang ada yang sakit, dsb.). Apakah hal tersebut berdampak terhadap pembelajaran peserta didik yang bersangkutan? Bagaimana cara mengatasinya?” (Is there any recent extraordinary events in the family of learners (birth, death, there was a sick, etc.). Does it have an impact on student learning? How can you fix it?)

Teacher :”ya e.. **kebetulan beberapa bulan yang lalu ini ada yang terjadi, ada yang menimpa seorang peserta didik yang saya ajar yaitu bapaknya meninggal dunia dan ini tentu saja berdampak pada pembelajaran**, terutama karena peserta didik tersebut merasa sangat kehilangan sehingga konsentrasinya terganggu dan ini harus diberikan motivasi jadi ya sehingga dengan melihat kondisi

siswa yang terpuruk motivasinya untuk belajar maka tentu saja sebagai seorang pendidik saya atau kita harus memberikan motivasi kepada dia, salah satu contoh kita membrikan dorongan kepada dia untuk bersabar, belajar menghadapi kenyataan”. Saya kira itu”. (Yeah e..coincidence a few months ago this happened,a student who I taught that his father died and this of course has an impact on learning, especially because the learner feel solo stand the concentration is disturbed so he should be given the motivation so yes ,so by looking at the condition of the students who dropped fatherly motivation to learn the course ,as an educator I or we should provide motivation to him, one of the examples we shall provide support for him to be patient, learn to face reality. I think it).

The transcript from interview above shows that besides knowing the characteristics of the students, the teacher also used to give support for the learner who had a problem. The problem includes when the students had a problem in family, for example : father of the student was died. It disturbed the student’s motivation in learning in class. So the teacher must be able to give motivation to keep being patient and learning to face the reality.

2) Teacher II

The second teacher was observed by the researcher for six times. In terms of pedagogical competence, the research findings indicated that the second teacher is low. The following explanation presents English teachers’ pedagogical competence in terms of the first sub-competence.

In understanding the students characteristics, the transcript gained from the interview indicated that the teacher usually understands the students’ ability. It supported the transcript which was gained through observation. The teacher said in interview.

Interviewer :”Apakah di kelas ada peserta didik yang mempunyai kelainan fisik tertentu. Bila ada, bagaimana cara memastikan bahwa peserta didik tersebut dapat belajar bahasa inggris dengan baik?” (are there any students in the classroom who have certain physical abnormalities ? If there is, how do you make sure that the learners can learn English well?)

Teacher :”Iya terima kasih , e... kalau masalah kelainan fisik , yang saya ajar siswa, sebenarnya ada, ada satu, e... itu cara bicaranya itu yang agak, artinya tidak sama dengan siswa yang lainnya, itu juga sebenarnya menjadi permasalahan, cara mengatasinya, tapi saya tekankan saja bahwa e... perbanyak saja latihan, jadi bahasa itu tidak semestinya harus diungkapkan tetapi bisa melalui tulisan.(Yeah thank you, e...if the physical problem of the students I teach, in fact there is one, e...the way he said it that bit, that is not the same as other students, it also actually be a problem, how to solve it, but I emphasize only that e...multiply the training course,

so the language was not supposed to be closed but it can be through writing).

It indicates that the transcript from interview above showed the students who have physical abnormality also learn as the normal students. So the student got learning most in writing, reading and listening. In other word, the student was less in speaking ability. It is necessary for the teacher to give other ways in teaching to care the students' physical abnormality. And the next, it indicated also that there was factor changing the students' characteristics. It can be seen from the following interview.

Interviewer : "Apakah baru-baru ini ada kejadian luar biasa dalam keluarga peserta didik (kelahiran, kematian, sedang ada yang sakit, dsb.). Apakah hal tersebut berdampak terhadap pembelajaran peserta didik yang bersangkutan? Bagaimana cara mengatasinya?" (Is there a recent extraordinary event in the family of learners (birth, death, there was a sick, etc.). Does It have an impact on student learning? How can you fix it?)

Teacher : "Iya ada iya, jadi kalau masalah kematian ya pernah siswa mengalami kematian orangtuanya, kemudian ada juga sakit termasuk anak wali saya, e... dia dioperasi dan akhirnya berdampak pada kegiatan belajar dan pembelajaran yang dilaksanakan di sekolah, jadi siswa tersebut saya atasi dengan e..memberikan pemahaman bahwa e.. harus mengikuti artinya apa yang mata pelajaran apa yang ketinggalan tetap e... dilihat atau minta ditanyakan kepada teman-temannya, yang aktif pada saat itu, supaya pelajarannya juga tidak ketinggalan.ya". (Yeah there are so,so if ya ever student death problems experienced death of a parent, then there is also the guardian of my child's pain including, e...he was operated and ultimately have an impact on teaching and learning activities are carried out in school, so the students I was over come with e...giving understanding that..e..he has to follow what it means to which subjects remained behind e...views or asked to his/her friends, which is active at the time, so that he/she did not miss the lesson).

So based on the transcript above the teacher gave understanding and told to the students that he/she would miss the lesson if they just thought over the situation. The teacher tried to ask other classmates to help their friends. In order that the students can follow the class systematically. And also for the students who miss the lesson because of getting sick, the teacher told to learn with their friends.

3) Teacher III

Teacher III has been observed by the researcher for eight times. The third English teachers' pedagogical competence in terms of first sub-competence can be seen in the following explanation. Based on the observations conducted by the researcher toward the third teacher, it showed that the teacher's score is good. Since the first sub-competence consists of some points, the third teacher's competence for those points can be described as follow.

In understanding the ability of the students, the transcript gained from the interview indicated that the teacher usually understands the students' ability, not only the good students, but also the poor students. The teacher said in interview:

Interviewer :“*Bagaimana karakteristik umum kelas yang ibu ajar*”? (How is the common characteristics of the class you teach?)”

Teacher :”*Oh ya pasti ada yang low, ada yang medium, yah tengah-tengah ada. Kalau ada yang bagus-bagus saja itu tinggal mengarahkan, tidak terlalu sulit diajar itu tidak ada masalah yang yang ada, ada seperti contohnya IPA 1 atau MS1, MS2. Ada yang lalu itu, ada yang sudah diusahakan semaksimal tapi mereka memang, ada yang tidak, bukan tidak termotivasi. Mereka termotivasi tapi memang mungkin kemampuannya dari awal itu memang tidak, tidak bagus.*”(Oh, of course there is a low, medium, yeah medium. If there are good students we just need to guide, it is not too hard to teach them, there is no problem, for example IPA1 or MS1, MS2. There was, there were some if we tried maximally to teach them but they are not, are not demotivated. They were motivated but probably that was just their ability from the beginning, was not good”.)

Giving the same chance for the students to study is one of the points of understanding the students' characteristics. Based on the result of interview, the third teacher tried to give the same chance to the students to participate in teaching and learning process, even for the one who has physical disability. By doing that, automatically the teacher also implements two other points; those are facilitating the students to develop their potency and helping them in controlling their weakness.

Interviewer :”*Apakah di kelas ada peserta didik yang mempunyai kelainan fisik tertentu? bila ada bagaimana cara memastikan bahwa peserta didik tersebut dapat belajar bahasa inggris dengan baik?*” (Are there any students in the classroom who have certain physical abnormalities? If there is, how do you make sure that the learners can learn English well?).

Teacher :”*Yah ada tapi tidak semua kelas ada., kadang-kadang ada. Contohnya seperti keterbatasan fisik untuk berbicara seperti pada bibir atau sengau. Cara memberikan pelajaran bagi dia ya dikhususkan pada reading, writing, dan listening. Karena kalau speaking yah otomatis dia tidak bisa secara maksimal walaupun dia bisa dalam bentuk tulisan.*”(Yes, there are some but not the classes, sometimes there is, for example the physical disability to speak as in the lip or talk through the nose. The way to teach, tend to be reading, writing, and listening. Because we teach speaking, yeah automatically he could not maximally follow it, even though he has ability in writing”.)

In teaching and learning process, the teacher used to find the students who usually disturb their friends. However, as one of the important factors of

understanding the characteristic of the students is to solve such a problem, the third teacher had her own way to handle it. The result of interview shows it.

4) Teacher IV

The fourth teacher was observed by the researcher for four times. In terms of pedagogical competence, the research findings indicated that the second teacher is good. It can be said that the fourth teacher has good competence in developing professional competence through Identifying/understanding the students' characteristics. The important thing in this first competence is how the teacher knows the characteristics of the students. The fourth teacher was asked by the researcher about how he taught in the classroom. The following transcript is the result of interview.

Interviewer : *Apakah di kelas ada peserta didik yang mempunyai kelainan fisik tertentu. Bila ada, bagaimana cara memastikan bahwa peserta didik tersebut dapat belajar bahasa inggris dengan baik? (Whether in the classroom there are students who have certain physical abnormalities. If there is, how do the teacher make sure that the learners can learn English well?)*

Teacher : *"tidak ada" (no one)*

Interviewer : *Apakah baru-baru ini ada kejadian luar biasa dalam keluarga peserta didik (kelahiran, kematian, sedang ada yang sakit, dsb.). Apakah hal tersebut berdampak terhadap pembelajaran peserta didik yang bersangkutan? Bagaimana cara mengatasinya? (Is there a recent extraordinary events in the family of learners (birth, death, there was a sick, etc.). Does it have an impact on student learning? How can you fix it?)*

Teacher : *" Kalau yang seperti ini, yang seperti sakit kan jelas ada, dan itu dampaknya pasti ada jadi untuk mengatasi hal tersebut itu yang dikasih tugas untuk mengejar pembelajaran dari teman-temannya". (If it is like this, it is clear that such pain exist, and that its impact must be so to overcome this it is given the task to pursue learning from his friends).*

For classes in which the teacher teaches, he found no physical abnormalities of students, especially in learning English. Another transcript shows student who are sick fatherly overcome delays in the material. The student was given the task by the the teacher in order to follow learning process along with his friends. In relation to the characteristics of the students, based on the next interview about naughty students who are disturbing his/her friends. The following interview is:

Interviewer : *Apakah ada peserta didik di kelas yang selalu mengganggu peserta didik lain selama pembelajaran bahasa inggris berlangsung? Bila ada, bagaimana upaya untuk mencegah agar perilaku tersebut tidak merugikan peserta didik lain? (Are there students in the class who always disturb other students during the learning of English in*

progress? If yes, how do the effort to prevent such behavior does not harm other students?)

Teacher :” *Ya kalau memang kelas heterogen pasti ada itu, pasti ada itu siswa yang seperti itu, jadi untuk mengatasinya itu bagaimana caranya supaya dia harus, tempat duduknya harus memang diatur supaya dia harus dekat dengan orang-orang yang, siswa-siswa yang bisa memberikan dia e... apa namanya, membantu untuk pelajarannya*”. (Yeah if indeed there was definitely a heterogeneous class, there were students who like it, so to overcome was how to make him to be, his seat shall indeed set so he must be close to the people, the students who give him/her e ... what the name implies, helps to learn the lesson).

The transcript above shows that in heterogeneous classes, there will always be a naughty student that can disturb the course of the learning process. So the teacher took one way is to arrange the seating of this naughty child. Seat must be adjacent to the students who can make him not have the intention to do the act in class and vice versa. It could help to understand the lesson. And the next indicator in this part is the teacher should know the character of all students that she/he teaches. It indicates that the teacher would give attention for the all classes, even more for the class which needs more attention.

Based on the Result, the score of the teachers in identifying the characteristics of the learners are: teacher I has good score, teacher II has low score, teacher III has 3 has good, and teacher IV has good score. One of the components that must be mastered is pedagogical competence. Mastering the learner aspects that are linked to teachers' competence to comprehend the students' situation. In today's environment, students are the subject of education in the learning process. Students are not considered as educational objects since they are individuals who require attention while also participating in the learning process. In terms of interests, talents, motivation, and absorptive capacity to learn, level of development, degree of intelligence, and social development, each student has its own unique characteristics (Risan, Hasriani, & Muhayyang, 2021).

According to Conny R Semiawan, Humans learn, grow, and thrive as a result of their experiences. Every child is born with unique skills, talents, and passions. These differences are the determinants of a child's learning success. The children are given the opportunity to get what they want so that children can develop optimally in accordance with the abilities, talents and interests of each. These differences must be considered (Semiawan in Janawi, 2012:67). To determine the characteristics of learners, educators must understand and master the psychological theories of learning and educational psychology.

Based on the result from observation and interview, In identifying the characteristics of the students, the researcher also used interview to clarify the observation. And the transcript of interview indicated that the teacher tried to understand their students either individual or group and also the students had good or poor ability in learning English as a subject. When the teacher did learning process, he tried to care to the students. when one teacher got very good, two of them got

good and one of teacher got low score. It was marked by unfulfilled some indicators of this sub-competence (Liakopoulou, 2011)

All four teachers could understand or identify their students' cognitive ability. They understand their students, not only the good students, but also the poor students. Besides identifying the students' cognitive ability, it is also very important for the teacher to know about the learners' personality in order that he/she can apply appropriate way in teaching the students with the different personality. where the result also can be get from the interview and the main result taken from the observation (Rahman, 2014)

CONCLUSION

Based on the results of research and discussion in the previous chapter, the conclusions of this study is concluded that all teachers had fulfilled the sub-competences of pedagogical competence. Mostly teachers did their duty as a teacher in identifying the characteristics of learners. But the four English teachers have different quality in terms of understanding the students' character. The different of sub-competences include: teachers' competence in identifying/understanding the characteristics of the students.

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