



**EnJourMe (English Journal of Merdeka) :
Culture, Language, and Teaching of English**

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

Demands of English teacher competencies: Input for curriculum development at the University

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ARTICLE INFO

Article history:

Received 30 October 2020
Revised 12 November 2020
Accepted 03 December 2020
Available online 15 December 2020

Keywords:

English teacher, teacher competence, users' demands

DOI: 10.26905/enjourme.v5i2.4971

How to cite:

Nurchalis, N. (2020). Demands of English teacher competencies: Input for curriculum development at the University. *EnJourMe (English Journal Of Merdeka) : Culture, Language, And Teaching Of English*, 5(2), 158-169. doi:10.26905/enjourme.v5i2.4971

ABSTRACT

To guarantee that alumni of a university can be accepted in the market, thus it is necessary to observe the demands of English teacher's users. This research is expected to become input for curriculum development at English study program of STAIN Majene. Hence, this present study was designed by using descriptive qualitative. The informants of this research were two principals, two English teachers, and two students who represent urban and rural schools in Majene, West Sulawesi, Indonesia. They are users of English teacher candidates. This research used an in-depth interview to gain data. The data analyzed using the Huberman model, namely data reduction, data display, and conclusion drawing. The results showed that what principals, English teachers and students need regarding the profile of future English teachers based on teaching competence are as follow: 1) talented teachers who have a bunch of teaching experiences in the various situation; 2) English teachers who are able to brand themselves as educators, trainers, coaches, evaluators, etc; 3) English teachers who have good communication competence; 4) English teachers who are fluent in speaking English; and 5) English teachers who have good IT literacy in teaching. Therefore, credits of teaching practice, teacher professionalism, communication ethics, and speaking skill courses should be maximized.

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1. Introduction

In Constitution No. 14 of 2005 concerning teachers and lecturers, there are seven main tasks for teachers. They are to educate, to teach, to guide, to direct, to train, to assess, and to evaluate students (Republik Indonesia, n.d.). Running a number of tasks is not an easy matter. It requires a lot of effort. The tasks are carried not only out in the classroom but also outside the classroom. For instance, the teachers must finalize the lesson plan before the class takes place; then they also have to evaluate the learning outcomes after the class is finished. Only those who love this profession are ready to carry out those tasks.

The most affecting factor in students' achievement is the teacher effect (Sanders, Wright, & Horn., 1997). In addition, the research found that students who had more contact with their teachers, tend to have higher achievement (Ross, 1992). Further, Students gain various learning experiences from their teachers. The more learning experience students get, the more skilled they become. Not only transferring the knowledge, teachers are also responsible for encouraging students to have positive attitude, to be independent, and to stimulate students to think critically in the classroom. Teachers are influencer for their students.

Qualified teachers are needed for educational institutions, both higher institutions, such as universities or colleges, and other lower level of education, such as schools (Hendri, 2010). Teachers are expected to have a good performance on pedagogy, professionalism, socialism, and personality. However, low quality of teachers still becomes a concern. For instance, Syamsinar and Jabu (2015) found in their research that teachers faced some problems regarding professional competence in the teaching English at vocational high schools. Teachers are not mastering the materials, curriculum, material development, professional development, the use of IT, and classroom management. Similarly, Lestari (2020) in her study mentioned that since good quality of teacher education is essential factor in constructing the future generation, thus it is necessary to provide appropriate programs to increase teacher competencies, such as practicum.

Another example is regarding students' learning outcome. Ministry of Education and Culture released the result of the Computer Based National Examination (UNBK) 2019. He put West Sulawesi in the lowest rank of all provinces in Indonesia (Nurhadi, 2019). The low student learning outcomes certainly cannot be separated from the role of the teacher. Kunter argues that teacher competencies affect students' learning outcomes (Kunter, 2013). It means that if student learning outcomes are good, then teacher competency can be categorized as good. On the contrary, if student learning outcomes are low, then teacher competency can be categorized as poor. In this case, it can be assumed that teacher competency in West Sulawesi is quite low.

The Minister of National Education of the Republic of Indonesia issues regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007. It concerns standards of academic qualifications and teacher competencies. This regulation emphasizes that a teacher not only has to have the academic qualification but also has to have competence in teaching. A teacher is a professional like a lawyer, notary, and doctor who has to fulfill some requirements.

Article 1 point 4 of Constitution No. 14 of 2005 explains that professionalism requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education. In relation to teacher professionalism, Article 8 of Constitution No. 14 of 2005 mentions the standards of eligibility that must belong to a professional teacher (RI, n.d.). One of them is that a teacher must have competence. In other words, if the teacher is not able to fulfill competencies, his professionalism will be revoked. Competence becomes an essential thing.

Ex Ministry of Education, Fuad Hasan, said: *"no matter how good the curriculum is if it is not accompanied by qualified teachers, everything is nothing. In contrast, a poor curriculum*

can be supported by qualified teachers" (Kompas, 2006). It is relevant to an Arabic Quote *الطريقة أهم من المادة و المدرس أهم من كل شئ* which means that the method is more important than teaching material, and the teacher is more important than everything. It indicates that the teacher is the determinant of learning success.

Every element of education must be well prepared so that education does not only become a formal activity that only produces a piece of paper in the form of a diploma, but also able to overcome the problems that occur in the community. Curricula, teachers, students, teaching materials, learning media, and other learning devices must be constantly updated to meet the demands of current development. The teacher is a professional job that requires special skills. Although the learning tools that have been provided are so sophisticated, the teacher who teaches is not professional, learning will not take place well. The teacher has a strategic role in determining the quality of education. Its existence in learning cannot be replaced by any sophisticated engine. Therefore, to fulfill their professional duties, they must develop their competencies.

Before someone becomes an official teacher, firstly they take formal education at an institution or Faculty of Teacher Training and Education. The institution is responsible for preparing the competencies of pre-service teachers before they carry out their teacher assignments into reality. After graduating, they should not stop learning. When they become a teacher, they must continue to develop their competencies continuously in order to become a professional. Demands for competency development happen because *"The substance of the study and the context of learning always float and change according to the dimensions of space and time"* (Saud, 2009).

As a basis for teacher competence, teachers need to master teaching materials and ways of teaching as well as have strong personalities. If not, the teacher will experience failure in fulfilling his duties and responsibilities. This competence is essential so that the teacher is able to manage educational activities properly. There are various indicators that people used to judge a teacher as a competent one. A group of teacher educators from NIE classifies three main competencies that each teacher should belong to be a competent teacher. They are professional practice, leadership and management, and personal effectiveness (Singteach, 2010). Competency shows the individual quality possessed by someone which is closely related to the quality of work he does. Competence shows the way people think or behave, the way people face challenges, and the way people strive to solve various problems. The quality shown by a person becomes an attribute to judge. Quality is produced by a series of efforts that have been taken.

The competencies that must be possessed by each teacher based on Constitution Number 14 of 2005 are *"Teacher competency as includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education"* (Republik Indonesia, 2008). It is stated in research in Indonesia, the ability of English teachers to teach English is doubtful. They had a lack of competence in delivering materials in English both spoken and written English (Soepriyatna, 2012). In addition, Lengkenawati (2005) discovered that mostly English teachers only master few of English skills. For instance, they might be good at English grammar, but they are not good at listening and speaking skills.

Some research findings above indicate that English teachers have a lack of professional competence since the English teachers have not mastered the linguistic competence that should belong to English teachers. Dealing with such reality, then the English teacher needs to improve the competencies through some programs that use like a lesson study and professional development (Sulistyo, 2016). In addition, the deficiency of in-service teachers becomes an evaluation tool for curriculum developers in order that, the future alumni of a university will meet the needs.

Qualified education presents qualified human resources. Qualified teachers play roles to achieve qualified education. A teacher is an agent of learning and renewal in realizing educational goals. The essence of the education process is that teachers help the students in the form of guidance, direction, learning, and conscious and planned training (Syukur, 2015). The challenges of teaching in the 21st century are increasing. Teachers must have good competence to assist students in learning. Preparing successful students is begun by preparing qualified and competent teachers.

Producing institutions plays an important role to create quality or competent teachers. Maksum in his research revealed that there were 52.78% teachers admitted that they had lack of professional competence when they were still as pre-service teachers. Only 5.56% who felt adequate (Maksum, 2008). If a teacher feels that he had insufficient knowledge regarding their field when they still studied at university, then his ability to teach in the classroom is questionable. Therefore, Maksum recommended producing institutions to improve curriculum and teaching system (Maksum, 2008).

A study conducted by Thamrin (2020) observed secondary level students' perception regarding their teacher pedagogical competence. The result revealed that although the students' agree that their teacher has good pedagogy competence, however, there were almost half of the respondent who did not give certain answer whether teacher had a well preparation before teaching. In addition, Afendi, Munir, and Setiawan (2020) in their study mentioned that to obtain an effective learning process, students' behavioural engagement is meaningful to achieve. To reach this, teacher has to consider to provide teaching strategies in their class, such as using information gap activity for teaching speaking (Misianto, 2018), using process-genre based approach for teaching writing (Rizkiyah, 2017), and using pre-reading strategies for teaching reading (Lailiyah, Wediyantoro, & Yustisia, 2019).

Curriculum development at university must be updated referring to users' needs. The teaching system also has to increase the teaching experiences of pre-service teachers; otherwise, they are no different from their seniors who lack experiences as stated above. To know teachers' needs in terms of competence development and to determine the most appropriate teaching system at university, there should be a need analysis. Through need analysis, curriculum developers at university can find information that will be used as a reference to design steps to prepare pre-service teachers to be competent teachers.

Muhson et al. (2012) in their research found that 50% of university alumni work in the relevant workforce with their field when they studied at university (Muhson et al., 2012). It indicates that the relevancy of type of work of the alumni is enough, but not satisfying. Therefore, it is necessary to conduct a need analysis to determine the needs of competency development for a job. The needs from various perspectives drive comprehensive results, like needing analysis from teachers, students, and stakeholders' perspectives. The result of need analysis can affect policymaking. For in-

stance, curriculum developers will examine the relevancy of subjects taught at university and the type of work of the alumni based on the needs when teachers faced the reality of the teaching and learning process at schools.

To improve the quality assurance of a study program at a university, conducting a tracer study is necessary. Gonzales et al in their research found that alumni of SAS were satisfied with the institution where they got their degree since it equipped them with necessary skills that are demanded in the workplace (Gonzales et al., 2019). The results of that research give contributions to how producing institution develops itself based on the responses from their alumni. In contrast, the results of this research give contributions to how producing institutions improve themselves based on responses from users' candidates.

STAIN Majene, a new state Islamic college in West Sulawesi, is expected to be a solution to the problems encountered by the community. Its presence also is demanded to create qualified alumni through a selective and mature process. As one of the study programs in STAIN Majene, the future alumni of the English Education Department are expected to be able to compete with other alumni from other colleges and universities to be competent English teachers. As a result, this research aims to investigate what the users' demands of the development of English teacher competencies are. The results of this research give contributions to curriculum developers at university, so that they are going to reformulate the curriculum which should meet the real demands in the real life.

2. Method

This research uses descriptive qualitative design. This research describes qualitative data collected through interviews. There are six informants from three user categories. Two informants are from principals; two informants are from English teachers and two are informants from students in senior high school of Majene. Users from these three categories are a representation of urban and rural schools in Majene Regency, West Sulawesi. To collect the data, the researcher uses an in-depth interview as the instrument of the research. In collecting the data, the researcher interviews the informants to find the demands of English Teacher Competencies from a different point of view of the users. This means to find out the profile of expected future English teachers. The data are analyzed by using the Huberman model namely data reduction, data display, and conclusion drawing.

3. Results and Discussion

3.1. Results

All the informants believe that to improve teachers' pedagogical competence, English teacher candidates have to understand the educational foundation insight. As a result, English teacher candidates are expected to be able to manage the learning well, starting from the planning, implementing to evaluating students' learning outcomes. Those skills will be improved not only through learning and discussing the theories in the classrooms but also through teaching practice experiences. Ada and Azisah (2016) found in their research that a learning process is effective if teachers are able to implement the pedagogical competence indicators. To measure whether they are able to implement it or

not, English teacher candidates have to conduct a teaching practicum.

Teaching practices (PPL) become very urgent for the English teacher's candidates. This is relevant to what Mr.X, said in the interview session. He said:

"Each English teacher candidate has to enrich experiences in teaching. The university has to send teacher candidates to teach in various places, both in remote and urban areas. Teaching in different places will inspire them to handle variety of teaching and learning problems at schools. It helps them to reformulate solutions from that. Teaching practice (PPL) so far is not really effective yet. There should be a number of similar activities like that for teacher candidate to experience".

His statement emphasizes that more teaching practices are demands. Universities as teachers' producers are responsible to make a policy that supports English teacher candidates to teach in many even and places before they reach their teaching certification.

Pedagogic courses offered by the university will equip English teacher candidates to take part in the field; therefore, the proportion of the number of credits with other courses must be considered properly. Teaching practicum after learning the theories makes the English teacher candidates more skillful to implement pedagogical competence indicators. They become ready to face the real classes at schools. Based on the interview results, Mr.Y said:

"Schools expect the presence of teachers who are ready to teach, not new ones who still look for teaching experiences".

Considering the statements, universities that produce teacher candidates must create as many practical spaces for the candidates as possible. The frequency of teaching practices should be added. The more times for English teacher candidates to practice, the more talented they are in planning, implementing, and evaluating the class.

All the informants also assume that mastering knowledge and being responsible for their scientific discipline as the most vital indicators that need to be concerned to develop personality competencies. Personality competence is the foundation among four competencies that teachers have to master (Khaeruniah, 2013). According to Joni in Wardoyo (2015), personality competence requires distinctive consideration. To form personality competence, there are various factors that affect it such as formal education, community involvement, and family environment. Personality competence is formed from a long process. Like supporting factors of pedagogical competence development, teaching experiences also helps teachers to improve their personality competence.

Personality competence is one of the elements which reflect teacher professionalism. It is demonstrated through teachers' job satisfaction. Teachers who love their profession will brand themselves as the demands of the profession such as being responsible for their scientific discipline to optimize their performance. It leads teachers to be role models. National Education Standards Agency of Indonesia explains that teacher personality competence involves a good character, stability, maturity, prudence, self-development, religiosity, and self-evaluation (BSNP, 2006). Being responsible for their profession is a part of maturity. This is what English teachers and principals expect for future English teachers. They are expected to show good values in carrying out their responsibilities.

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One kind of forms of responsibility that English teachers implement is self-development. They keep learning. They are not satisfied with the knowledge they had since they realize that knowledge develops overtime. They have their own initiatives to develop themselves by reading, discussing, participating in seminars or conferences, etc. That effort shows that the teachers really love their job so that they try their best. They convince that when they improve themselves, at the same time they improve their students. Teachers who have good personality competence do not only stand as teachers who transfer knowledge to students. They also reflect them as educators, trainers, and evaluators. They strive to actualize themselves into several roles.

Based on the interview results with a student, AL, he said:

"Among four competences that a teacher has to belong, personality competence becomes students' demand".

It is relevant to what Ade said in the previous statement, namely professional competencies is the foundation of competences for a teacher. He said that students need teachers who love their job so that they will love their students too. When teachers love their students, they will teach by heart, optimize teaching, and pay attention to students rather than just doing assignments. He added:

"Teachers who love their profession always keep learning something new and share it with their students, so that students get involved in learning".

They also more likely to motivate students rather than to give punishment. They know their roles that they are teachers, educators, trainers, evaluators, etc.

In addition, all users also believe that to meet social competence demands, an English teacher candidate is required to be interactive with colleagues. A man cannot live without others. To survive and develop as an individual, a man communicates with others. The human relationship needs communication ability with various parties. Anzenbacher affirms that in order to be able to work together, people have to communicate cooperatively (Gedvillienė, 2015). At school, a teacher does not communicate with their students, but also with their principal and colleagues. Based on the data from the questionnaire, principals and English teachers in Majene assume that an indicator of social competence that is urgent to develop by teacher candidates is being able to interact with colleagues. Colleagues are work partners at school. Each teacher has to support each other. Teachers can share and discuss the learning process in the classroom and create a convenient environment that allows students to feel good to learn.

Social competence is the ability to create harmony and match flexible responses with the demands. It is a mutual process that encourages social values such as understanding each other, self-control and self-confidence. (Dubovicki & Nemet, 2015). Good relationship among colleagues must be maintained for a teacher. In speaking class, lecturer should not only teach English Education Department students to speak English, but also communication ethics. It will be a provision for students when they will be a real English teacher. They will be able to interact with their colleagues well, so that they can keep their relationship harmoniously. A harmonious working atmosphere cre-

ates a spirit of collaboration and good teamwork for teachers which will have a direct impact on students. At school, a teacher does not work alone to succeed the students. They work in a team.

According to Mrs. U in the interview session, as a principal, she must ensure the creation of a comfortable work atmosphere at school so that the way of communicating and interacting between and among teachers must be good. School is like a company whose team must be solid to achieve common goals. If there is one whose way of interacting is not good enough, it can create seeds of conflict which will have many negative impacts on the school. Therefore, English teacher candidates must be equipped with the science of communication ethics in order that they can be accepted in the workplace, school. They are demanded to socialize not only with people at schools but also with parents and business partners.

Communication competence becomes a key in social competence, either verbal or non-verbal communication. Therefore, the university as a teacher producing institution has to provide a course to train students communicate well. English teacher candidates have to develop their communication competences in both monologue and dialogue session. There are certain events in which a teacher has to stand in front of many people to speak out. This is where a teacher's monologue is examined. For instance, teaching in the classroom and speaking in a meeting. There are also certain events in which a teacher has dialogue with his or her partner. Both dialogue and monologue performances influence social life.

Besides, all users agree that future English teachers have to be skillful in communicating spoken and written in English. In the world of education, students' performance has strong a relationship with professional competence (Kumar, 2013). If students are expected to perform well in learning, teachers have to develop their professional competence. Professionalism shows quality of expertise. Kalbers and Fogarty in Wardoyo emphasize five characteristics of professionalism. They are 1) interested in their profession; 2) committed to providing the best services; 3) match the requirements; 4) self-regulated; and 5) affiliated to professional organizations (Wardoyo, 2015). Teachers have to own those characteristics.

Based on the results of the interview, principals and English teachers demand that English teacher candidates have to be skillful in English spoken and written communication. When they will be the real teachers, they have to be English communication partners for students at school. According to Mr. B, as a principal he explained:

"The school needs English teachers who are able to teach students to speak English, not only to teach students the knowledge of English".

He thinks that one of reasons why students cannot speak English even after learning English for years is that students receive too many knowledge about English rather than receive many opportunities to practice speaking English with their friends. He believes that students need chances to speak up in English and an English teacher has to provide the chances for them. He also believes that students who are fluent in speaking English are the products of English teachers who always stimulate the students to speak up. He adds that unfortunately, mostly English teachers only spend their time explaining knowledge of English.

He added:

"English teachers are also demanded to have high quality of IT literacy".

He said that English teachers who are blind in IT literacy are not able to help future students to learn. He said that future challenges in learning will be many more than today. This Covid-19 pandemic pushes all teachers to develop their IT literacy. It is not only about using the social media or typing in Microsoft. It refers to how the English teachers are able to develop teaching materials which can be accessed by the students from a distance and how they can keep in touch with the students virtually in effective ways.

As a result, he recommends maximizing the number of credit of oral skill subjects for English education study program. Through the optimization of speaking subject, it is expected to train English teacher candidates to conduct oral communication fluently. The number of credit of speaking subject has to be written in intended curriculum which is designed by university. Teachers are expected to be the role models for the student in speaking English and good at IT literacy for teaching and learning support. They have to guide students to speak in correct pronunciation, since students imitate the way their model (read: their teachers) to speak. It includes teachers' vocabulary, expression, and intonation. Therefore, speaking ability of English teacher candidates from a university has to be guaranteed by the university as producing institution. If the English teacher candidates from STAIN Majene meet those criteria, they will be easily accepted in the market as English teachers.

3.2. Discussion

This research has found the detail demands of English teachers from the users, namely principals, English teachers, and students of senior high schools in Majene, West Sulawesi. Considering the previous study conducted by Maksum (2018), he explains that alumni feel that they do not have sufficient knowledge which supports their professional competences. He then suggests the university to update the curriculum. Updating curriculum according to the market demands is very important. It is not only to improve professional competence of teachers, but also their pedagogic, social and personality competences.

STAIN Majene as a new university which has not been producing alumni yet, STAIN Majene particularly English education study program have to prepare their alumni candidates to meet the market demands. The preparation meant here is that a university as producing institution has to design a curriculum based on market demands. Therefore it is urgent to hear what the users need in their school regarding the English teacher candidates. Through this research, policy makers at campus gain information to consider in curriculum development of English study program of STAIN Majene.

The findings of this research emphasizes that English study program STAIN Majene has to be dare to take strategic steps to create talented English teacher candidates as user demand. For instance, to create talented and experienced English teachers, there have to be a number of teaching practicum done by teacher candidates. English teacher candidates have to experience teaching in various situa-

tion so that in the future, they are ready to teach even they face several challenges. University has to design tiered teaching practicum which is contained in the curriculum.

Research results found previously by Metimukarramah point out that there is one of characteristics which is important for an ideal English teacher beside four main competences of teachers. It is physical appearance. Students in Sidrap assumed that an ideal English teacher has to be good-looking. They believed that English teachers' appearance impactful to attract their concentration in learning (Metimukarrama, 2018). In comparison to this research, beside the four main competences, there is one additional competence which is urgent for English teacher candidate to master. It is Information and Communication Technology (ICT) literacy. In line to this, many studies mentioned the importance of ICT in education, such as Lailiyah (2016), Ovilla and Asfina (2017), and Emiliasari (2018). To add more, prior research also proposed the use of ICT media such as uploading assignment to YouTube channel (Rahayu & Putri, 2019).

Students of English education study program at STAIN Majene have to learn various instructional technologies to back up their future teaching and to make the learning more effective and efficient. According to the informants of this research, mastering those four main competences is not enough anymore. English teacher candidates cannot deny it. Instructional technology grows fast. Therefore, they have to develop themselves so as not left behind. If they cannot adapt themselves with future learning technology advances, users will not accept them in their institution. A University as producing institution is responsible for equipping their students with those skills through curriculum development.

4. Conclusion and Suggestions

Based on the results of this research, it is found that principals and English teachers have the same demands regarding English teacher candidates in the future. From pedagogical competence, principals and English teachers need the talented English teacher in teaching various types of students. From personality competence, they need English teacher candidates who are able to brand themselves as an English teacher. From social competence, the need English teacher candidates who are able to communicate based on ethics believed in the working place. From professional competence, they need English teacher candidates who are able to teach students to speak English, no to teach students about what English is. For students, from those four competencies above, they put high expectations to personality competence to develop for English teacher candidates.

Based on the demands stated by principals and English teachers as well as students, it is recommended to English study program STAIN Majene to design a teaching practice course which experiencing students to teach in urban and rural schools. There should be an additional course besides PPL. To meet the expected personality competence, teacher professionalism subject has to be explored more by students of the English study program. In addition, to meet social competence demands, it is highly recommended to put communication ethics in speaking subjects. The last, to meet professional competence demands, the number of credit for speaking and ICT subject have to be added. Designing a multidiscipline course is also recommended.

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