A. Pedagogy

1. Definition of pedagogy

Teacher in carrying out their duties in school, need to have a set of knowledge about how he or she should educate the child. Teachers are not only skilled in delivering learning materials, besides that he also should be able to develop the children's personalities, the character of the child, and develop the conscience of the child. Sadulloh at. al, (2007: 2) stated that pedagogic is the science of how to guide children, how should educators interact with students, what are the educators tasks to educate children, and what are the purposes of educating children. While Rasyidin in Ali Muhammad (2007: 33) stated that pedagogic is particular knowledge that learns about the children education to get maturity as a general and final purpose or education goal. It means that pedagogic is a systematic knowledge about children education to make the children get their maturity. Based on the definitions that have mentioned before, we can conclude that pedagogic is a set of knowledge about how to educate children.

2. Kinds of Pedagogy

Pedagogy is an emerging science education in the 20th century, it is about the people who educate and guide the young man in order to achieve
educational goals. Pedagogy can be divided into two, namely theoretical pedagogy and practical pedagogy. Theoretical pedagogy is a branch of science that is running an integrated mission of the philosophical approach to education and science education empirical Rashidin in Ali Muhammad (2007: 34). While the practical pedagogy further clarify the need of educational practice of a science that learn fundamental issues about the quality of educating, and its relevance to active learning Rashidin in Ali Muhammad (2007: 50).

B. Teachers Competence

Competency is very important to be possessed by the teacher because it can make the teacher has a behavior that lead to outstanding performance of teacher so we need to know the definition of it. According to Mulyasa (2009: 26) Competency is ability to implement something acquired through education while Charles (1994) as cited in Mulyasa (2009: 25) stated that competency as rational performance which satisfactorily meets the objective for a desired condition. From the definition above we can conclude that teachers’ competency is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers and lecturers in carrying out duties. There are four kinds of teacher competence. The first is pedagogical competence, pedagogical competence is the ability to manage the learning of students based on the rules of pedagogic (Hadis; Nurhayati, 2010: 22). The second is personal competence; personal competence is a competency that has to be possessed by
the teacher to become a wise person and a role model for students (Hadis; Nurhayati, 2010: 22). The third is social competence; social competence is the ability of teachers to communicate and interact socially with everyone, including the students (Hadis; Nurhayati, 2010: 22). The last competence is professional competence; professional competence is the ability of teachers to show professional expertise as a teacher (Hadis; Nurhayati, 2010: 22).

C. Definition of Pedagogical Competence

Pedagogical knowledge or pedagogical competence is the most importance competency for teacher because it influences teaching learning process. The pedagogical competence quality of a teacher influences how they deliver the material and how they understand the needs of student so they can give the student an appropriate teaching. Mulyasa (2006: 75) stated that in National Education Standard, chapter 28 paragraph 3 point a, Pedagogical competence is ability to manage students learning that includes an understanding of learners, learning design and implementation, evaluation of learning outcomes, and development of learners to actualize their potential range and according to Hadis and Nurhayati (2010:21) , pedagogical competence is the ability to manage the learning of students who meet the rules of pedagogic (Hadis and Nurhayati, 2010: 21). It can be concluded that teachers’ pedagogical competence is an ability that has to be possessed by the teacher to make the teacher able to give the student an appropriate learning and
manage them in teaching learning process so the student can catch each point of the material that delivered by the teacher well.

C. Sub Competencies of Pedagogical Competence

Pedagogical competence has some sub competencies that have to be mastered by the teacher. If the teacher wants to mastered pedagogical competence well they have to understand and master the sub competencies of pedagogical competence. According to Mulyasa (2009: 75), there are six sub competencies of pedagogical competence.

1. Understanding the student

The understanding to the students is included the pedagogical competent that have to be possessed by the teacher. There are four aspects that have to be understood by the teacher, the first is the intelligence level of the student, the second is the creativity level of the student, the third is physical disability of the student, and the last is the cognitive development of the student (Mulyasa, 2009: 79). To understand all of the aspects a teacher has to learn about psychological of the student. Teacher has to be able to analyze the potency of the student. It will be better if the teacher divide the students based on those aspects because it will give some advantages in arranging the curriculum. Those are the explanation of four aspects that have to be mastered by the teacher.
a. Intelligence level

Kendler as cited in Mulyasa (2009: 83) stated that intelligence is the term refers to intellectual ability. It can be divined specifically as what an intelligence test measures or more generally as an ability, or pattern of abilities, manifested in intellectual functioning. In short, Kendler stated that intelligence is the ability to think the abstract thing, to learn, or integrate new experiences and adapt to new situation. There are two ways how to know the students’ intelligence level. The first according Garrett in Dalyono (2010: 183) stated that Intelligence is an ability to adapt the environments or learning from experience, intelligence also ability that is needed to solve some problems that require understanding. Based on that, the first way how the teachers can know the intelligence level of the students by observing their attitude and ability in doing some task from the teacher. The second according Mulyasa (2009: 80) the effort to know intelligent level of the students had been done by some psychology expert, in 1890 by Cattell with mental test. Based on that, teachers can know the students intelligence lave by giving a test.

b. Creativity level

Piaget in Mulyasa (2009: 87) stated that the man who has high creativity level always capable to do new thing, not simply of repeating what other generations have done. It means that the teachers
can know the creativity level of the students by observing their attitude during teaching learning process.

Teachers also have to be able to create a good condition that supports the students to develop their creativity. Tailor in Mulyasa (2009: 85) stated that teacher can develop the students’ creativity by judging and appreciate creative thinking. Based on that in developing students’ creativity teacher can give the students appreciation, such as give the students a reward and a freedom to express their creativity.

Teacher can give the students a freedom to express students’ creativity by giving some task and allow them to work in group. It is supported by Mulyasa (2009: 86), teachers can create a teaching atmosphere that can support the students to think creatively, they can give the students some task to the students and give them an opportunity to do group work.

c. Physical disability

Physical condition such as eyesight, hearing, and speaking ability is important to be considered by the teacher. The student who has physical disability needs some special treatment from the teacher. It is supported by Mulyasa (2009:94), stated that students who have physical disability need a different attention from the teacher, teacher have to be more patient in giving the students attention. This is important for the teachers knowing the physical disability from the
students, since they have to be able to manage them based on their needs.

Teachers also have to be able to know the physical condition of the students during the teaching learning process. Since the physical condition will influence the result of the students learning. It is supported by Sudjana (2009: 39) stated that the physical condition of the students is one of some factors that influence the result of students learning. Teachers can refresh the students by using an attractive teaching method or games.

d. Cognitive development

Mulyasa (2009: 95) stated that cognitive development is influenced by the interaction between an individu with the environment. Based on the statement above we can conclude that the cognitive development a person is difference with the other. It is caused by the environment. The differences are absolutely needed to understand by the teacher so the teacher can know the needs of each student. Djamarah (2010: 179) stated that the teacher have to combine the students who have different characteristic and intelligence level. Since, it would prevent the domination of a student’s group. It means that teacher should combine the students in class room. It has a purpose to support the students’ cognitive development.
2. Lesson plan

Hanafian and Suhana (2010:120) stated that, lesson plan is a plan that describes the learning procedure and organization to achieve a basic competence that has been set in syllabus.

Lesson plan is important by the teacher to be prepared before the lesson. It will influence the teaching learning process and the outcomes of learning. There are three aspects that covered by the lesson plan those are: The identification of the students’ needs, the formulation of the basic competencies, and the arrangement of the learning program (Mulyasa, 2009: 100). The ability of arranging the lesson is absolutely needed by the teachers because they have to be able to understand the goal of the lesson. Those three aspects have a relation each other, so if one of them is not good, it will influence the other.

Those are the components of a good lesson plan based on Hanafian and Suhana (2010: 120-122)

a. The identity of the lesson
b. Standard competence
c. Basic competence
d. Indicators
e. The goal of learning
f. Material
g. Time allocation
h. Teaching method
i. Teaching learning activity

j. Evaluation of the learning outcomes

k. Material resources

3. The ability of managing learning process

The ability of managing learning processes is absolutely needed by the teacher. It is caused by the people assumption that the learning process in Indonesia is still based on the storytelling method. It is quite traditional. Mulyasa, (2009: 76) stated that in the teaching learning process teacher is a manager that has to manage the student. They also have to have the ability of managing learning process. The ability of managing teaching learning process involves three managerial function, those are planning, implementation, and control of the learning process. They have to do some preparation before they do the teaching learning process. They have to determine the goal, the competent, and the way to reach them before they do the learning process. They have to implement the planning well in teaching learning process. After that they have to do the learning process based on the planning and they have to control it.

4. Implementation of dialogical learning

Learning process is the situation that there is an interaction between the student and the environment which can change the student behavior to be better (Mulyasa, 2009: 103). In teaching learning process teachers...
manage the learning process so they can help the students to be better. Based on the pedagogical competence, teacher should understand how to make dialogic and educate learning. It is supported by the statement, without the communication between the subjects of learning there is not a true learning (Mulyasa, 2009: 103). Based on that, implementation of dialogical learning is the interaction between the students and the environment around them that can change their behavior and competency of the students. It is supported by Mulyasa (2009: 103), in teaching learning process the main job of the teacher is to create a teaching atmosphere that can support the change of the behavior and competency of the students.

Teacher has to be able to guide the students who have wrong perception about am material. Based on Sadulloh (2006: 128) stated that the students who have poor basic skill need more attention and teaching skill from the teacher. Teachers can guide the students who have wrong perception by giving more attention and using a teaching skill that can make the students understand the material well.

Teacher also has to be able to treat the students who have low comprehension level well. It is important, since the students who have low comprehension level often can not catch the material well. Nasution (2011: 55), If there were some students who cannot catch the material clearly teacher can guide the students to know their mistake in understanding the material, there are some ways, the first teacher can ask
the students work together to share about their mistake in understanding
the material and allow them to solve it. The second, teacher can ask the
students to reread the book related to their mistake carefully. The third
teacher can give the students some task related the material and the teacher
can help the students to do it. The last teacher can use some teaching aids
that can help the students understand the material.

5. The use of learning technologies and aids

Now is technology and information era. Teachers are required to be
able to use technology to help them teach their students (Mulyasa, 2009:
106). Teachers also have to be able to access internet so they can access
some information that is needed to teach and make a good competency to
the students. The change of learning principle using computer give an
effect to the teacher. They have to learn new competencies to serve the
learner some global information. The new competencies are the ability in
organize, analyze and choosing the information that appropriate with the
topic of the lesson. Djamarah (2010: 184) stated that many psychologists
and education experts believe that the teaching aids can help student
learning. Therefore, they think to make a set of teaching aids in various
forms and types. It means that teaching aids is very useful to help the
students learning. Therefore, the teachers have to be able to use it
effectively.
In teaching learning process teacher also have to be able to deliver the material attractively by using media as a model. It is supported by Sudjana (2009:100), stated that modeling can increase the interest and the attention of the students to the teaching learning process.

6. Assessment of learning outcomes

The purpose of learning outcomes assessment is to know the changes of the students’ behavior. The assessment can be done with classroom assessment, basic skills test, the final assessment and certification of educational unit, benchmarking, and assessment program that can be done orally and written.

Based on Sudjana (2009: 111) in determining whether the goal of teaching learning process has reached or not, teacher needs to evaluate the students. This means teachers should make an evaluation. Teachers do not only evaluate the level of students understanding but also evaluate their teaching process. Teachers also have to give the students daily examination. Based on Mulyasa (2009: 109), teacher might give the students daily examination at least three times in a semester. It will be better if the teacher involve the students in the discussion of the test result.

Based on Ahmad Rohani (2010: 90), there are three steps to develop the teaching learning process; the first is planning, the second is implementing, and the last is evaluating, including the follow up. Follow up in the end of teaching learning process is important to do. Since it can make the students understand the material better. It will be better if the
teacher gives the students a home work after the teacher finish the teaching learning process.

That’s all of sub competency of pedagogical competence. Based on that the writer can know some indicator that prove whether a teacher has a good pedagogical competence or not.

D. Language Teaching

Teaching is a complex process. It means that teaching is not only transferring knowledge but it is more complex. It is supported by Bruton (1983: 12) as cited in Hermawan at. al, in Ali Muhammad (2007: 75) who states that teaching is an effort to give stimulus, guiding, and motivation to the student to make learning process. Lesson material is only the stimulus. Teaching strategy guides the learning process of student well.

Teachers’ effort to make the student learn about a subject is different with the other subject so the teachers have to develop their skill based on their subject. Each subject has different characteristics of teaching. In teaching language teacher have to combine psychology theory and communication theory. Psychology theories that have to be used by the teacher are information process theory. To make this theory applied well in guide the student in learning language the teacher also have to apply biology communication. Hermawan at. al, in Ali Muhammad(2007: 76) stated that Biology communication is a communication theory that optimizes the thinking skill of the student. Teachers also have to give more information to motivate the students to do communication using the language. In this case Carol Cox
(1997) as cited by Hermawan at. al, in Ali Muhammad (2007: 76) states that there are some social interaction that needed by the teacher in teaching language, those are: (a) the teacher has to understand about the communication ability of each student; (b) teacher has to give the student chance to interact one and other; (c) teacher have to know the knowledge of the student in applying heir language knowledge; (d) teachers have to give a chance to the student to use the language with their own expression.

We can conclude that if the teachers teach a language or foreign language they have to make or build communicative atmosphere to stimulate the student to use the language that have been learned. It is supported by Kusuma in Ali Muhammad (2007: 111) that the foreign language taught in school has a goal; the goal is to develop the student communication ability using the language in oral and written form well.