Abstract

This research is to describe the implementation of the lecturer's pedagogic competence in online English teaching at ITB AAS Indonesia during pandemic Covid-19. This research is descriptive qualitative. The result of the analysis shows that the implementation of a lecturer's pedagogic competence in online English teaching consists of three main competencies applied. First, 1) lecturer's competence in preparing online learning. English lecturer prepares online learning by using e-learning institutions which can be accessed on http://elearning.itbaas.ac.id/. The English lecturer prepares a lecture contract, lesson plans, and syllabus for 1 semester, also teaching materials. The English lecturer also prepares the media of video conferencing in online learning. 2) lecturer's competence in carrying out online learning. English lecturer teaching English online by using Zoom Meeting and YouTube Live Streaming. The recording and the streaming videos can be accessed on the English lecturer's YouTube Channel. The students can join Zoom Meeting, YouTube Live Streaming, or both. 3) lecturer's competence in evaluating online learning. English lecturer evaluates the students' by giving tasks, mid-term and final tests in writing and reading which are shared in Google Classroom each class to evaluate students' learning.

Keywords: competence, lecturer's competence, pedagogic competence, online learning
A. Introduction

Higher Education is an educational institution that plays an important role in producing human resources that can compete in the world of work. Higher Education is a medium for undergoing an educational process related to the transformation of knowledge and personality as mandated in the national education goals (Leuwol et al., 2020, p. 65). Higher education as an educational institution is hope for youth, parents, and the community because of its strategic function in preparing for a better future life and education (Dewi, 2020).

There are several subjects in higher education that have a very significant influence, one of which is lecturers. Lecturers can be said to be the spirit of higher education (Hakim, 2020). The qualifications and competencies of lecturers become a reference and a place depending on the progress of higher education. Lumba (2021) and Sumadi & Fitria (2021) state that lecturers as educational staff are one of the important assets that play a role in the progress and decline of a higher education institution. Lecturers as educational staff are one of the important assets that play a role in the progress and decline of a higher education institution. (Handoko, 2019, p. 368). Lecturers are professional educators and scientists whose primary responsibility is to change, develop, and disseminate science, technology, and art via instruction, research, and community service. Therefore, the minimum educational qualification of a lecturer is Master (S2) for Diploma and Bachelor study programs, while Doctorate (S3) for Postgraduate study programs (Directorate General of Higher Education, Ministry of National Education, 2010).

Besides qualifications, the lecturer must have competence. Kessi (2019) states that competence is the ability, skill, condition to meet the requirements according to legal provisions. In this industrial era 4.0, the qualification and competence of lecturers is a fairly difficult job and requires the professionalism of lecturers (Simarmata et al., 2020, p. 10). According to Danumiharja (2014, p. 54), the lecturer’s competence includes the ability to educate, research, and serve the community. It is also supported that the competence of lecturers determines the lecture process in the teaching and learning process in the classroom (Fauzi et al., 2021). The competence of the lecturer will also determine the learning process. Empowerment of lecturers through competence is very important to raise the dignity of lecturers for welfare.

Carsel (2020, p. 62) states that several competency requirements must be possessed by a teacher or lecturer according to Law no. 14 of 2005 concerning teachers and lecturers. Article 10 of the Law states that the competence of a teacher or lecturer includes pedagogic competence, professional competence, personality competence, and social competence. This statement is in line with Muhysanur (2019, p. 106), based on the assessment criteria for lecturer certification, four things must be attached to a lecturer. First, professional competence which means that the lecturer is an intellectually intelligent person according to his knowledge. Second, pedagogic competence which means that lecturers can manage classes and learning. Third, personality competence, which means related to ethics and behavior. Fourth, social competence, which means having the ability to establish communication with superiors, subordinates, and students.

Pedagogic competence refers to a teacher’s capacity to understand the qualities of students from a variety of perspectives, including moral, emotional, and intellectual. Because pupils have diverse personalities, attributes, and interests, a teacher must be able to master learning theory and concepts. A lecturer must be able to create a curriculum at the level of each education unit and adapt it to local demands when it comes to curriculum implementation. Teachers must be able to maximize students’ potential to realize their talents in the classroom and conduct evaluation activities on previously completed learning activities.

Several previous studies have been conducted related to pedagogic competence. The first research is from (Syahrul, 2016). The results of the study showed that students’ perceptions of instructors’ pedagogical ability in teaching English were in the medium range. The instructors’ pedagogic ability was good in teaching English to MTsN Binamu Jeneponto second grade students. The teacher should attempt to enhance their strategy and competence when teaching in the classroom. They should also utilize some type of interest-based technique to stimulate the students’ enthusiasm in learning English. The second research is (Panjaitan, 2019). The results of the study showed that the teacher’s pedagogic competence in teaching English to SMP Mardi Lestari Medan second grade students was good. When it came to teaching in the classroom, the researcher advised the teacher to try to
increase their approach and ability. They should also utilize some sort of interest-based technique to increase the students’ enthusiasm in learning English. The third research is from (Shelly et al., 2020). Based on the findings of this study, it can be concluded that a teacher’s competence to master pedagogical competence teaching English at SMK PGRI 3 Kota Serang is in a good category. It can be observed from the observation sheet that the teacher’s ability to master pedagogical competence is about 65.625 %, and from the questionnaire that the teacher’s competence to master pedagogical competence is around 70%. The fourth research is from (Wahyuni, 2020). According to the findings, a teacher possesses all of the components of pedagogical competency at SMA Negeri 3 Banda Aceh. Such as the competence to comprehend students, design and implement lesson plans and learning strategies, create interactive educational and dialogical learning, use learning technologies, and evaluate learning outcomes. Fifth research is from (Khofillahi, 2021). From the research result, the researcher found that the English teacher in fifth grade at SD Muhammadiyah Menoreh was already good, but there were several problems that faced by the teacher.

Based on the previous studies above, it shows that five studies discuss the teacher’s pedagogic competence in online English teaching. There are various several schools used as setting on those research such as Elementary School (SD), Junior High School both SMP and MTs, Senior High School both SMA and SMK. In this research, the researcher takes different schools. This research uses higher education or university. Those previous studies analyze the teacher’s pedagogic competence in online English teaching in an offline setting or the classroom and the subject of the study is a teacher. While this research analyzes the lecturer’s pedagogic competence in online English teaching during pandemic Covid-19 and chooses the lecturer as the subject of this study.

The Covid-19 pandemic has had a huge impact on education (Fitria, 2021b). Because the principle of the educational policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society, in general, to provide educational services during the pandemic, one of the learning models implemented during the pandemic is online learning. The use of online learning necessitates the readiness of several stakeholders, including the school, officeholders, and students themselves. An internet-based interactive model and a Learning Management System (LMS) can be used to implement online learning. Therefore, the objective of this research is to describe the implementation of the lecturer’s pedagogic competence in online English teaching during pandemic Covid-19 at ITB AAS Indonesia.

2. Method

This research applies descriptive research. Qualitative Research does not involve numbers and statistics as part of its scientific apparatus (Brinkmann, 2013), thus, there is no use of statistical tools in qualitative research. This study uses related information in interpreting the results. This method places more emphasis on observation of the phenomenon and more research into the substance of the meaning of the phenomenon.

In this research, the method of collecting data is by using observation and documents. The type of observation used in this research is participant observation. The word “participant” refers to the observer’s participation both openly and covertly in the daily life of people under study (Neergaard & Ulhøi, 2007). In this research, the researcher acts as a participant in observing the implementation of the lecturer’s pedagogic competence in online English teaching. Besides, the research also uses documents. Given (2015) states that documents are used as the sole focus for the data collection method. There are many forms of documents such as publication, a website, or another form of textual material. A document may also be a photograph, a map, a graph, or another style of visual representation of knowledge. The type of document used in this research is in form of a photograph which is taken from e-learning institution of ITB AAS Indonesia that can be accessed on the website http://elearning.itbaas.ac.id/(Fitria, 2021a).

In this research, the method of analyzing data by using three steps analysis, are reducing data, displaying data, and conclusion (Punch, 2005). At the reduction stage, researchers need to do data reduction because there are a lot of qualitative data, especially from the results of document analysis and observation. After reducing, the researcher displays the data in the form of tables or figures. Next, the researcher draws conclusions covering important information in the research descriptively.
3. Findings and Discussion

Findings

Based on the result of observation and documents toward the lecturer’s pedagogic competence in online English teaching during pandemic Covid-19 at ITB AAS Indonesia, it shows several findings as follow:

Lecturer’s Competence in Preparing Online Learning

This competency is related to learning design, which includes understanding the educational foundation, applying learning and learning theory, determining learning strategies based on the characteristics of students, competencies to be achieved, and teaching materials, and preparing learning designs based on the chosen learning objectives. The lecturer’s pedagogic competence in preparing online learning can be seen below:

![Picture 1. Lecturer’s Preparation in Online Learning](image)

Based on the picture above, shows that English lecturer prepares online learning by using e-learning institution. Before, the lecturer writes a note in the box related to the English lesson, such as class (S1-TI-2 Bahasa Inggris 2) which was posted on 15 February 2021. In the box, Title of Courses, Study Programs, SKS Weight, Supporting Lecturer, Lecturer Email, Number Handphone, Class/Semester, and Lecturer. An English lecturer also writes “General Objectives of the Course: After taking this course, students are expected to be able to understand the entire English material that has been given during the lecture process. Students can understand and apply 4 English skills, both in speaking (speaking), writing (writing), reading (reading), and listening (listening), and students can understand aspects of grammar (grammar/structure) and vocabulary (vocabulary) that have been studied/taught during this semester”, then shares a link of Google Classroom, English lecture attendance link and also teaching materials. Here, the English lecturer preparing a lecture contract, lesson plans, and syllabus for 1 semester. Besides, the English lecturer prepares the media that will be used for online learning. English lecturer uses video conferencing in online teachings such as preparing the Zoom Meeting application and YouTube Live Streaming.

Lecturer’s Competence in Implementing Online Learning

This competence is related to arranging learning settings and carrying out conducive learning. Organizing educational development activities with the use of information and communication technologies. The lecturer’s pedagogic competence in carrying out online learning can be seen below:
Based on the picture above, it shows that the English lecturer teaches English in the second meeting. An English lecturer teaches online by using Zoom Meeting and YouTube Live Streaming which streamed on 22 February 2021. The streaming video can be accessed at https://www.youtube.com/watch?v=LiOSb1vBgI&t=708s. While the other teaching videos can be seen on the English lecturer’s YouTube Channel. If the students cannot join the English class in Zoom meeting, the students also can join in YouTube Live Streaming. But, the students also can join both of them. The students can view the missed class by playing the video on YouTube.

Lecturer’s Competence in evaluating online learning

This competency relates to performing assessments and evaluations of learning processes and outcomes, as well as putting the results of assessments and evaluations to good use. Design and implement learning evaluations, which include designing and implementing ongoing evaluations (assessments) of learning processes and outcomes using various methods, analyzing the results of the evaluation of processes and learning outcomes to determine mastery level of learning, and using the results of learning assessments to improve program quality learning in general. The lecturer’s pedagogic competence in evaluating online learning can be seen below:

Based on the picture above, it shows that English lecturer evaluates the students’ in online e-learning by using Google Classroom. The lecturers also make Google Classroom communicate with the students besides using e-learning Institution. In Google Classroom, the lecturers share the tasks with the students. The lecturer evaluates the students’ scores based on the students’ work. In task 1, the type of task is writing. The students are asked to write or make a resume of an English paper related to the material given. While, in Task 2, the type of task is reading. The students are asked to read several texts and answer the correct answer based on several options available. Giving tasks as a method or way of teaching is a task by the lecturer to students to achieve certain teaching goals. By giving these tasks, the students learn to do assignments. In carrying out learning activities, students are expected to get a result and changes in certain behavior following the expected goals.
Based on the picture above, it shows that English lecturer evaluates the students’ Mid-term exams in online e-learning by using Google Classroom. In the mid-term test, the type of task is writing. The students are asked to write the answers related to the material given. The material for the Mid-term test is about English Tenses. The objectives of holding the mid-term exam include: measuring students’ learning progress after half a semester and measuring student competency attainment after the learning process for half a semester.

Discussion

The lecturers need to have pedagogic competence according to Law no. 14 of 2005 Article 10 concerning Teachers and Lecturers. Pedagogic competence, about which every teacher or lecturer in this country is required to have it. This is based on Law no. 14 of 2005 Article 10 concerning Teachers and Lecturers which reads "Teacher competencies as
referred to in Article 8 include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education." The verse mentions the word teacher which in this discussion we will interpret in general terms, namely a teacher, teacher, and lecturer.

As a teacher/lecturer, the teacher/lecturer should have maximum planning. The planning includes teaching objectives, teaching materials, learning activities, teaching methods, and learning evaluation. This planning is part of the overall responsibility of teachers in the learning process as outlined in the administration of teaching devices. In terms of the curriculum imposed by the government to improve the quality of education today. The teacher/lecturer factor is the most important thing. A teacher/lecturer must have good qualities to get good results. Therefore, in carrying out their duties the teacher/lecturer must have competence. Competence is one of the most important teachers/lecturer qualifications, if this competence does not exist in a teacher, then he will not be competent in carrying out his duties. This is in line with the implied message of competence itself which demands professionalism and self-skill. However, if someone does not have competence in their field (educators), of course, it will not produce an optimal achievement.

Teachers/lecturers must be able to facilitate learning by building up learning environments and facilitating learning. Teachers/lecturers must have the competence to carry out educational and dialogical learning, according to government laws regulating teachers. This indicates that learning must be implemented through a dialogical process amongst fellow learning topics to foster critical and communicative thinking. Teachers/lecturers can use information and communication technologies to improve the learning they are teaching in the classroom.

The role of technology can be played to help smooth the delivery of learning so that learning objectives can be conveyed and understood by students. Thus, the mastery and use of ICT by teachers/lecturers in learning are very important. Teachers are required to be active in relearning related to the use of technology in learning, considering that each student has a learning style. The variety of learning styles that are owned must be understood by the teacher/lecturer and then translated into a series of learning by choosing the right technology media.

Teachers use various available media. In learning, teachers/students must use media by utilizing technology in lesson planning, delivery of material, giving assignments, to the assessment process. Teachers/students can take advantage of online learning resources that are already widely available. Teachers/students can also use media in the teaching process. However, there are several factors to consider in choosing media, including (1) accuracy with learning objectives, meaning that the media is selected based on predetermined instructional objectives, (2) support for learning materials. learning means that learning materials are principles, concepts, and generalizations that need the help of media so that they are easily understood by students, (3) ease of obtaining media, meaning that media are easy to obtain, (4) skills in using, (5) available time to use them, (6) appropriate with students' thinking level.

The competencies possessed by the teacher/lecturer help to master the material and process teaching and learning programs, the teacher/lecturer must also carry out evaluations and administrative processes. The ability of teachers to carry out evaluations is a very important teacher/lecturer competency. Such is the importance of this evaluation so that a good class is not enough to be supported only by lesson planning, the ability of teachers to develop the learning process and their mastery of teaching materials, and also not enough by the teacher/lecturer’s ability to master the class, but must be equipped with an evaluation of student competency planning which is very decisive in the next context, or treatment policies for students related to the concept complete study.

Teachers/lecturers must be able to assess students' competencies at the end of each learning process or after several lesson units so that they can make decisions about these students, such as whether or not they need remedial work and what the next learning plan should be in terms of material or strategic plans. Therefore, the teacher is at least able to arrange instruments and non-tests, can make decisions for the position of his students, whether the expectations of mastery have been achieved optimally or not. The abilities that must be possessed by teachers then become a routine activity, namely making tests, taking measurements, and evaluating the competencies of their students so that they can determine further learning policies.
5. Conclusion and Suggestion

Conclusion

The lecturers of ITB AAS Indonesia have implemented pedagogic competence. Understanding students, designing and executing learning activities, assessing learning outcomes, and developing students to realize their varied potentials are all examples of pedagogic competence. In terms of curriculum implementation, a lecturer creates a curriculum based on the level of each educational unit and tailored to the needs of students. Furthermore, lecturers use information and communication technology (ICT) in their teaching by utilizing a variety of media, such as video conferencing and appropriate learning materials, to ensure that the learning objectives are met to the greatest extent possible. Lecturers can maximize students' ability to actualize their talents in the classroom, and they may analyze online learning activities that were conducted out during the Covid-19 pandemic.

Suggestion

Pedagogic competence is defined as the ability of teachers/lecturers to manage the learning of their students. This pedagogic competence is a distinctive competence. These competencies will distinguish teachers from other professions and will determine the level of success of the learning process and outcomes of their students. A teacher/lecturer certainly does not suddenly have this pedagogic competence. As with other competencies, this pedagogic competence is born from the learning process during the profession as a teacher. This competence must also always be adapted to the times.

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