

CHAPTER I

INTRODUCTION

In this chapter, the researcher present six points related to this study. It includes of background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key term.

A. Background of the Research

Education has an important and central role in the development of human potential. Through education, it is hoped that there will be a transformation that can develop positive character, and change character from bad to good. Education is seen as playing a role in overcoming the moral crisis because education is a business or process that aims to foster the quality of human resources as a whole (Elmubarok, 2008: 3). The success of education is one of the nation's progress processes, therefore education is important in fostering the mental, moral and character of students and therefore there is a need for innovation to improve the quality of education through the development of a good school culture or culture.

In realizing a good and superior quality of education, a strong character is needed from students and teachers. because it is expected that teachers and students are able to carry out the educational process in accordance with educational goals. Character education can be integrated into students'

self-development through school culture. This character education aims to build the character of students so that they have a strong national character. character education is expected to be able to facilitate students to use knowledge, examine and internalize and personalize values, develop social skills that allow the growth and development of noble character in students and manifest it in daily behavior. Character education aims to foster the formation of good student behavior for everyone. That is, character value education is not just understanding the rules of right and wrong or knowing about good and bad provisions, but must really improve one's moral behavior.

Teachers are the main figures in the world of education. Teachers play a strategic role in educating and fostering a student. There are many views stating that the quality of education can be achieved through improving the quality of teachers. Teacher's teaching outcomes are determined by the level of student learning outcomes. The higher the student learning outcomes, the better the results of teaching the teacher. As a results the teaching and learning process between teachers and students can run well and cause learning goals to be achieved. Meanwhile, teachers are required to have competencies consisting of knowledge, skills, and attitudes that can increase a person's effectiveness in completing their work (Mulyasa, 2008). The indicators used to measure teacher competence are pedagogic, professional, personal and social. In this era, the pedagogic competence of teachers plays an important role in education. The role of teachers in the

teaching and learning process should not be replaced by machines or technology today. The teacher must provide motivation and be able to help bring out the best of students, and this cannot be done by any machine. During the current pandemic, technology plays a very important role in the learning process but teachers play a much more important.

Pedagogic competence is basically the teacher's ability to manage the student learning process. Pedagogic competence absolutely needs to be mastered by all teachers. This competency will differentiate teachers from other professions and will determine the success rate of the learning process and outcomes of students. From the point of view of the learning process, Pedagogic competence is the ability teacher in the management of participant learning educate. In this case the position of the teacher as a learning manager. The ability to manage learning operationally includes three managerial functions, namely planning, implementation, and control (Mulyasa, 2013). This must be able to be realized by every teacher to educate life nation. A good education will affect the quality of the human itself, this shows that the importance of pedagogic competencies that must be continuously developed by a teacher.

Teachers who have pedagogic competence in educational activities and curriculum development will produce good performance in lesson planning. According to Triana and Fransisca (2016) in their research saying that teachers who have pedagogic competence in mastering student character, learning theory, facilitating students, as well as potential developers and good

communication, it can be said that the teacher shows responsible performance in the implementation of learning process. This is in line with Daryanto's (2013) theory, he said that teacher pedagogic competence is an ability that must be possessed by teachers with regard to student characters. Teacher performance is a very dominant determining factor in education in general, because teachers play a role in the learning process, where the learning process is the core of the overall educational process.

In line with the character education. Currently in Indonesia there has been a crisis of morals and character in children. This is certainly very concerning because most of these deviations occur in school-age children, where this generation will lead this country in the future. Candra and Arina (2018) in their study said that the claim is based on a growing social phenomenon, they are the increase in adolescent delinquency in society, such as examples of mass brawls until there are victims who die. delinquency such as fighting, drinking alcohol, using illegal drugs and free sex are categorized as criminal. The National Narcotics Agency stated that there was an increase about 24-28% of adolescents that using narcotics. Other moral and character crises that have occurred in Indonesia lately are bullying among students, cheating, decreased sense of tolerance, loss of courtesy and respect for elders, and also there are several cases of students daring to beat their teachers. This moral crisis is exacerbated by the pandemic that has occurred in all parts of the world. This moral crisis certainly requires serious action, especially for the world of education in Indonesia.

However, at the end of 2019, a virus from China emerged which caused a global pandemic, namely the coronavirus disease 2019 (COVID-19). The corona virus has attacked almost all aspects of life in many countries. This virus is being serious because it spreads very quickly and many humans have died from this virus. So that the world experiences an emergency and needs a lot of serious anticipation in dealing with this corona virus. The World Health Organization (WHO) on March 11th, 2020, declared the new corona virus (COVID-19) outbreak a global pandemic. Many aspects of life are affected by this virus, such as social, economic, political and educational aspects. Lockdown was carried out to avoid crowds of people. This step resulted in many activities in both formal and non-formal institutions being carried out at home, including educational institutions. Inevitably, educational institutions must adapt to this change, where teaching and learning activities are no longer carried out face-to-face, but are carried out online using technology as the medium. But in reality online learning is not as easy as it seems.

According to Wahyono, P. & Husamah, H. (2020), the online learning process only transfers a small part of the education part, that is the cognitive aspect. Meanwhile, other aspects such as affective, psychomotor, personality, humanity, the maturation process, ethics and morals are more important in the process of forming student character. All this can only be obtained through social interaction and in the teaching process. The pandemic deconstructs conventional pedagogical capabilities. All educational actors, such as teachers, students, and parents are forced to adapt and change strategies from

conventional learning to non-conventional or virtual models. The implementation of online or offline learning activities cannot replace the important role of teachers. It's just that the level of effectiveness is very different. This should be used as evaluation material for educators and governments who play a role in managing the education system in Indonesia. In essence, the teacher teaches students science and educates by transferring values and norms. However, with the current online learning model, the process of transferring these moral values tends to decrease or may not even exist. Then the teacher's pedagogic competence will play an important role for teachers for students in order to transfer these aspects.

Based on the various problems that occur, it shows that developing and evaluating the pedagogical competence of a teacher during this pandemic is very importance. This is a challenge for educational institutions to make comprehensive and careful preparations so that problems that have arisen so far can be reduced as much as possible. Educational components must be optimized as well as possible, one of which is the teacher. teachers must have reliable competencies in order to adapt and be innovative in administering online learning. Changes in learning and teaching patterns will certainly never be separated from the role of teachers, especially changes to online learning patterns. Teachers must be prepared for various learning conditions and student conditions, including the development of life in society.

This study is very important and needs to be carried out, as an effort to anticipate in the world of education, especially schools and teachers, and at

the same time as a basis for future policy making (futuristic). In line with Anugrah (2020), the COVID-19 pandemic can be an entry point to change learning that is sensitive to the times, developments in science and technology, and the context. However, as confirmed by Cluver et al (2020) that COVID-19 is not the first pandemic to threaten or affect human activities, and it may not be the last. Therefore, this nation needs to learn from the conditions that have occurred and learn from history in order to take advantage of effective strategies to strengthen all sectors of life, and especially the education sector in responding to future pandemics. Departing from the description of the implementation of teaching learning process above, the researcher chose MA Mambaul Ulum Jombang as the background of the study for a reasons that this school had have good quality and many achievements compared to other private school that in the same levels around it, not only in city level, but also provincial.

There is some previous study about teacher's pedagogical competence in teaching English has been conducted by some researchers. The first previous study was done by Annisa Nadia (2020). In her research, she describes her analysis of teacher competence on teaching learning process of English at SMAIT IQRA' Kota Bengkulu. The research focus on 4 teacher's competences, the researcher said that the main findings indicate that personality competence and social competence are relatively higher than pedagogic and professional competence that teacher mastery in SMAIT IQRA' Kota Bengkulu.

The second previous study from Sarti Wahyuni (2018). In her research, she describes her analysis of teachers' pedagogical competence in teaching English at SMA Negeri 3 Banda Aceh. The researcher said that There are six pedagogical competences indicators that need to be mastered by a teacher. They are understanding the subject in English lesson, the ability in understanding the students, the ability in setting and implementing lesson plan and learning strategy, the ability in creating educational and dialogical learning which is interactive, utilizing the learning technology, and evaluating the learning outcomes. Thus, this research focus on the teacher's pedagogical competence that consist of the six components. And the result of research is the English teacher has all of the components of the pedagogical competence.

From the previous study above, the researcher found some differences. The first thing is focus of the study. The previous study, Annisa Nadia (2020) in her research focus on all of the competence, 4 teacher's competence. In addition, Sarti Wahyuni (2018) focus on 6 indicators of pedagogical competences that have to be mastered by teacher. In the other hand, in this study, the researcher more specifically focuses on one of the ten indicators of pedagogical competences based on Regulation of the National Education Minister No.16 Year 2007 that is mastery students' characters.

The second thing is setting on the previous study. Annisa Nadia conducted her research at SMAIT IQRA' Kota Bengkulu (Bengkulu) in 2020 during pandemic COVID-19. In addition, Sarti Wahyuni conducted her research

at SMA Negeri 3 Banda Aceh (Aceh) in 2018 before pandemic Covid-19. Whereas in this research conducted at MA Mambaul Ulum Jombang (East Java) in 2021 during pandemic COVID-19.

Based on the phenomenon above and the two phases of previous study closely related to the teachers' pedagogic competence in teaching English, the researcher is interested in investigate the teachers' pedagogical competence especially in mastery of students' character. Therefore, the researcher only chooses one subject of teacher pedagogical competence. Because of the current situation and condition of the pandemic right now, the researcher want to make this research more details, and also because limitation of the time. So the researcher intends to do a research entitled "A Study on Teacher Pedagogical Competence in Educating Student characters in Teaching English during Online Learningat MA Mambaul Ulum Jombang".

B. Statement of Research Problems

The researcher formulates the problems in this research as follow: "How do teachers manage his/her pedagogical competencein educating student charactersin teaching English during online learning at MA Mambaul Ulum Jombang?".

C. Objectives of the Research

Based on the statement of the research problem above, the purpose of the study is to describe how the teachers' pedagogical competence of

MA Mambaul Ulum Jombang able to educating students' character in teaching English during online learning at MA Mambaul Ulum Jombang.

D. The significance of the Research

Practically, for the teachers, the results of this study are expected to be able to foster inspiration and innovation for principals and teachers to pay more attention to the competencies of a teacher in educating and shaping the character of students so that the goals of education can be realized.

For institutions, the results of this study are expected to optimize the pedagogic competence and character building of students so that the vision and mission of the school is realized, such as to form Islamic character.

For students, with the character building process in the student learning process, it is hoped that students can apply that character not only in school but anywhere.

For researcher, the results of this study are expected to be able to increase knowledge and be useful for researchers and to realize that a teacher's pedagogic competence is very influential in the learning process and the importance of character building students by using the right method in the learning process.

For other researcher, meanwhile, for other researcher, the research of the study can be used as a reference to conduct a future study dealing with teacher's pedagogical competences.

E. Scope and Limitation of the Research

In line with the title and the aim of the research, the researcher focus on the teachers' pedagogical competence in educating students' characters in teaching English during online learning. The scope and limitation of this study only discusses on the teachers' pedagogical competence especially on indicator of mastering student character using theory by Rusdiana and Yeti (2015).

F. Definition of Key Term

In order to know the term used in this research, the researcher defines those terms as follows :

1. Pedagogic competence

Pedagogic competence is the ability of a teacher to plan, implement, and evaluate students in learning so that what is the goal in the learning process can be achieved. Pedagogic competence is basically the teacher's ability to manage the student learning process

2. Character education

Character education is the cultivation of behavior that is in accordance with the teachings of the religion they adhere to through habituation carried out by teachers to students. So that it gives rise to a good habit that can be applied in everyday life. These character values include religious, responsibility, and discipline.