

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the general theory about the nature of teacher, pedagogical competences, and character education which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

#### **A. The Nature of Teacher**

Ramayulis in Auliawati (2017: 19) states that teacher is a person who does the guidance; this understanding gives impression that teacher is people who are do activities in education. Teachers is a person who standing in front of the class, teaching about certain knowledge and skill to students who come to learn (Rasyid, 2015). In addition, Kunandar (2009: 40) said teacher is the forefront in creating human resources. Teacher faces the students in the classroom through the learning process. Through teacher's hands, it can produce qualified students. Students should have well in academically, skills, emotional maturity, moral and spiritual.

According to Susilo in Auliawati (2017: 19) define the teacher or educator is someone who responsible for giving guidance to personality development and abilities of students both in the spiritual and physical aspects so that the students able to live independently properly individual and as social being. Not only interpreted as a people who teach and guidance in classroom, teacher also

have another meaning as has been explained by government perspective in Law No. 14 (2005: 2) about Teacher and Lecture, and in Government Regulation No. 74 (2008: 1) about Teacher that the teacher is professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood formal education, primary education, and secondary education. In addition, Uno (2007: 15) states that teacher is conscious adults responsible for educating, teaching, and guiding students. Person that called as a teacher is someone who has the ability to support learning program and able to organize and manage classes so they can achieve maturity as the ultimate goal of the education process. Which mean, the teacher is not a person who limited in teaching and guidance only but teacher is a person that embracing all aspects needed in teaching and learning activity in order to achieve objectives or goals in teaching and learning activity.

From some definition and explanation above can be conclude that teacher is one of the important components in education to educating, teaching, guiding, directing, training, assessing, and evaluating students in order to achieve objectives or goals of the teaching and learning activity both in spiritual and physical.

In essence, the teacher is the person who is authorized and responsible for the education of students. This means that teachers must have the basics of competence as authority and ability in carrying out their duties. Teachers must have competencies in accordance with established standards or what are

known as teacher competency standards. This standard is defined as a set or required size. Furthermore, Suparlan (2006: 85) explains that, "The standard of teacher competence is a set or required measure in the form of mastery of knowledge and behavior for a teacher to be worthy of a functional position in accordance with the field of straightforwardness, qualification, and level of education."

In Minister of National Education No. 16 of 2007 states that the competence that must be possessed by a teacher as a learning agent is that the teacher must have four competencies, including pedagogic competence, personality competence, social competence and professional competence. Pedagogic competence is the ability to manage student learning. Personal competence is the ability of a strong personality, noble, wise, and authoritative as well as being a role model for students. Professional competence is the ability to master the subject matter broadly and deeply. Social competence is the teacher's ability to communicate. These four competencies are demands that are expected to shape teachers into professional teachers.

## **B. Pedagogical Competence**

### **1. The Nature of Competence**

Competence in general is a skill that is proficiency by each individual in carrying out a task or job in a particular field, in accordance with the position that has been given. When viewed in terms of words, competence means *ability*, *authority* and *proficiency*. According to the

Law Number 14 Year 2005 about Teacher and Lecturer in section 1, subsection 10, mentioned “Competence (capability) is a set of knowledge, competence, and behavior that must be belonging to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism”. Meanwhile, according to the Decree of Diknas No. 45 / U / 002 Competency is a set of intelligent action and the full responsibilities of a person a condition to be considered capable by the public in carrying out tasks in certain occupations. According to E. Mulyasa (2004: 37-38) competence is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting. According to E. Mulyasa (2004: 37-38) competence is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting.

Referring to the definition of competence above, it can be concluded that Competence is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes in accordance with the expected standardization. The government has formulated four types of teacher competencies as stated in the explanation of government regulation No.19. of 2005 concerning National Education Standards. The substance of PP No.19 of 2005 in Article 28 (3) states that the competencies that must be possessed by a teacher as a learning agent are Pedagogic Competencies, Personality Competencies, Social Competencies and Professional Competencies.

## 2. The Nature of Pedagogical Competence

Pedagogy is the science of education, which focuses more on thinking, reflecting on education or a thought on how to guide children, and educating children, while the term pedagogy means education, which puts more emphasis on practice, concerning educational activities, activities to guide children (Purwanto, 2020). However, Pedagogical Competence is one type of competencies that absolutely need to be mastered by teachers. Basically, pedagogical competence is the ability of teachers to manage the education of students. Pedagogical competence refers to skills of teachers to deal with three aspects of teaching skills, namely lesson planning, implementing teaching and learning process, and assessing students learning. The word of pedagogy has roots in Ancient Greece. Rich Families in Ancient Greece would have many slaves would lead or escort the children to the place of education. The Greek word for child (boy) is *pais* (the stem of this is '*paid/paedos*') and leader is *agogus*. So a *paid-agogus* or *pedagogue* was literally a leader of children. Later, the word of pedagogue becomes synonymous with teaching of young. And currently, the methodology of teaching is called pedagogy. So based on this context, pedagogy is the study of children's education.

Pedagogical competence is the ability of teachers to manage the education of students, include: setting up the learning device, implementing the learning, and evaluation (Susilo, 2009). In the other hand, according to (Hakim 2) was quoted a theory by Mulyasa that stated pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

So it can be concluded that pedagogic competence is the teacher's ability to manage the learning of their students. Pedagogic competence is a unique competency, which will differentiate teachers from other professions and will determine the success rate of the process and learning outcomes of their students.

### **3. Qualification and Standard Pedagogical Competence of Teacher**

Standard competence of teacher according to Rusdiana and Yeti (2015) are as follows:

#### **1. Mastering the characters of students**

One important aspect of pedagogic competence is mastering student characters, at this point it has several indicators. In this aspect the teacher is able to record and use information about student characters to help the learning process. These characters relate to aspects of physical, intellectual, social, emotional, moral and social background;

(1) The teacher can identify the learning characters of each student in the class, (2) the teacher ensures that all students have the same opportunity to actively participate in learning activities, (3) the teacher can organize the class to provide equal learning opportunities to all participants students with physical disabilities and different learning abilities, (4) Teachers try to find out the causes of student behavior deviations to prevent these behaviors from harming other students, (5) Teachers help develop potential and overcome student deficiencies, (6) Teachers pay attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students are not marginalized (excluded, made fun of, inferior, and so on).

## **2. Mastering learning theory and educational learning principles**

Teachers are able to determine various approaches, strategies, methods and learning techniques that educate creatively in accordance with teacher competency standards. Teachers are able to adjust learning methods according to the characters of students and motivate them to learn: (1) Teachers provide opportunities for students to use learning materials according to their age and learning abilities through various arrangements of learning processes and activities, (2) Teachers always make sure the level of students' understanding of certain learning materials and adjusting the next learning activity based on that level of understanding, (3) The teacher can explain the reasons for the implementation of the activities/activities they do, both appropriate and

different from the plan, related to the success of learning, (4) The teacher uses various techniques to motivate students' willingness to learn, (5) The teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of students, (6) The teacher pays attention to the responses of students who do not / do not understand in learning material being taught and use it to improve the next lesson plan.

### **3. Curriculum development**

Teachers are able to develop syllabus according to the most important objectives of the curriculum and use lesson plans according to the objectives and learning environment. Teachers are able to select, compile, and organize learning materials according to the needs of students: (1) Teachers can prepare syllabus according to the curriculum, (2) Teachers design learning plans that are in accordance with the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set, (3) the teacher follows the sequence of learning materials by taking into account the learning objectives, (4) the teacher chooses learning materials that: (a) are in accordance with the learning objectives, (b) are appropriate and up-to-date, (c) according to age and level students' learning abilities, (d) can be implemented in class, and (e) in accordance with the context of students' daily lives.



#### **4. Educational learning activities**

Teachers are able to develop and implement a complete educational lesson plan. Teachers are able to carry out learning activities according to the needs of students. Teachers are able to compile and use various learning materials and learning resources according to the characters of students. If relevant, the teacher uses information and communication technology (ICT) for learning purposes: (1) The teacher carries out learning activities in accordance with the complete design and the implementation of these activities indicates that the teacher understands the purpose, (2) The teacher carries out learning activities aimed at to assist the learning process of students, not to test so as to make students feel pressured, (3) The teacher communicates new information (for example, additional material) according to the age and level of students' learning abilities, (4) The teacher responds to mistakes made by students as a stage of the learning process, not merely errors that must be corrected. For example, by knowing in advance other students who agree/disagree with the answer, before providing an explanation of the correct answer; (5) The teacher carries out learning activities according to the curriculum content and relates it to the context of the students' daily lives, (6) The teacher carries out various learning activities with sufficient time for learning activities that are in accordance with the age and level of learning ability and maintain the attention of students , (7) The teacher manages the class effectively without dominating or busy

with his own activities so that all of the students' time can be used productively, (8) The teacher is able to develop audio visuals (including ICT) to increase students' learning motivation in achieving learning goals. Adapting learning activities designed to class conditions, (9) Teachers provide many opportunities for students to ask questions, practice and interact with other students, (10) the teacher organizes the implementation of learning activities systematically to help the learning process of students. (11) Teachers use teaching aids, and/or audio visuals (including ICT) to increase students' learning motivation in achieving learning objectives.

## **5. Development of student potential**

Teachers are able to analyze the learning potential of each student and identify the potential development of students through learning programs that support students to actualize their academic potential, personality, and creativity: (1) Teachers analyze learning outcomes based on all forms of assessment of each student to determine the level of progress of each; (2) Teachers design and implement learning activities that encourage students to learn according to their respective skills and learning patterns; (3) The teacher designs and implements learning activities to bring out the creativity and critical thinking abilities of students; (4) Teachers actively assist students in the learning process by paying attention to each individual; (5) The teacher can correctly identify the talents, interests, potential, and learning

difficulties of each student; (6) The teacher provides learning opportunities to students according to their respective ways of learning; (7) The teacher focuses on interaction with students and encourages them to understand and use the information presented.

## **6. Communication with students**

Teachers are able to communicate effectively, empathically and politely with students and are enthusiastic and positive. Teachers are able to provide complete and relevant responses to students' comments or questions: (1) Teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge; (2) The teacher pays attention and listens to all questions and responses of students; (3) The teacher responds to students' questions appropriately, correctly, and up-to-date, according to the learning objectives and curriculum content, without embarrass them; (4) Teacher presenting learning activities that can foster good cooperation between students; (5) The teacher listens and pays attention to all students' answers, both right and wrong, to measure the level of understanding of students; (6) The teacher pays attention to students' questions and responds completely and relevantly to eliminate confusion for students.

## **7. Assessment and evaluation**

Teachers are able to carry out continuous assessment of learning processes and outcomes. The teacher evaluates the effectiveness of the learning process and outcomes and uses the information from the assessment and evaluation results to design remedial and enrichment programs. Teachers are able to use the results of assessment analysis in the learning process: (1) Teachers develop assessment tools that are in accordance with learning objectives to achieve certain competencies as written in the lesson plans; (2) Teachers carry out assessments with various techniques and types of assessment, in addition to formal assessments carried out by schools, and announce the results and implications to students; (3) The teacher analyzes the results of the assessment to identify difficult topics/ basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes; (4) The teacher uses input from students and reflects on it to improve further learning, and can prove it through notes, learning journals, lesson plans, additional materials, and so on; (5) The teacher takes advantage of the results of the assessment as material for the preparation of learning plans that will be carried out next.

Regarding teacher qualifications and competencies, it can be referred to Law No.14 of 2005 concerning Teachers and Lecturers and Regulation of the Minister of National Education No. 16 of 2007 concerning

Academic Qualification Standards and Teacher Competencies. According to Ananda Rusydi (2018) Teachers at SMA / SMK or other forms of equivalent must have a minimum academic education qualification diploma four (D-IV) or undergraduate (S1) study program that is in accordance with the subjects being taught / taught, and obtained from the program accredited studies.

### **C. Character Education**

#### **1. Definition of Character**

Character is psychological, moral, and character traits that distinguish one person from another. Character is the unique values that are engraved in the self and manifested in behavior. Character coherently emanates from the results of the mindset, heart, taste and intention as well as the sports of a person or group of people. (Kurniawan, S. 2014)

Character comes from the Greek *character* and *Charassain* which means to make sharp, to make deep. Character is defined as character, character, psychological traits, morals or character that distinguishes a person from others. The name of the total number of personal traits that include such things as behavior, habits, likes, dislikes, abilities, potential, values, and thought patterns.

Literally, character means mental or moral quality, moral strength, name or reputation. In the psychological dictionary, character

is a personality that is viewed from an ethical or moral starting point, for example someone's honesty which usually has a relationship with relatively fixed traits.

Character is the basic value that builds a person's personality, is formed due to the influence of heredity and environmental influences, which distinguishes him from others, and is manifested in his attitudes and behavior in everyday life. Therefore, it can be concluded that character is the universal values of human behavior which includes all activities of life, whether related to God, oneself, fellow human beings or with the environment that is manifested in thoughts, attitudes, feelings, words, and actions based on norms. religious norms, laws, etiquette, culture, and customs.

## **2. Student Character**

In terminology, students are students or individuals who experience changes, developments so that they still need guidance and direction in shaping personality and as part of the structural education process.

In other words, a student is an individual who is undergoing a phase of development or growth both physically and mentally and mentally. In a pedagogical perspective, students are defined as "homo educendum" beings, beings who desire education. In this sense, living beings are seen as humans who have latent potential, so that guidance and

guidance are needed to actualize them so that they can become competent human beings. In the perspective of the National Education System Law No. 20 of 2003 article 1 paragraph 4, "students are defined as members of the community who try to develop themselves through the educational process at certain levels and types of education". According to another opinion, students are people who receive influence from a person or group of people who carry out education. Students are an important element in educational interaction activities because they are the subject of all learning activities.

From various opinions of experts, it can be concluded that student character is an action taken by students based on a mental state that occurs spontaneously and does not need to be thought about or act again because it has been trained continuously and becomes a habit so that the action occurs spontaneously. Individual learners have a number of characters, including:

- a. Students are individuals who have unique physical and psychological potential, so they are unique people. These unique potentials need to be developed and actualized so that they can reach an optimal level of development.
- b. Learners are individuals who are developing. That is, students are experiencing changes in themselves naturally, both aimed at themselves and those directed at adjusting to their environment.

- c. Learners are individuals who need individual guidance and humane treatment. As a developing individual, the process of providing assistance and guidance needs to refer to the level of development.
- d. Learners are individuals who have the ability to be independent. In its development, students have the ability to develop towards maturity. In addition, in students there is also a tendency to break away from dependence on other parties. Therefore, step by step parents or educators need to provide opportunities for students to be independent and responsible according to their own personality.

### **3. The Objectives of Character Education**

Character education aims to form and build patterns of thought, attitudes, and behavior of students so that they become positive, charismatic, noble, and responsible individuals. In the context of education, character education is a conscious effort that is used to shape students into positive personalities and have good character according to graduate competency standards (SKL) so that they can be implemented in everyday life. Substantively, the purpose of character education is to guide and facilitate children to have positive characters (Fitri, 2012: 22).

According to Kemendiknas, the objectives of character education include:



- a. Develop the potential of the heart / conscience / affective of students as humans and citizens who have cultural values and national character.
- b. Developing the habits and behavior of students that are commendable and in line with universal values and religious traditions of the nation's culture.
- c. Instill the spirit of leadership and responsibility of students as the next generation of the nation.
- d. Develop students' abilities to become independent, creative, and have a national perspective.
- e. Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship as well as with a strong and strong sense of nationality.

#### **4. Character Value**

In character building, there are various variations and differences in emphasizing the values to be developed. Kurniawan (2014: 39-42) describes the character values developed in Indonesia come from four sources. The first is sourced from religious values, the second is based on Pancasila, the third is culture, and the fourth source is the goal of national education.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System formulates the functions and

objectives of national education that must be used in an effort to develop Indonesian education. Article 3 of the National Education System Law states that National Education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of student to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The purpose of national education contains various human values that must be owned by the Indonesian people. Therefore, the goal of national education is to become an operational source in character determination efforts in Indonesia. (Imas dan Berlin, 2017) From the four sources of values identified a number of character values that must be developed in Indonesia as follows:

No	Character Value	description	student indicator
1.	Religious	Obedient attitudes and behavior in carrying out the teachings of the religion he adheres to, is tolerant of the implementation of worship of other religions, and lives in harmony with followers of other religions.	1. Pray before and after the lesson. 2. Provide opportunities for students to carry out worship. 3. Give a smile, greet, greet, be polite, and 4. Polite
2.	Honest	Behavior based on efforts to make himself a person who	1. Provide facilities for finding lost items 2. Prohibition of cheating

		can always be trusted in words, actions, and work.	3. Keeping promises
3.	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.	1. Speak politely or offend others. 2. There is an attitude of mutual respect and respect between religious adherents.
4.	Discipline	Actions that show orderly behavior and comply with various rules and regulations.	1. Get used to being on time 2. Get used to obeying the rules
5.	Hard work	Behavior that shows a genuine effort in overcoming various barriers to learning, assignments and completing tasks as well as possible.	1. Creating an atmosphere of healthy competition 2. Trying to learn as best as possible to get good results 3. best
6.	Creative	Thinking and doing something to produce a new way or result from something you already have.	1. Creating learning situations that can foster thinking and creative power 2. Giving assignments that challenge the emergence of new works
7.	independent	Attitudes and behaviors that do not easily depend on others to complete tasks.	1. Do not depend on others 2. Carry out activities on the basis of their own abilities
8.	Democratic	A way of thinking, behaving, and acting that evaluates the rights and obligations of himself and others equally.	1. Respect the opinions and rights of others 2. Don't force your will on others 3. Carry out deliberation in making decisions 4. Open-minded (willing to accept new ideas or other

			people's opinions even though they are different) 5. Accepting defeat in an honest and fair competition
9.	Curiosity	Attitudes and actions that always seek to know more deeply and widely from something that is learned, seen, and heard.	1. Creating a class atmosphere that invites curiosity 2. Programmatic exploration of the environment 3. Communication or information media is available (print media or electronic media).
10.	Spirit of nationality	A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.	1. Cooperate with classmates of different ethnicity, socio-economic status 2. Loyal friends to fellow nation's children
11.	Love the Motherland	Ways of thinking, behaving, and acting that show loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation	1. Displaying: photos of the president and vice president, state flags, state symbols, maps of Indonesia, pictures of Indonesian people's lives 2. Using domestic production 3. Speak Indonesian well and correctly
12.	Appreciating Achievements	Attitudes and actions that encourage him to produce something useful for society, recognize, and respect the success of others.	1. Giving awards for student work 2. Creating a learning atmosphere to motivate students to excel 3. Say and act
13.	Friendly/Communicative	Actions that show pleasure in talking, easy to get along with, and working with others.	1. Class settings that facilitate interaction between students 2. The teacher listens to students' complaints

			3. In communicating, the teacher does not keep a distance from the students
14.	Love peace	Attitudes, words, and actions that cause others to feel happy and secure in their presence	<ol style="list-style-type: none"> <li>1. Creating a peaceful classroom atmosphere</li> <li>2. Familiarize anti-violent school behavior</li> <li>3. The kinship in the class is full of affection</li> </ol>
15.	Like to read	The habit of taking time to read various readings that are good for him.	<ol style="list-style-type: none"> <li>1. Availability of library visit schedule so that students are motivated to read</li> <li>2. Exchange readings</li> <li>3. Learning that motivates students to use references</li> </ol>
16.	Environmental care	Attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that occurs.	<ol style="list-style-type: none"> <li>1. Maintaining the classroom environment</li> <li>2. There are trash cans in the classroom</li> <li>3. Install a sticker commanding to turn off the lights and close the water faucet in every room.</li> </ol>
17.	Social care	Attitudes and actions that always want to help other people and communities in need.	<ol style="list-style-type: none"> <li>1. Empathize with fellow classmates</li> <li>2. Doing social action</li> <li>3. Build class community harmony</li> </ol>
18.	Responsibility	The attitude and behavior of a person to carry out his duties and obligations, which he should do to himself, society, environment (nature, social and culture), state and God.	<ol style="list-style-type: none"> <li>1. Carry out tasks properly and on time</li> <li>2. Willing to apologize if guilty and try not to do it again</li> <li>3. Dare to take the risk or the consequences of all his actions</li> </ol>

(Mansyur Ramly, 2011: 17-20)

## **5. Character Education Strategy**

Character formation can be done with various strategies. These strategies include: Moral knowing, Moral Modelling, Moral feeling and loving, Moral acting, advice, punishment, habituation.

### **a. Moral Knowing**

First. Moral knowing strategy. The moral knowing strategy is a strategy by providing good knowledge to students in accordance with the rules of value education. In planning the moral knowing strategy by giving reasons to children about the meaning of a value. So that in the implementation of the moral knowing strategy in the process of its application, it can use a value clarification approach. Because in its application, children are asked to clarify the values contained in a phenomenon they find. The implementation of these strategies can be seen during discussions, frequent or studies of a film, for example. In moral knowing, the main thing that must be noted for educators is how to make students able to understand good values and bad values, but not limited to that, on the other hand students are able to understand the effectiveness of the values that have been instilled, both positive effects or negative, it aims to make students wiser in clarifying the values that will become actions in their lives. Besides, students will not be easily influenced by the moral challenges they will

face in the community after they are no longer in the madrasa environment.

b. Moral Modelling

Second. Moral Modeling Strategy. Moral modeling is a strategy in which the teacher becomes a source of value that is hidden curriculum as the main source of reference for students. In the implementation of value education, of course, it will not be separated from this strategy as a strategy that uses a charismatic approach, of course, has a considerable influence on a personality. A student who has good character, of course, is not formed by itself, or innate as a whole. because the character of students can basically be influenced by the adults around them. As a matter of fact, moral modeling has a very large contribution in character building, so that exemplary as a noble trait and attitude possessed by individuals who deserve to be imitated and used as a figure, the teacher's example in various activities will be a mirror for his students, therefore, a teacher who likes and is accustomed to reading, disciplined, and friendly will be a good role model for students, and vice versa. So students who are in a school or madrasa can be likened to clay that can be formed in various forms, and it is the people around them who will shape the soil into what they want. So what the land will be depends on those who formed it.

c. Moral Feeling and Loving

Third. Moral Feeling and Loving Strategy. The birth of moral loving begins with a mindset. A positive mindset towards the value of goodness will feel the benefits of good behavior. If someone has felt the value of the benefits of doing good things, it will give birth to a sense of love and affection. If you already love good things, then all of him will sacrifice for the sake of doing that good. From thinking and knowing good consciously then it will affect and will grow a sense of love and affection. Feelings of love and affection for goodness become power and engines that can make people always want to do good even more than just an obligation even though they have to sacrifice both soul and property. In its application this strategy is carried out using an action approach approach which provides opportunities for students to take actions that they consider good.

d. Moral Acting

Fourth. Moral acting strategy. In its implementation Moral acting through direct action, after students have knowledge, examples, and are able to feel the meaning of a value, students are willing to act according to their knowledge and experience of the values they have, which in turn forms character. Acts of kindness based on knowledge, awareness, freedom, feelings, love will give a good experience deposit in him. From these deposits it will be managed in one's subconscious mind so that the expected character is formed. The more routine a



person repeats in his daily life, of course, it will strengthen the character embedded in a person's soul, but on the record everything he does is based on a love, because if what is done is not followed by his love, it does not require the possibility of character. what is in him is only a temporary deposit that does not coalesce in one's soul.

e. Advice

Fifth. Traditional Strategy (advice). The traditional strategy or what is also known as the advice strategy is a strategy taken by telling students directly which values are good and which are bad. In this strategy the teacher provides guidance, input, direction, and invites students to go to the values that have been set and can be accepted by all groups. By touching his heart so that students are able to realize the meaning of a good value which is supposed to be the basis of his life. In its implementation, it tries to reflect on the children's self to remember their intentions and goals in coming to the madrasa, and remind them if they have more status than a teenager but as students who are studying religious and other sciences.

f. Punishment

Sixth. Punishment Strategy. Teachings/rules will not apply, will not be obeyed but will bring chaos or chaos if there is no punishment for violators, because punishment or discipline is part of education. Not punishing children can be said to be not educating,

even not loving children. However, the purpose of the punishment is to emphasize and enforce the rules seriously and function to confirm the rules, declare mistakes, awaken someone who is on the wrong path and leave the path of truth.

g. Habitual

Seventh. Habituation Strategy (habituation) a strategy that uses the principle of continuity or routine, Habituation is an activity or activity that is carried out repeatedly or continuously from the same thing that is done regularly and does not change to achieve a goal, namely to achieve a change in behavior, of course a change in good behavior and make it a habit (character) that is attached to the child so that in the future the child does not need to think again to do good deeds. This action approach is quite effective by teachers in instilling values in their students, with this strategy, children are slowly guided in order to be able to interpret the values they are living. Such as getting used to a disciplined attitude, getting used to praying before studying, dressing neatly and so on. A new habit can become a character if someone is happy or has a desire for something by accepting and repeating it. Of course, habits are not only limited to behavior, but also habits of positive thinking and positive feelings.

## **6. Characteristics of Senior High School Student**

Adolescence or teenage is a period of transition between the life of children and the life of adults (Meriyati, 2015). Adolescence or also define as puberty phase is often known as the period of searching for identity (ego identity). This age about 12-21 years old, high school age. Adolescence is characterized by a number of important characters, namely:

- 1) Achieve mature relationships with peers
- 2) Can accept and learn social roles as adult men or women who are upheld by society
- 3) Accepting physical conditions and being able to use them effectively
- 4) Achieve emotional independence from parents and other adults
- 5) Choose and prepare for a future career according to your interests and abilities
- 6) Develop a positive attitude towards marriage, family life and having children
- 7) Develop intellectual skills and concepts needed as citizens
- 8) Achieve socially responsible behavior
- 9) Obtain a set of values and an ethical system as a guide in behavior
- 10) Developing religious insights and increasing religiosity

The various characters of the development of adolescence require educational services that are able to meet their needs. This can be done by the teacher, including:

- 1) Provide knowledge and understanding about reproductive health, the dangers of sexual deviation and narcotics abuse
- 2) Helping students develop an appreciative attitude towards their body posture or condition
- 3) Providing facilities that allow students to develop skills according to their interests and talents, such as sports, arts and so on
- 4) Provide training to develop problem-solving and decision-making skills
- 5) Train students to develop resilience, the ability to survive in difficult conditions and full of temptation
- 6) Apply a learning model that allows students to think critically, reflectively and positively
- 7) Helping students develop a high work ethic and entrepreneurial attitude
- 8) Fostering the spirit of diversity in students through open and more tolerant religious learning
- 9) Maintain a harmonious relationship with students and are willing to listen to all the complaints and problems they face

#### **D. Learning English**

According to Kasihani (2001:43) English is the first foreign language that is considered important for the purpose of accessing information, absorbing and developing science, technology, arts and culture and fostering relations with other nations. According to Wells quoted from the Ministry of National Education in Kepmendiknas No. 22 of 2006: English is a tool to communicate orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture by using the language. Then according to Chodijah (2000:21) English learning is needed for all circles, both early and adult because English is an international language that must be known by all circles. Not only understood and understood but English also must be mastered.

From the statement above, it can be concluded that English is a tool for communication among citizens. Through language as the main communication tool, especially through English as a global language, we can develop science, technology, and culture by using that language. In the context of education, this language functions as a communication tool to access, store and share information. In everyday life, it functions as a tool for establishing interpersonal relationships, exchanging information and enjoying the beauty of the language.

Based on its function, the objectives of teaching English subjects in the current curriculum include: (1) Developing the ability to communicate in that language both orally and in writing. These abilities include listening (listening),

speaking (speaking), reading (reading), and writing (writing); (2) To raise awareness of the nature and importance of English as a foreign language to become the main learning tool; (3) develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity.

To achieve the objectives of teaching English subjects, interrelationships between components in the curriculum are needed, namely teaching objectives which are in the context of the current curriculum and are in line with the Content Standards regulated in Government Regulation No.19, stated in the form of the formulation of competency standards and basic competencies, which are then formulated specifically in the form of indicators that are used as material for consideration in selecting and developing other curriculum components, namely teaching materials, learning activities, and learning evaluations. The four main components of this curriculum in the current English Subject Curriculum must be explicitly included in the English language syllabus which was developed both for the benefit of classroom learning and for the development of teaching materials. In this teacher's instructions, the four components are tried to be mapped with reference to the curriculum.

#### **E. The Pedagogical Competence of Teachers in Educating Students' character**

Understanding and mastering the character of students is the first and important aspect of pedagogic competence. Teachers need to have skills in reading and recognize the character of students in class. The purpose of this aspect is that the teacher can choose the right learning method, so that the material conveyed in the classroom can be understood well by all students. Teachers who have pedagogic competence in educational activities and 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. Mastering student's character will help students in getting good academic achievements. According to Rusdiana and Yeti (2015) in mastering student's character has some indicators as follows:

**1. The teacher can identify the learning character of each student in the class.**

It is important for teachers to be able to recognize and understand the characters of students. One of the benefits of teachers recognizing and understanding the character of students is that the teaching and learning process takes place for the better. Students have their own characters in learning, these characters cannot be separated from several things such as talents, interests, student environment, learning styles, children's intellectuals, and others. These characters are related to aspects of physical, intellectual, social, emotional, moral and socio-cultural backgrounds.

In the learning process the teacher should not neglect this, because it will have implications for classroom management which in turn has an impact on the achievement of learning objectives. In understanding and identifying the characters of students in the classroom the teacher must have some information such as:

- a. Teachers have data about learning outcomes
- b. The teacher has special notes for students
- c. The teacher has a record of students' strengths and weaknesses

**2. Ensure that all students have equal opportunities to participate actively in learning activities.**

In the modern education paradigm, the teacher is not a teacher but the teacher is a facilitator and motivator. Professional teachers must be able to



play a big role as a facilitator. The teacher provides equal opportunities to all students, so that students can participate optimally in the learning process. Some things that teachers can do to provide equal opportunities for students to participate actively in class are:

- a. Provide stimulation to all students to ask, answer, and comment
- b. The teacher gives an opportunity for students / groups of students to make presentations and others respond
- c. The teacher checks regularly that all students are actively carrying out the given learning activities.

**3. Organize classes to provide equal learning opportunities to all students with different physical disabilities and learning abilities.**

Manage classes related to class management. Some important things are arranged by the teacher in the learning process, such as:

- a. The place / position of the child's seat

Seating needs to be adjusted to the physical and non-physical conditions of the child. For example, the size of the child's height if the class uses a series system, the child's vision, the child's hearing and others.

- b. Class explanation
- c. Educator mobility
- d. Position of learning media

**4. Trying to find out the causes of deviations in student behavior to prevent this behavior from harming other students.**

Children have different behavioral characters. Deviant behavior is not considered something disgraceful. If there are signs of behavioral deviation, the teacher seeks to provide counseling to the child. Even teachers and schools are thirsty to make efforts and psychological approaches. Monitoring and control is carried out continuously. Some things that need to be done by teachers to find out the causes of deviations in student behavior are:

- a. Teachers have personal data of students
- b. The teacher pays special attention to students with disabilities to prevent this behavior from harming other students
- c. The teacher has a follow-up agenda book on student behavior

**5. Help develop potential and overcome deficiencies and delays in understanding students.**

Children have different potentials. The potential referred to here can be in the form of a tendency of interest, talent, and delay in responding to learning. The weakness of classical system learning is that it is rather slow to respond to individual differences. To find out the child's development earlier, teachers and schools are encouraged to work with certain parties to find out as early as possible the potential of the child. These parties include

psychologists. Psychological tests are considered important to determine the condition of the child so that educators and schools can provide an approach that is able to maximize the learning process. Some things that teachers need to do to help develop potential and overcome deficiencies and delays in understanding are:

- a. The teacher gives structured assignments or unstructured independent assignments in the learning process to help develop students' potential
- b. The teacher gives an opportunity for students or groups to make presentations and other students respond
- c. The teacher provides guidance to students to overcome learning difficulties

**6. Paying attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students are not marginalized (excluded, made fun of, inferior, etc.).**

Children have equal opportunities in the learning process. Physical weakness is not an excuse for learning. Physical weakness or physical limitations of children certainly guide the ways, methods, strategies and even approaches that will be taken in learning. Some things that teachers can do are:

- a. The teacher arranges seats for children who have weaknesses so that they are able to move freely
- b. The teacher gives reinforcement to children who have certain weaknesses

## **F. Previous Studies**

Studies 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 "An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT IQRA' Kota Bengkulu". It was conducted to investigate the extent to which teachers are in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and professional competence. This research was qualitative study using case study method. The observation of teacher competence (Pedagogic, personality, social, and professional competence) based on Minister of National Education Decree 16/2007 concerning standards of academic qualifications and teacher competence was consist of 4 competencies 14 sub-competencies and 78 indicators. the research focus on 4 teacher's competences, 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 (2019). In her research "An Analysis of Teachers' Pedagogical Competence in Teaching English at SMA

Negeri 3 Banda Aceh”. It was conducted to know whether the English teacher has all components in pedagogical competence and to know the students' perspective on the teacher's pedagogical competence. This research focuses on the teacher's pedagogical competence that consists of the six components. This research uses a descriptive qualitative approach. The result of research is the English teacher has all of the components of the pedagogical competence. It was showing that the English teacher has the ability in 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.

The last study conducted by Nuri Puspita Sari (2019). In her research “The Analysis of Pedagogical Competence of Senior High School English Teacher in Tanah Laut. “It was conducted to find out the competence of English teachers in SMAN 1 Bati-Bati and SMAN 1 Tambang-Ulang. The researcher found out the competence of English teachers by looking at the teaching system in the classroom. The subject in this study was to look at five teachers who taught differently at SMAN 1 Bati-Bati and SMAN 1 Tambang-Ulang. This study used qualitative descriptive analysis. And the results of this study are that there are differences in the way of teaching English Teacher in Bati-bati 1 and SMAN 1 Tambang-Ulang. 1. Mastering student's CHARACTER. 2. Mastering learning theories and principles of educative learning. 3. Curriculum development. 4. Educative learning activities. 5. Student's

potential development. 6. Communication with students. 7. Assessment and evaluation.

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 only. For the last study conducted by Nuri Puspita Sari (2019). In her research focus on seven indicators on pedagogical competences from two school. In the other hand, this study the researcher more specifically focus on one of the ten indicators of pedagogical competences based on Regulation of the National Education Minister No.16 Year 2007.

The second thing is setting. 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. And in study conducted by Nuri Puspita Sari take place in two school at SMAN 1 Bati-Bati and SMAN 1 Tambang-Ulang Banjarmasin (South Kalimantan) 2019 during pandemic. Whereas in this research conducted at MA Mambaul Ulum Jombang (East Java) in 2021 during pandemic COVID-19.